Extensive reading research:
What have we learned and what questions remain?

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Abstract

Research to date suggests that extensive reading (ER) can help develop learners' language competence. Students who read a great deal in the target language are more likely to develop a higher overall proficiency. This article aimed to examine the extent, range, and nature of research activities on ER and identify gaps in the existing literature on the effects of ER on language learning. To identify relevant studies, EBSCOhost, ProQuest, and Web of Science databases were searched using the following search terms: *extensive reading or graded readers or free voluntary reading (TI) and extensive reading or graded readers or free voluntary reading (AB)*. A total of 109 studies published from 2001–2021 were then analysed to determine the characteristics and emergent themes of prior studies on ER. Our analysis revealed that the existing studies placed greater emphasis on improving learners' reading attitudes than learners' linguistic abilities and language use (e.g., speaking and writing skills). Given the potential impact of ER on students' overall language development, not just increased reading proficiency and skills, the ER research base should be substantially expanded so that we know more about its effects on diverse aspects of language learning.

Keywords: extensive reading, second language learning, vocabulary gains, reading ability, reading attitudes, language

1.   Introduction

Extensive reading (ER) is an approach to teaching second language (L2) reading that involves learners reading large quantities of books and other reading materials within their linguistic competence (Day & Bamford, 1998b). According to Lems et al. (2017, p.221), ER is considered "the best universal method to help all learners consolidate their reading comprehension". This position is well aligned with Krashen's (1989) comprehensible input

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(CI) theory, which states that learners need rich exposure to the target language to develop advanced levels of proficiency.

Other researchers hold similar views. For example, Gass and Mackey (2015) pointed out that CI is the *sine qua non* (precondition) of language acquisition, arguing that language learning is not possible when language input is absent. For input to contribute to language development, the learning materials should be comprehensible, easy, and compelling to the learners. When input is presented in comprehensible and compelling ways, learners are likely to process the language features present in the input more efficiently, thereby increasing the probability that the vocabulary and grammar seen or heard in the input are incorporated into the learners' growing linguistic system (Krashen, 1981, 1982). Moreover, the input should be readily available so that students can benefit from frequent encounters with previously learned vocabulary and language structures (Krashen, 1989). Studies to date have demonstrated substantial effects of ER on language learning (see Jeon and Day (2016) for a synthesis of research). However, as many of these studies were conducted independently and often report inconsistent findings, the overall effectiveness of ER remains unclear.

One approach to holistically assess the results of separate studies in a specific research area is meta-analysis (Glass, 1976). To date, five meta-analyses have investigated the effectiveness of ER on language learning (Jeon & Day, 2016; Krashen, 2007; Liu & Zhang, 2018; Nakanishi, 2015; Wang & Kim, 2021). Krashen's (2017) meta-analysis of 19 experimental studies published between 1992 and 2007 indicated a strong and consistent positive effect of access and duration on tests of reading comprehension (mean effect size = 0.88) as well as cloze tests (mean effect size = 0.73). Nakanishi's meta-analysis (2015) reported a medium effect size (Cohen's d = 0.46) of ER interventions in experimental studies and a large effect size (Cohen's d = 0.71) for pre-post groups based on 34 studies published up to 2012. The meta-analysis by Jeon and Day (2016) attempted to address the shortcomings of Nakanishi's meta-analysis, which did not reflect the ten well-known ER characteristics proposed by Day (2002). Both meta-analyses provided similar insights, with the reported effect of ER varying from small to large depending on the duration and outcome variables of each study. Liu and Zhang (2018) also conducted a meta-analysis of empirical studies investigating the effect of ER on vocabulary acquisition and identifying variables that influenced vocabulary development. Their synthesis of 21 studies indicated a large effect size on group contrasts (d = 1.32) and pre-post contrasts (d = 3.26), suggesting that ER has a significantly large effect on English vocabulary learning.

In the most recent meta-analysis, Wang and Kim (2021) reviewed ER studies conducted over the past 50 years (1962–2019) within the context of English as a foreign language in classrooms in China. Utilising the China National Knowledge Infrastructure database, they identified and analysed 81 published articles. In contrast to the four meta-analyses described above, Wang and Kim did not report effect sizes and instead focused on the three key problems in implementing ER, i.e., problems related to misconceptions about ER, problems related to research methods, and problems related to the limited scope of the studies. Notably, their study did not report the quantitative data used to determine the effect sizes of the intervention based on the test results.

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Much has been learned from the plethora of research on ER in recent decades. The meta-analyses in particular have provided ER researchers with valuable information about different types of ER interventions that can lead to improvements in specific aspects of proficiency (e.g., increased fluency in reading, increased vocabulary size, and more positive attitudes towards reading). Quantitative studies of the effect sizes of various ER treatments have also contributed to our understanding of the various aspects of experimental treatments (e.g., length of treatment, availability and accessibility of reading materials, student and teacher motivations) that can lead to weaker or stronger effect sizes.

Despite this existing knowledge, further research is warranted to develop a more comprehensive and holistic picture of ER. For example, while there are many studies on ER's relationship with reading fluency, comprehension, vocabulary size, and overall proficiency, few studies have investigated the link between ER and writing skills and there is very limited research on the relationship between ER and oral speaking skills. Similarly, little is known about the factors that substantially influence the effects of ER (e.g., amount and intensity of reading). Given the growing interest from practitioners on implementing ER in classrooms, more research is needed on the factors that can hinder or facilitate the implementation of ER in typical classroom settings (e.g., availability of reading materials, the reading culture of the school, the roles of teachers and libraries, scalability of school-wide ER programmes, etc.).

Accordingly, this paper aimed to examine the extent, range, and nature of research activities on ER and to identify gaps in the existing literature on the effects of ER on language learning. To achieve these aims, a synthesis of ER studies through a scoping review was undertaken to provide insights on what we can learn from the existing literature as well as what future research is needed. Moreover, this study intends to provide a concise and succinct overview of trends in ER research over the last two decades from 2001 to 2021 to support English Language Teaching (ELT) researchers and practitioners. The studies conducted in the last two decades were selected to provide more recent trends and information of research findings on ER and to holistically assess the effectiveness of ER to language learning. To this end, the main research questions of this study are as follows:

1. What have we learned from ER research over the past 20 years?
2. What do we still need to learn to achieve a more holistic view of the relationship between ER and L2 learning?

In the next section, we provide a brief definition of ER and highlight some of the most important features that distinguish ER from intensive reading, which is the kind of reading that is most commonly practised in L2 classrooms. Following this, we explain the research methods employed to address our two research questions.

1.1. What is Extensive Reading?

Several prominent scholars have proposed definitions of ER that aim to capture its key characteristics. Day and Bamford (1998a) defined ER as "an approach to the teaching and

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learning of second language reading in which learners read large quantities of books and other materials that are well within their linguistic competence." (p. xiii). The focus of this oft-cited definition is the amount of reading and the difficulty level of the reading materials. In a follow-up article, Day and Bamford (2002) developed a list of 10 principles to help practitioners implement ER in language classrooms. However, these 10 principles have been criticised for being too idealistic. One principle, for example, states that reading should be its own reward. Many ER scholars (e.g., Waring & McLean, 2015) feel that this is unrealistic as students are unlikely to read in quantity unless there is some sort of accountability in the form of post-reading tasks. Dissatisfaction with the 10 principles has led to several proposals to reduce the number to around five or six principles. The "leaner" list of principles typically includes the following: students (1) choosing what they want to read, (2) reading linguistically accessible materials, (3) reading with sufficient speed, (4) completing enjoyable post-reading activities, (5) reading a large amount of materials, and (6) over an extended period of time. Renandya and Jacobs (2016) proposed a definition of ER that capture these six features, i.e., one that involves "students reading large amounts of motivating and engaging materials which are linguistically appropriate over a period of time where they read with a reasonable speed for general understanding, with a focus on meaning rather than form" (p. 99).

From the discussion above, we can see gradual changes in how ER is defined and how its key implementation features have evolved to become more realistic. The definition of ER and its principles should be treated as guidelines rather than commandments, as there are numerous classroom-specific variables that should be considered during the actual implementation of ER programmes. For example, teachers should take into account students' literacy backgrounds, their proficiency in the target language, their motivation to read, the availability of suitable ER reading materials, the reading culture of the school, support from school leaders, among others (see Renandya, Hidayati, & Ivone (2021) for other factors that may affect the successful implementation of ER programmes). Despite implementation issues, the general findings of empirical studies to date clearly show that ER plays an important role in supporting students' language development.

2.   Method

To investigate the extent, range, and nature of research activities on ER, this study utilises Arksey and O'Malley's (2005) scoping review framework. This scoping activity enabled us to map key ER concepts and their associated constructs from relevant sources in digital databases. To conduct this scoping review, the following five stages were carried out:

a.   Identifying research questions
To examine the extent, range, and nature of ER in previous studies, we first formulated two research questions based on our collective understanding of the ER literature. The first question ("what have we learned from ER research over the past 20 years?") seeks to understand the scope and purpose of prior ER studies, i.e., the research objectives, research

designs, participants, research instruments, types of data collected and analysed, and results. The second research question ("what do we still need to learn to achieve a more holistic view of the relationship between ER and L2 learning?") seeks to identify critical gaps in the ER research that will help us chart future research directions.

b.   Identifying relevant studies

This step involved searching available sources, such as electronic databases, journals, and reference lists, for relevant ER research articles (Arksey & O'Malley, 2005). We searched three electronic databases, namely EBSCOhost, ProQuest, and Web of Science, for relevant studies using the following ER-related keywords: *extensive reading or graded readers or free voluntary reading (TI) and extensive reading or graded readers or free voluntary reading (AB).*

c.   Selecting relevant studies

To select relevant studies, the following inclusion and exclusion criteria were employed to filter out studies that were not directly relevant to our research objectives:

1.   The studies should be descriptive non-experimental studies, (e.g., case study, correlational study), experimental studies (e.g., those involving control and experimental groups), or mixed-method studies (i.e., studies involving qualitative and quantitative data).
2.   The studies should focus on extensive reading, graded readers, and free voluntary reading.
3.   The articles must be published in scholarly peer reviewed journals. Both Scopus and non-scopus-indexed (e.g., SSCI-indexed) articles are included.
4.   The articles selected are included in EBSCOhost, ProQuest, and Web of Science.
5.   The articles must be published in English.
6.   The publication date is from 2001 to 2021.
7.   The article is a research article; other types of publications, e.g., MA and PhD theses and conference proceedings, are excluded.
8.   The subject of the study is L2 language learning, second language reading, English as a second language, or English as a second language learning.

d.   Charting the data

This stage includes extracting the relevant information from the selected studies. To answer the research questions, we extracted and sorted through the data based on the key issues and themes. Information such as the author(s), year of publication, study location, research objectives, methodology, participants involved, duration, and research results were collected. We utilized Excel to organise the information extracted from the included studies.

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e. Collating, summarising, and reporting the results

The information recorded in the Excel file was used to collate, summarise, and report the results. The outcome of these processes was an overview of the included ER studies published over last two decades and their emergent themes. Subsequently, we identified possible research gaps from the reviewed ER studies to suggest future directions in ER research.

These five stages are illustrated in Figure 1, which shows the process of selecting the studies from the three electronic databases based on the predefined search terms.
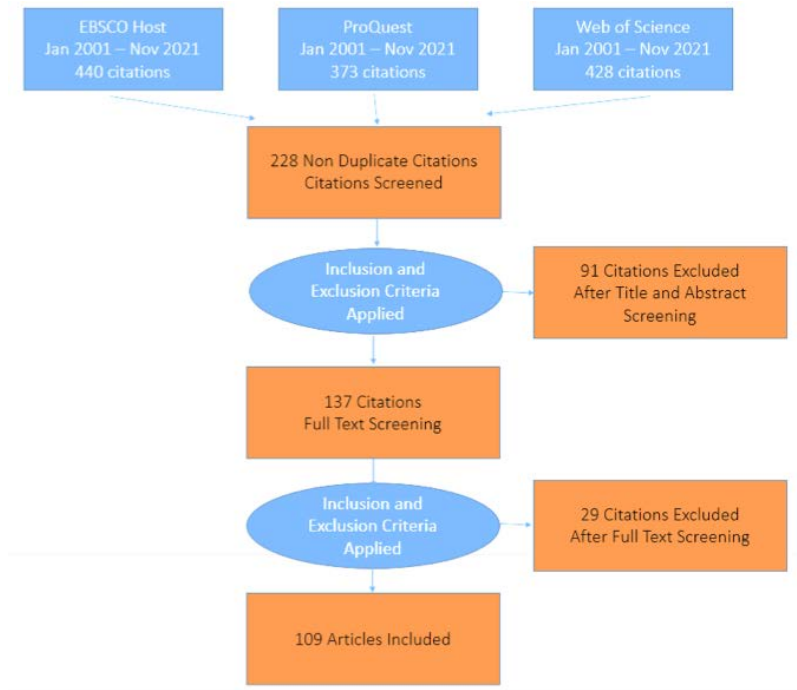
Figure 1. *Flowchart of article selection*

After removing duplicates, the search of the databases returned 228 results. After further screening, we were left with 109 articles that met the inclusion criteria.

We coded these 109 articles in Excel based on the coding scheme described in Appendix 1. The consistency of the coding results between the first researcher and an independent rater (an experienced teacher trainer at a public university in Indonesia) achieved 95% inter-coder agreement. Disagreements on coding were resolved through discussion until full agreement was reached. The dataset based on the included studies was then examined to shed light on the nature of ER studies over the last 20 years.

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3.   Results and Discussion

This section summarises and reports the answers to the research questions on the major features of ER studies over the last two decades and future directions for ER research.

3.1.   Characteristics of the Included Studies

This section describes the 109 publications that met the inclusion criteria. To present trends in ER research over time, Figure 2 depicts the number of published studies over five-year intervals.
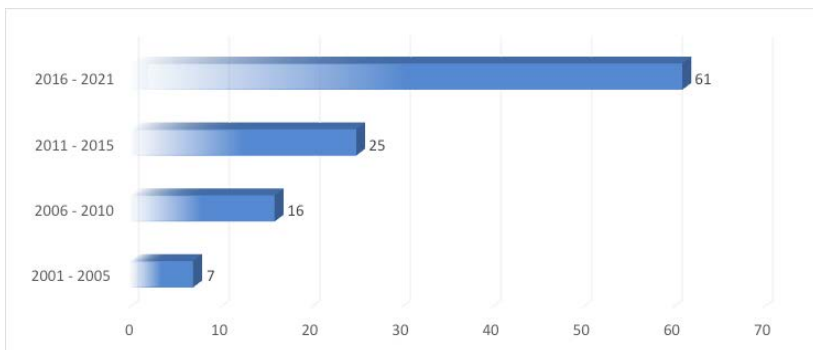
Figure 2. *The number of ER articles published over the last two decades*

As shown in Figure 2, ER research has doubled over the most recent five-year period. This trend signifies researchers' burgeoning interest in investigating the effects of ER by conducting both quantitative and qualitative research. The 109 studies were published in 49 peer-reviewed journals, as listed in Table 1.

Table 1
Number of ER articles published in each journal

Journal	Number of articles per journal
Reading in a Foreign Language	26
System	6
TEFLIN Journal	5
ELT Journal	4
The Journal of Asia TEFL	4
The Reading Matrix	4

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Table 1 continued...

Journal	Number of articles per journal
LEARN Journal: Language Education and Acquisition Research Network Journal	4
Journal of Extensive Reading	3
RELC Journal	3
New Zealand Studies in Applied Linguistics	3
Computers & Education	3
Education and Information Technologies	3
Eurasian Journal of Applied Linguistics	2
International Journal of Educational Research	2
Journal of Language Teaching and Research	2
Theory and Practice in Language Studies Other journals (e.g. Adult Basic Education, Applied Linguistics Review, Electronic Journal of Foreign Language Teaching, International Journal of Education and Literacy Studies, and many others)	32
Total	109

* This category includes journals that published only one ER-related article during the study period.

3.2. Methodological Features of the Studies

The methodological features of the 109 studies were analysed by identifying the research designs, sample sizes, settings, and study durations. Table 2 provides the research designs, which are categorised as experimental, non-experimental, and mixed-methods, as well as the sample sizes.

Table 2
Research designs and sample sizes of the included studies

Research design	Number of studies	Total sample size
Experimental studies	56	N = 12,236
Non-experimental studies	45	N = 3,167
Mixed-methods	8	N = 532
Total	109	15,890

Over the last two decades, ER studies have mostly utilized experimental designs (51%), followed by non-experimental (41%) and mixed-methods design (8%). This finding differs from the meta-analysis by Xu et al. (2020) of 59 studies published from January 1,

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2000 to August 31, 2018, which found that the majority of studies employed a quantitative design (n = 34, 57.63%), followed by mixed-methods (n = 22, 37.29%) and qualitative designs (n = 3, 5.08%).

In terms of sample sizes, Table 2 shows that the majority of participants were involved in experimental studies (77%); the remainder were involved in non-experimental (19%) and mixed-methods studies (4%). This finding suggests that the sample size varies according to the research method utilised, with non-experimental studies typically having smaller sample sizes than experimental studies. The present study was able to extract more sample sizes from experimental studies and obtain the effect sizes of ER interventions, which are advantages over the meta-analyses by Jeon and Day (2016) and Nakanishi (2015). Jeon and Day identified studies published from 1980–2014 involving 5,919 participants, while Nakanishi analysed studies published up to 2012 totalling 3,942 participants. The inclusion of more participants can strengthen investigations of the relationship between sample sizes and effect sizes (Slavin & Smith, 2009), leading to greater support for the findings of how ER impacts L2 learning. In terms of the duration of ER, the included studies utilised ER interventions ranging in length from 71 hours to 2.5 years.
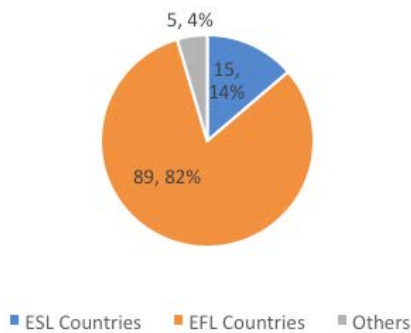

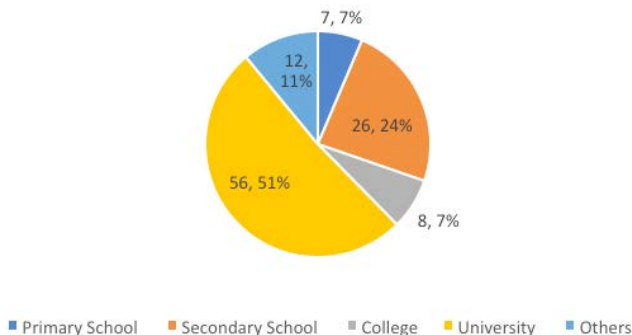*Figure 3*. **Settings where ER studies were conducted (reported as percentages)**

Figure 4. **Countries where ER studies were conducted (reported as percentages)**

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Figure 3 shows that the most common settings of ER research were universities (59%) followed by secondary schools (26%). The settings for the rest of the studies included language centres, language institutes, community centres, and workshops. The study settings were not only in countries where English is spoken as a foreign language but also English-speaking countries such as New Zealand, the United States, the United Kingdom, and Canada as described in Figure 4. The English as a second language (ESL) and English as a foreign language (EFL) countries where ER studies were conducted included China, Japan, Korea, Malaysia, the Philippines, Taiwan, Thailand, Turkey, Vietnam, Africa, India, Indonesia, Iran, Jordan, Norway, Nigeria, Saudi Arabia, and Venezuela. Of the ESL/EFL countries, most studies were conducted in Japan (24%) followed by Taiwan (12%).

3.3. ER Studies and Emergent Themes

As shown in Appendix 1, more than 50% of studies were experimental (56 studies); the rest were non-experimental (45 studies) and a small number employed mixed-methods designs (8 studies). A summary of the research trends over the last two decades and the emergent themes is shown in Appendix 2. The emergent themes include how ER approaches impact L2 students' vocabulary gains, reading ability, reading attitudes, language aspects, and language use. Generally, ER is shown to have contributed to learners' reading attitudes (35%), followed by reading ability (31%), vocabulary gains (21%), language use (6%), and language aspects (7%).

3.4. Effects on Vocabulary Gains

The majority of studies reporting positive effects of ER on learners' vocabulary gains were conducted in EFL settings. The participants were from primary schools (Elley & Cutting, 2001; Maipoka & Soontornwipast, 2021), secondary schools (Chang & Hu, 2018; Park et al., 2018; Webb & Chang, 2015; Webb & Chang, 2014), community centres (Horst, 2005), and universities (Al-Homoud & Schmitt, 2009; Alsaif & Masrai, 2019; Bibi & Bukhari, 2016; Boutorwick et al., 2019; Chang & Renandya, 2021; Chun et al., 2012; de Guerrero & Rodríguez, 2009; Kweon & Kim, 2008; Lee, 2007; Lin et al., 2018; Nakano, 2016; Silva, 2009; Suk, 2017, 2021; Teng, 2015).

The 27 studies that focused on improving learners' vocabulary used interventions ranging from 5 weeks to 9 months with varied numbers of participants. The interventions conducted by Elley and Cutting (2001) and Webb and Chang (2015) lasted 9 months and 8.5 months, respectively. Elley and Cutting (2001) reported a positive impact of a book-based program on students' vocabulary gains, sentence comprehension, and reading comprehension. Similarly, Webb and Chang (2015) reported positive effects of ER on L2 students' vocabulary development.

The effectiveness of ER for language learning has been evaluated by comparing ER and intensive reading (IR) approaches. Suk (2017) and Al-Homoud and Schmitt (2009) employed an experimental design to investigate the effects of ER and IR approaches on

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L2 students' vocabulary gains. In Suk's (2017) study, the vocabulary test scores of the ER groups (two classes, n = 83) showed dramatic increases compared to those of the IR groups (two classes, n = 88). In contrast, Al-Homoud and Schmitt (2009) found no difference in vocabulary gains between the ER and IR groups based on the results of 1000, 2000, and 3000 level vocabulary tests. In a study by Park et al. (2018), students in a Korean secondary school were assigned to experimental and control groups, with the former receiving a full set of 50 graded readers (ER group) and the latter analysing and translating reading texts (IR group). Their study showed significant improvements in the ER group compared to the IR group based on the results of students' pre- and post-tests.

Studies by Lee (2007) and Kweon and Kim (2008) provide hard evidence of the impact of ER on vocabulary learning. Lee (2007) performed consecutive experimental studies of self-sustained reading (SSR) at a Taiwanese university, while Kweon and Kim (2008) carried out an experimental study on students' incidental acquisition through ER at a Korean university. In terms of vocabulary retention, Chun et al. (2012)'s experimental study at a Korean university supports that ER is effective for long-term vocabulary retention. Demonstrating that ER is not only beneficial for vocabulary retention, Bibi and Bukhari (2016) provide evidence that ER can enhance students' vocabulary related to meaning and grammatical categories of English target words, as indicated by research achievements by Arab graduate students.

Studies on the effects of ER in a single participant have been carried out by Alsaif and Masrai (2019), Leung (2002), Pigada and Schmitt (2006), and Senoo and Yonemoto (2014). In their case study, Alsaif and Masrai (2019) had a native Arabic-speaking learner of English perform ER as an informal activity outside the classroom for eight weeks, which resulted in a 15% gain in English vocabulary. Several studies have documented the impact of ER on Japanese speakers' (Leung, 2002; Senoo & Yonemoto, 2014) and a French speaker's (Pigada & Schmitt, 2006) ability to learn another language. The results echo earlier studies in that ER complemented learners' process of acquiring vocabulary. Pigada and Schmitt (2006) documented the ability of ER to enhance a French learner's lexical knowledge in one month, with the results showing that 65% of target words were acquired.

A recent study utilising a mixed-methods design integrated IR and ER instructions in a Thai primary school (Maipoka & Soontornwipast, 2021). The results suggest that the integration of these two approaches helped develop students' English reading ability, vocabulary knowledge, and reading comprehension.

Overall, this discussion of previous studies has emphasised the importance of exposure and access to abundant reading materials as part of ER activities to improve learners' vocabulary knowledge. This idea is in line with Krashen (1989) and Nation (2007), who emphasized on the need to have comprehensible and meaningful input to support language learning and acquisition.

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3.5.   Effects on Reading Ability

Studies examining the effects of ER on reading ability accounted for 31% of the 109 studies. Similar to studies of ER's effects on vocabulary gains, the research was dominated by experimental studies assessing how ER improved learners' reading proficiency, reading fluency, reading skills, or reading strategies. Some studies were conducted in English speaking countries, such as the United States (Vaughn et al., 2019) and the United Kingdom (Uden et al., 2014), while most studies were carried out in EFL countries such as the Philippines (Lituanas et al., 2001), Japan (Aka, 2019; Collett, 2018; Hunt, 2014; Iwahori, 2008; Li, Majumdar, Chen, & Ogata, 2021; McLean & Rouault, 2017; Milliner, 2021; Nakanishi & Ueda, 2011; Robb & Kano, 2013; Sakurai, 2015; Tabata-Sandom, 2013; Taguchi et al., 2004; Yamashita, 2008), Vietnam (Gorsuch & Taguchi, 2010; Thuy & Thuc, 2020), Indonesia (Edy, 2015), Taiwan (Lin, 2014; Shih et al., 2018; Shih & Reynolds, 2018; Wang & Ho, 2019; Yang et al., 2021), Africa (Nhapulo et al., 2017), Thailand (Wisaijorn, 2017), and Turkey (Yılmaz et al., 2020).

There were 26 experimental studies focusing on improving participants' reading ability conducted with varying numbers of participants and study durations. Two studies with a large number of participants and duration of 1–2 years (Aka, 2019; Robb & Kano, 2013) investigated the effects of ER on participants' reading proficiency. Aka's study (2019) found a medium effect size (d = 0.60), suggesting that a one-year ER program helped Japanese students' reading proficiency. Robb and Kano (2013) compared two cohorts, cohort 2008 as the control group and cohort 2009 as the experimental group that experienced ER using a plug-in module for Moodle called MoodleReader. The results showed that cohort 2009 had an improved reading proficiency compared to cohort 2008. Other studies reporting positive effects of ER on participants' reading proficiency are congruent with studies conducted in university settings, including but not limited to Yamashita (2008), Sakurai (2015), Edy (2015), Nhapulo et al. (2017), and Collett (2018). Other studies reported that ER programmes can help students with lower ability improve their reading comprehension (Wisaijorn, 2017) and are effective for students with remedial reading ability in a secondary school in the Philippines (Lituanas et al., 2001).

Besides improving reading proficiency, there is evidence that ER contributes to learners' reading fluency by developing skills to read interconnected sentences with greater speed and comprehension (Grabe & Stoller, 2002). The ability of ER to impact reading fluency was reported by Taguchi et al. (2004), Gorsuch and Taguchi (2010), Milliner (2021), Iwahori (2008), and McLean and Rouault (2017). Their findings support that the learners showed improved reading fluency during the ER session and over the course. McLean and Rouault (2017) attempted to compare the effects of ER with the grammar translation approach. In a study by Milliner (2021) involving a combination of timed reading, repeated oral reading, and ER, Japanese learners (n = 56) with more ER exposure achieved greater reading rate gains.

Greenberg et al. (2006) reported that an ER environment and activities helped promote literacy skills and practice among participants with reading difficulty (n = 27) to

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read books at their own level and in line with their own interests. Two studies reported the results of exploring readers' strategies during an ER instructional intervention in Taiwan universities (Shih et al., 2018; Shih & Reynolds, 2018). Shih and Reynolds (2018) found that strong readers used more global strategies and had more diverse reading strategies than weak readers, who tended to use a single strategy. Shih et al. (2018) administered a 22-item 5-point Likert scale reading strategy questionnaire to 10th grade junior college students in Taiwan (n = 100) to investigate their reading strategies and found that less proficient readers need to be exposed to more reading strategies to become better readers.

Studies on the effects of ER on reading ability have also employed non-experimental designs such as qualitative designs (Meniado, 2021; Nkomo, 2021; Singkum & Chinwonnob, 2021), case studies (Tabata-Sandom, 2013; Uden et al., 2014), action research (Ateek, 2021; Hardy, 2016; Hunt, 2014), and surveys (Chang & Renandya, 2017). These studies provide further evidence of how ER improves reading proficiency, fluency, and skills among primary school students, university students, teachers, and reading research groups.

3.6.   Effects on Reading Attitudes

Several lines of evidence suggest that ER influences cognitive ability, as evidenced by learners' vocabulary gains and improved reading ability. In addition to effects on cognition, ER can support learners' positive attitudes about reading. ER provides students with a reading environment that is less threatening and more conducive and has been described as "a powerful tool for teachers concerned with building and maintaining positive attitudes toward second language reading among students" (Day & Bamford, 1998a, p.27). Of the 109 selected studies, the majority (35%) assessed the effects of ER on reading attitudes. Research on the affective dimensions of ER over the last two decades is dominated by non-experimental studies (n = 30, 67%), followed by experimental (n = 9, 20%) and mixed-methods studies (n = 6, 13%). The non-experimental research approaches include descriptive or qualitative designs (Anandari & Iswandari, 2019; Asraf & Ahmad, 2003; Kuru Gönen & Zeybek, 2021; Poulshock, 2010; Sugita, 2018), surveys (Bui & Macalister, 2021; Claridge, 2009; Litheko & Maduekwe, 2011; Sun, 2021; Waring & Husna, 2019; Yamashita, 2004), case studies (de Burgh-Hirabe & Feryok, 2012; de Burgh-Hirabe & Feryok, 2013; Judge, 2011; Krulatz & Duggan, 2018; Ro, 2016; Ro & Park, 2016; Sun, 2021; Tabata-Sandom & Macalister, 2009; Takahashi & Umino, 2020), and action research (Chen, 2018; Dincer, 2020; Hadiyanto, 2019; Huang, 2015; Macalister, 2008; Mitchell et al., 2019; Sun et al., 2016).

Having conducted a study in three rural secondary schools in Malaysia, Asraf and Akhmad (2003) motivated students to read extensively in English through ER. After four months, previously reluctant readers had developed positive attitudes toward reading due to the benefits of ER. In a study integrating ER with technology, Kuru Gönen and Zeybek (2021) used quick response (QR) codes as an augmented reality (AR) feature to aid 28 students at a Turkish university to comprehend culture-specific terms. The results of the study indicated positive views toward ER activities integrated with QR codes. Additional evidence of the

positive impact of ER on learners' reading attitudes comes from survey studies involving both teachers and students. Waring and Husna (2019) distributed questionnaires to 34 Indonesian teachers who attended an ER workshop. Despite concerns about their lack of knowledge in implementing ER, the teachers shared positive views on how ER improved their students' English language acquisition. Similarly, Sun (2020) conducted a survey after ER implementation at a Chinese secondary school and found that almost all teachers and students showed positive attitudes to ER due to students' improvement in English. In contrast, the results of a survey involving 240 trainee teachers at two Nigerian universities indicated apathy towards ER (Litheko & Maduekwe, 2011) due to many different aspects. The reasons for these findings could be that the instruments did not seem to address participants' understanding of ER, or the lack of conceptual and theoretical constructs about ER and how the programme was characterised. Asking students about what materials they read and how long they read (for some of the questions), as mostly indicated in the questionnaire, did not guarantee that ER actually took place.

In contrast to the conflicting survey findings, several case studies have reported that ER boosts learners' reading motivation, including Ro (2016), de Burgh-Hirabe and Feryok (2013), and Takahashi and Umino (2020). These studies reported similar findings of participants' positive attitudes to ER implementation. Furthermore, action research studies have reported participants' positive views after the establishment of ER programmes in a university (Macalister, 2008), a Taiwanese senior high school (Huang, 2015), a Chinese elementary school (Sun et al., 2016), a Taiwanese private university (Chen, 2018), an Indonesian university (Hadiyanto, 2019), a Japanese university (Mitchell et al., 2019), and a Turkish university (Dincer, 2020).

Experimental studies reporting the effect of ER on learners' reading attitudes include Takase (2007), Yamashita (2013), Lin (2014), Granena et al. (2015), Mestres et al. (2019), Li, Majumdar, Chen and Ogata (2021), Wisaijorn (2017), Chanthap and Wasanasomsithi (2019), and Yang et al. (2021). ER has also been found to impact learners' autonomy to select their own reading materials (Chanthap & Wasanasomsithi, 2019) and reading engagement (Li et al., 2021).

Mixed-methods studies on the effects of ER on reading attitudes have been conducted in different settings including a Japanese university (Ramonda, 2020), a Turkish university (Bakla, 2020), a Thai university (Pongsatornpipat, 2021), an American university (Zhou & Day, 2021), and a Singaporean primary school (Sun et al., 2021). The findings are diverse but generally positive, such that ER supports students' interest in reading books (Ramonda, 2020), maintains students' positive attitudes about reading (Pongsatornpipat, 2021), positively affects intermediate and advanced students in an EAP program (Zhou & Day, 2021), and increased leisure reading as a preferred activity during the pandemic among primary school students in Singapore (Sun, 2021). However, the participants in Bakla's study (2020) reported negative attitudes about the ER post-activity due to poor interactions with the blogging activity. Nevertheless, the students reported that they enjoyed the ER activities.

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3.7. Effects on Language Aspects

ER can provide learners with a large amount of input to develop their language proficiency and linguistic knowledge. Compared to other research questions, the effects of ER on language aspects were the least investigated (n = 8, 7%) among the 109 studies. These few studies were dominated by experimental studies, with only one non-experimental study. Based on the outcome measure, these studies can be categorized as assessing one of two outcomes: (i) general grammar knowledge or (ii) specific features of grammatical aspects. Studies investigating the effects of ER on general grammar knowledge include Khansir and Dehghani (2015), Davoudi et al. (2016), Mestres et al. (2019), and Aka (2019). To measure participants' language knowledge, the researchers utilized test instruments and items measuring different types of grammar knowledge. For example, Khansir and Dehghani (2015) administered grammar mastery tests to 40 male participants at the Iranian Language Institute after 45 days of ER instruction. The tests measured participants' knowledge about past tense, object pronouns, adverbs of frequency, and determiners. Davoudi et al. (2016) administered a modified version of the Preliminary English Test (PET) to measure 106 Iranian university students' language knowledge after one semester of ER with graded readers. Mestres et al. (2019) assessed 92 primary school students' linguistic abilities using a reading comprehension test. Aka (2019) adopted the Basic Assessment of Communicative English (BACE) test to measure 405 Japanese students' linguistic abilities. All four studies reported significant gains in learners' grammar knowledge after the implementation of ER.

On the other hand, studies assessing outcomes in terms of specific grammatical features were carried out by Aka (2020), Lee et al. (2015), and Song and Sardegna (2014). Aka (2020) investigated the effects of incidental learning among 157 Japanese high school learners using ER to teach the use of the to-infinitive as a noun. Lee et al. (2015) applied ER and translation activities as reading approaches to develop 124 Korean middle school students' understanding of English articles and prepositions without the use of a control group. Song and Sardegna (2014) studied the impact of enhanced ER on 12 Korean high school students' acquisition of English prepositions. The findings of these three studies suggest the effectiveness of the ER approach on learners' acquisition of specific syntactic knowledge. Using a non-experimental, classroom-based approach, Chen (2018) provided insights on how learners learned to solve linguistic problems through task-based activities integrated with ER. The main implication of these studies is that ER can help learners to notice grammatical features by providing constant exposure to input.

3.8. Effects on Language Use

The effects of ER on language use refer to how ER can contribute to the development of language in terms of writing or speaking. The majority of studies examined how ER improved learners' writing competence (Cho & Krashen, 2019; Jennifer & Ponniah, 2019; Lee & Hsu, 2009; Mermelstein, 2015; Park, 2016; Sun et al., 2016; Wang & Ho, 2019; Yılmaz et al., 2020), while two studies investigated the impact of ER on speaking skills (Husna, 2019; Rahmany et al., 2013).

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Both Lee and Hsu (2009) and Mermelstein (2015) adopted an experimental design to assess the impact of a one-year ER intervention on students' writing ability. While both studies reported positive effects, the effect size of Lee and Hsu's intervention was larger than that of Mermelstein's study. Jennifer and Ponniah (2019) and Park (2016) examined the effects of short-term ER on learners' writing competence. After implementing ER for 45 days with 18 reluctant students at an Indian college, Jennifer and Ponniah (2019) found that ER made the composing process easier for these reluctant L2 learners in an input-deficit environment. Park's study (2016) of 56 students at an American university who underwent an ER intervention for 16 weeks reported similar results. Sun et al. (2016)'s classroom-based studies at a Chinese elementary school supported the positive impact of ER on students' online writing ability. Wang and Ho (2019) and Ylmaz et al. (2020) conducted mixed-methods studies to investigate the effect of ER on students' writing. The quantitative results of both studies indicated improvement in learners' writing performances.

In the context of the effects of ER on language use, Husna (2019) and Rahmany et al. (2013) assessed the impact of ER on spoken performance. Rahmany et al. (2013) studied the impact of ER on 60 Iranian students' motivation to speak, which is not closely related to reading activities. They argued that the lack of desire to speak is due to minimum contact with English language and culture. Husna's (2019) classroom-based study conducted at an Indonesian university reported improvement in participants' oral presentations based on critical thinking skills, such as making inferences, reasoning, and explanations.

3.9.   Unresolved Questions

This study aimed to answer two research questions: what we have learned so far and what we still need to learn about the effects of ER on L2 learning. Following an exhaustive online search, this review analyzed 109 selected articles based on pre-determined criteria. Through a discussion of the findings and various impacts of ER, we have learned that the majority of ER studies over the last two decades adopted an experimental design. Moreover, these experimental studies were dominated by pre- and post-test designs. Several issues were noted, such as the fact that the intervention groups were not randomly selected in some studies. Furthermore, some studies lacked a control or comparison group, which was also noted in Nakanishi's (2015) meta-analysis of earlier ER studies. These observations suggest that ER researchers tend to test and confirm theories and hypotheses based on quantitative data instead of exploring and describing theories using qualitative data. Conducting ER studies as qualitative research may provide insights for researchers to construct or generate knowledge from the data they collected, instead of testing the existing hypotheses or theories with the data. In addition, understanding the situational, social, contextual, and personal views of the study participants helps us better understand their thoughts and behaviour.

In terms of study settings, most studies were conducted at universities, with fewer studies carried out in primary schools. Most studies involved adult participants rather than young learners. Future researchers may explore how young learners acquire language forms and meanings from ER as their input. The results may contribute to the development of

second language acquisition theories in terms of how young learners process the written input that they have, and also its impacts on their language use. However, the choice of participants in the selected studies elaborated previously could be seen as dependent on the researchers' aims as well as ease of access to study sites and participants.

In terms of emergent themes, the ER studies published over the last two decades tend to focus more on the impacts of ER on learners' reading attitudes than on language aspects and language use. We also note that studies investigating the impact of ER on learners' reading attitudes mostly employed non-experimental designs, highlighting the need to conduct quantitative studies on this topic to further justify and measure the importance of ER as attitudes are subjective by nature.

4.   Conclusion

This study has examined trends in ER research over the last two decades (2001–2021) to provide insights on the potential benefits and contributions of ER to language learning. The findings highlight the growing interest in ER among practitioners and researchers with diverse objectives, research designs, and findings.

Based on the identified gaps, some future research directions are proposed. Future researchers may conduct more experimental studies involving control groups to obtain more convincing and reliable findings. In terms of research designs, mixed-methods studies are a useful approach when conducting educational research. This design may be efficient due to its mixed characteristics, complementary strengths arising from qualitative and quantitative approaches (Johnson et al., 2007), and divergent and convergent viewpoints. Another notable finding was that researchers have tended to focus on how ER improves learners' reading attitudes, and not on its effects on other language aspects and language use. Thus, we propose that more studies are needed to investigate the impacts of ER on these areas in terms of both written and spoken output to achieve a more comprehensive understanding of the impact of ER on learning a language.

Although this study has shed light on the effects of ER on language learning, it is subject to some limitations. First, only three online databases were searched to identify studies published in the last 20 years assessing ER's effects on language learning. Future studies may consider including more databases (e.g.: APA PsycINFO, ERIC, DOAJ, JSTOR, ScienceDirect, Scopus, SpringerOpen, Taylor & Francis Online, and others), and widening the publication years to provide a more comprehensive and conclusive overview of the impacts of ER.

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Acknowledgements

Appendix 1
List of Selected Studies

No	Author	YOP	Title	Journal	Volume	Research Objectives	Study Location	Study Participants	Study Duration	Method	Research Results
						EXPERIMENTAL STUDIES					
1	Lituanas, Propitas M. Jacobs, George M. Renandya, Willy A.	2001	An investigation of extensive reading with remedial students in a Philippine secondary school	International Journal of Educational Research	35/217-225	The study is to evaluate the effectiveness of extensive reading with remedial reading students in a secondary school in the Philippines.	A secondary school in the Philippines	60 students	6 months	Experimental study	The results suggest that a well-conducted ER program can make a significant impact on reading proficiency, even when students are low achievers.
2	Elley, Warwick B Cutting, Brian	2001	The "Sunshine in South Africa" literacy project	International Journal of Educational Research	35/193-203	To describe the results of the evaluation of the literacy progress of all grade 2 and grade 3 as the impact of the READ programs as the "Sunshine in South Africa" project.	South Africa primary schools	Grade 2 = 1071 Grade 3 = 1093	9 months	Experimental study	The study has shown that a positive impact on the English language skills of primary school children in disadvantaged black schools has occurred. Pupils who have been exposed to a book-based program on a daily basis, have shown rapid improvement, relative to control groups. Significant gains could be seen from the students' vocabulary, sentence comprehension, reading comprehension.
3	Taguchi, Etsuo Takayasu-Maass, Miyoko Gorsuch, Greta J.	2004	Developing reading fluency in EFL: How assisted repeated reading and extensive reading affect fluency development	Reading in a Foreign Language	16/2/70-96	The study investigates whether and how RR facilitates fluency development and comprehension.	Japanese university	29 students	2 months	Experimental study	RR is effective in increasing the fluency of beginning-level FL readers. Learners' fluency increased not only within RR sessions, but also over the course of the RR treatment
4	Horst, Marlise	2005	Learning L2 vocabulary through Extensive Reading: A measurement study	The Canadian Modern Language Review	62/3/355-382	The study describes a way of tackling the measurement challenge of identifying the words available for learning in an entire ER program by using electronic scanning, lexical frequency profiling, and individualized checklist testing.	Montreal community center	21 adult immigrant learners	6 weeks	Experimental study	The proposed methodology for investigating ER is feasible. It was possible to build a large computer-readable corpus of ER materials and identify the word-learning opportunities that occurred in them in a systematic manner.

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No	Author	YOP	Title	Journal	Volume	Research Objectives	Study Location	Study Participants	Study Duration	Method	Research Results
5	Greenberg, Daphne Rodrigo, Victoria Berry, Angelee Brinck, Tanya Joseph, Holly	2006	Implementation of an extensive reading program with adult learners	Adult Basic Education	16/2/81-97	This article investigates whether this approach can be utilized in a classroom for adults who have difficulty with reading. A description of our implementation of extensive reading with adults who read between the third- and fifth-grade levels is provided, along with an analysis of their reading skills before and after instruction.		27 adult learners	71 hours of instructions	Experimental research	ER is feasible for adult learners as they are interested attending classes. Survey results indicate that in general the students appearred to enjoy ER. Most students reported that they read more and were more confident readers.
6	Takase, Atsuko	2007	Japanese high school students' motivation for extensive L2 reading	Reading in a Foreign Language	19/1/1-18	This study is to investigate factors that motivate Japanese high school students to read English extensively.	Japanese high school	219 students	1 year	Experimental study	The participants indicated having multidimensional motivation with strong intrinsic motivation for L1 reading, intrinsic motivation for L2 reading, parents' involvement in and family attitudes toward reading, and entrance exam-related extrinsic motivation.
7	Lee, S.	2007	Revelations from three consecutive studies on extensive reading	RELC Journal	38/2/150-170	This paper presents three consecutive studies on the effect of extensive reading on the development of reading and vocabulary for Taiwanese university non-English majors.	Taiwan University	Study I: Study II: full academic Year (N=67)	Study I: 12 weeks	Experimental research	These results confirm other findings, using different subjects in other countries, that (1) extensive reading can be integrated into an EFL curriculum, termed in-class sustained silent reading, at the university level; (2) extensive reading is at least as effective and efficient as traditional instruction in acquiring English as a foreign language and is more effective than traditional instruction when the treatment duration is longer; (3) book access and self-selection of reading are two keys to the success of a sustained silent reading program.

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No	Author	YOP	Title	Journal	Volume	Research Objectives	Study Location	Study Participants	Study Duration	Method	Research Results
8	Kweon, Soo-Ok Kim, Hae-Ri	2008	Beyond raw frequency: Incidental vocabulary acquisition in extensive reading	Reading in a Foreign Language	20/2/191-215	The study is to examine the amount of incidental vocabulary acquisition, proportion of vocabulary retention, and the effect of occurrence frequency and word classes.	Korean University	12 students	5 weeks	Experimental study	It can be concluded that vocabulary was incidentally acquired through ER and that most words acquired were retained without much attrition.
9	Iwahori, Yurika	2008	Developing reading fluency: A study of extensive reading in EFL	Reading in a Foreign Language	20, 70–91.	Inspired by current issues in reading and previous ER investigations, this study examined the effectiveness of ER on reading rates of high school students in Japan.	high school students in Japan	32 students	7 weeks	Experimental research (no control group)	The students' reading rates improved after a 7-week ER treatment. The difference in the pre- and post-C-test results is statistically significant.
10	Yamashita, Junko	2008	Extensive reading and development of different aspects of L2 proficiency	System	36/661-672	The purpose is to explore different effects of extensive reading on different aspects of L2 ability. Spefically, it compares improvements of general reading comprehension ability and lower-level linguistic ability.	Japanese university	38 students	15 weeks	Experimental study	Significant improvements in general reading ability were achieved, but not in L2 linguistic ability.
11	Al-Homoud, Faisal Schmitt, Norbert	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	This study compares an extensive reading class against a more traditional class involving intensive reading and vocabulary exercises.	Saudi Arabia University	70 male EFL university students	10 weeks	Experimental research (no control group)	Overall, these results indicate that, for the variables studied, the extensive reading approach was as good as, or better than, the more focused intensive reading approach.
12	Lee, Sy-ying Hsu, Ying-ying	2009	Determining the crucial characteristics of extensive reading programs: The impact of extensive reading on EFL writing	The International Journal of Foreign Language Teaching	Summer, 12-20	This study is to examine the impact of in-class extensive reading or sustained silent reading on writing.	Taiwanese vocational college students	86 students	one year	Experimental study	Reading clearly had a strong effect in this study, with readers showing a clear and strong superiority in fluency.

Appendix 1 continued...

No	Author	YOP	Title	Journal	Volume	Research Objectives	Study Location	Study Participants	Study Duration	Method	Research Results
13	Gorsuch, Greta Taguchi, Etsuo	2010	Developing reading fluency and comprehension using repeated reading: Evidence from longitudinal student reports	Language Teaching Research	14/1/27-59	It is to provide evidence on the effect of repeated reading on FL learners' reading fluency and comprehension development, and general language development.	Vietnamese university	30 students	11 weeks	Experimental study	Learners' comments on a meaningful role for extended experience with RR to increasing use of learner metacognition in reading strategy use, and growing awareness on the part of learners of (1) the relationship between fluency and comprehension, (2) the utility of developing fluency as a stand-alone skill, and (3) RR as a causal agent in the development of listening, writing, and speaking skills.
14	Nakanishi, Takayuki Ueda, Atsuko	2011	Extensive reading and the effect of shadowing	Reading in a Foreign Language	23/1/1-16	The aim of this study is to investigate the effects of extensive reading (ER) and shadowing on performance on reading comprehension tests. This study addressed the following research questions: (a) Can extensive reading improve students' reading comprehension? and (b) can shadowing enhance the effects of extensive reading?	Japanese University	89 students	one year	Experimental Research (control group)	ER improved students' reading comprehension. The ER-and-shadowing class showed more gains on posttests scores, indicating that shadowing seemed to enhance the effects of ER.
15	Chun, Eunjin Choi, Sungmook Kim, Junsoo	2012	The effect of extensive reading and paired-associate learning on long-term vocabulary retention: An event-related potential study	Neuroscience Letters	521/125-129	The study investigated the relative effectiveness of ER and PAL in the retention of vocabulary words over short and long term.	A Korean university	14 adult students	9 weeks	Experimental	Both ER and PAL were effective in promoting short-term vocabulary retention and that ER was considerably more effective than PAL in long-term vocabulary retention.
16	Rahmany, Ramin Zarei, Abbas Ali Gilak, Sohaila	2013	The effect of extensive reading in Iranian EFL learners' motivation for speaking	Journal of Language Teaching and Research	4/6/1238-1246	This study is to investigate the effect of extensive reading (ER) on Iranian EFL learners' motivation for speaking.	Iranian English institute	60 students	12 weeks	Experimental study	The learners' speaking motivation is not related to reading extensively. Iran L2 learners do not have the necessary desire to read English texts due to the lack of contact with English language and culture.

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No	Author	YOP	Title	Journal	Volume	Research Objectives	Study Location	Study Participants	Study Duration	Method	Research Results
17	Yamashita, Junko	2013	Effects of extensive reading on reading attitudes in a foreign language	Reading in a Foreign Language	25/2/248-263	The current study helps fill this gap by examining the effect of ER on L2 reading attitude	Japanese University	61 undergraduates	15 weeks	Experimental study	The current study demonstrates the positive effect of ER on L2 reading attitude. The results suggested that ER exerts a readier effect on the aspects of reading attitude that may foster intrinsic motivation (e.g., positive feelings and intellectual satisfaction) than on those that may related to extrinsic motivation (e.g.: higher grades or future career benefits).
18	Robb, Thomas Kano, Makimi	2013	Effective extensive reading outside the classroom: A large-scale experiment	Reading in a Foreign Language	25/2/234-247	The article report on a large-scale implementation of extensive reading (ER) in a university setting in Japan where all students were required to read outside class time as part of their course requirement.	Japanese university	Cohort 2008 = 2812 Cohort 2009 - 2783	Two terms	Experimental (no control group)	The 2009 cohort which was required to read extensively did indeed improve compared to the 2008 cohort. The improvement can be attributed to the additional contact hours that the students spent with English.
19	Edy, Sarwo	2014	The effectiveness of extensive reading on students' reading comprehension achievement as observed from students' motivation	Jurnal Pendidikan Humaniora	2/1/54-58	This study investigates if the extensive reading activity is effective in improving students' reading comprehension achievement and if there is any interaction between the extensive reading and the students' reading motivation.	An Indonesian College	173 students		Experimental study	The ER activities had higher effect in improving students' reading comprehension achievement of the EG, ER can increase the knowledge of vocabulary, ER lead to improvement in writing, motivate learners to read.
20	Song, Jayoung Sardegna, Veronica Gabriela	2014	EFL learners' incidental acquisition of English prepositions through enhanced extensive reading instruction	RELC Journal	45/1/67-84	This study investigated whether enhanced extensive reading contributed to significant gains on the incidental acquisition of English prepositions.	Korean high school	24 students	15 weeks	Experimental study	It provided evidence suggesting that enhanced extensive reading instruction might lead to greater gains on incidental acquisition of English prepositions. Benefits such as increased reading comprehension and vocabulary, frequent encounters with prepositions in meaningful contexts, and opportunities for output were found to contribute positively to the acquisition of prepositions.

Appendix 1 continued...

No	Author	YOP	Title	Journal	Volume	Research Objectives	Study Location	Study Participants	Study Duration	Method	Research Results
21	Webb, Stuart Chang, Anna C-S	2014	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	This study investigated (1) the extent of vocabulary learning through reading and listening to 10 graded readers, and (2) the relationship between vocabulary gain and the frequency and distribution of occurrence of 100 target words in the graded readers.	Secondary schools in Taiwan	82 students	13 weeks	Experimental study	The experimental group made sizeable gains in receptive knowledge of the form-meaning connection through reading and listening to multiple graded readers. The correlation between frequency and relative gain was not significant in support of Nation and Wang's (199) that there is no set number of repetitions that will guarantee learning. There was not a significant correlation between the distribution of occurrence and vocabulary learning at both retention intervals.
22	Lin, Chih-cheng	2014	Learning English reading in a mobile-assisted extensive reading program	Computers & Education	78/48-59	The study is to investigate the effects of using mobile table PCs in an online ERP on adolescent English learners' online activities, reading ability and users' perceptions.	A Taiwanese high school	84 students	10 weeks	Experimental study	The results revealed that the participants using mobile tablet PCs outperformed their schoolmates using PCs by a significant margin on all online activities. The mobile participants outscored their counterparts in the reading skills tests.
23	Lee, Juhee Schallert, Diane L. Kim, Eonsil	2015	Effects of extensive reading and translation activities on grammar knowledge and attitudes for EFL adolescents	System	52/38-50	The study investigated the effects of two types of reading instruction, extensive reading and translation, on knowledge of general grammar and specific syntactic features as well as learner attitudes.	A Korean middle school	124 students	1 year	Experimental study	The results showed an additive effect of reading activities on syntactic knowledge. Incidental grammar learning may occur from both extensive reading and translation activities in terms of learning rule-based grammatical features.

Appendix 1 continued...

No	Author	YOP	Title	Journal	Volume	Research Objectives	Study Location	Study Participants	Study Duration	Method	Research Results
24	Mermelstein, Aaron David	2015	Improving EFL learners' writing through enhanced extensive reading	Reading in a Foreign Language	27/2/182-198	It focuses on an enhanced design of extensive reading (ER) towards improving learners' writing abilities	Taiwanese university	211 students	1 year	Experimental study	The use of direct instruction and a wide variety of writing tasks and practice over the course of one academic year did result in significant improvement among the members of the control group. However, this study also demonstrated that the addition of ER provided greater results within the same time period, among a similar group of learners with similar cultural, language and education backgrounds.
25	Khansir, Ali Akbar Dehghani, Naeeme	2015	The impact of extensive reading on grammatical mastery of Iranian EFL learners	Theory and Practice in Language Studies	5/7/1501-1507	The study is to investigate the impact of extensive reading on grammatical mastery of Iranian EFL learners in Iran.	Iranian Language Institute	40 students		Experimental study	There is a significant difference between the two groups as extensive reading cause the improvement of grammatical mastery of English language learners.
26	Teng, Feng	2015	Extensive reading plus explicit vocabulary exercises: Is it better than extensive reading-only?	Malaysian Journal of ELT Research	11/2/82-101	This study was to evaluate the effectiveness of these two different approaches on learning four levels of mastery of word knowledge (form recall, form recognition, meaning recall, and meaning recognition). The results showed that (a) both approaches resulted in significant gains in learning the four levels of word knowledge, but the combination of the incidental and explicit instruction yielded a deeper level of word knowledge; and (b) the students' vocabulary size played a decisive role in acquiring the four levels of word knowledge.	Chinese University	52 university students	7 weeks	Experimental study	The results showed that (a) both approaches resulted in significant gains in learning the four levels of word knowledge, but the combination of the incidental and explicit instruction yielded a deeper level of word knowledge; and (b) the students' vocabulary size played a decisive role in acquiring the four levels of word knowledge.

Appendix 1 continued...

No	Author	YOP	Title	Journal	Volume	Research Objectives	Study Location	Study Participants	Study Duration	Method	Research Results
27	Granena, Gisela Munoz, Carmen Tragant, Elsa	2015	L1 reading factors in extensive L2 reading-while-listening instruction	System	55/86-99	This study investigated the role of L1 reading-related factors in L2 learning under extensive reading-while-listening instruction.	A Barcelona primary school	56 students	9 months	Experimental study	The overall findings indicate a relationship between L2 learning under extensive reading-while-listening instruction and L2 reading-related factors, particularly positive L2 reading attitudes and a supporting reading enviornment.
28	Webb, Stuart Chang, Anna C-S	2015	How does prior word knowledge affect vocabulary learning progress in an extensive reading program?	Studies in Second Language Acquisition	37/651-675	This study is to expand on the earlier research by looking at the L2 vocabulary learning gains of learners with different levels of vocabulary knowledge and to determine the extent to which vocabulary knowledge correlates with learning gains.	A Taiwanese high school	60 students	37 weeks	Experimental study	The results indicate that prior vocabulary knowledge may have a large impact on the amount of vocabulary learning made through extensive reading.
29	Sakurai, Nobuko	2015	The influence of translation on reading amount, proficiency, and speed in extensive reading	Reading in a Foreign Language	27/1/96-112	This study is to examine the influence of a decrease in translation on the number of words read, reading comprehension, and reading rate in an extensive reading (ER) program.	Japanese university	70 students	4 months		A decrease in translation has an effect on the number of words to be read, reading proficiency, and reading rate in an ER program.
30	Davoudi, Mohammad Zolfagharkhani, Moslem Rezaei, Mojtaba	2016	The relationship between EFL learners' extensive reading and English language proficiency	Theory and Practice in Language Studies	6/3/549-559	The present study aims at investigating the effects of extensive reading (ER) on language proficiency of Iranian intermediate EFL learners.	Iranian University	106 students	13 weeks	Experimental study	Both groups in the experimental groups showed a significant improvement, that was not observed in the control group. ER proved to be a powerful tool for improving students' achievement in L2 learners' language proficiency.
31	Park, Jeongyeon	2016	Integrating reading and writing through extensive reading	ELT Journal	70/3/287-295	This study explores whether an extensive reading (ER) approach can enhance L2 learners' writing performance in an English for Academic Purposes context.	A US university	56 students	16 weeks	Experimental study	The findings strongly suggest that the effectiveness of ER for developing writing ability. Incorporating ER into an EAP writing classroom can create divers reading and writing opportunities, which may further facilitate L2 writing development.

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No	Author	YOP	Title	Journal	Volume	Research Objectives	Study Location	Study Participants	Study Duration	Method	Research Results
32	Bibi, Ayesha Bukhari, Nadeem Haider	2016	Vocabulary enhancement through extensive reading at graduate level in University of AJ&K: An experimental study	Kashmir Journal of Language Research	19/2/85-102	This study is to examine the enhancement of vocabulary through extensive reading.	ER program in Muzaffarabad	60 graduate students	6 weeks	Quantitative study	ER gives students opportunity to increase their vocabulary information. There was an enhancement in vocabulary of EG that were exposed to ER. They improved their vocabulary concerning with meaning and grammatical categories of target words in English language.
33	Suk, Namhee	2017	The effects of extensive reading on reading comprehension, reading rate, and vocabulary acquisition	Reading Research Quarterly	0/0/1-17	This is to investigate the impact of an extensive reading approach on the reading comprehension, reading rate, and vocabulary acquisition.	Korean University	88 control 83 experimental	15 weeks	Experimental study	The results strengthened evidence for the effectiveness of ER on various areas of L2 learning. The results showed that the ER students developed L2 reading abilities and especially increased L2 vocabulary acquisition, even though 20% of the exisiting class time was used for extensive reading instruction.
34	Nhapulo, Marcos Abilio Simon, Ellen Van Herreweghe, Mieke	2017	Enhancing academic reading skills through extensive reading	Southern African Linguistics and Applied Language Studies	35/1/17-40	This study is to look at the influence of ER on students' general reading comprehenson, reading speed and reading comprehension. It is also to evaluate the implementation of an ESL ER programme in the Mozambican context.	Mozambique university	30 students	16 weeks	Experimental study (No control)	ER provides readers with reading skills which can be actively transferred to academic reading tasks. Study results showed that both poor and good readers improved their reading speeed, since the number of words per minute they read in the post-test was higher than the number of words they could read in the pre-test.
35	Park, A Young Isaacs, Talia Woodfield, Helen	2017	A comparison of the effects of extensive and intensive reading approaches on the vocabulary development of Korean secondary EFL learners	Applied Linguistics Review		This quasi-experimental study involved the measurement of partial vocabulary knowledge of specific words encountered through reading to compare the effects of ER and conventional IR instruction on EFL learners' vocabulary knowledge development.	Secondary schools in Korea	36 participants	12 weeks	Experimental study	The results revealed a significant improvement in the ER compared to the IR group's vocabulary performance. However, it is unclear how learners performed on the individual test items. The study demonstrated that learners exposed to the ER intervention outperformed the IR group on measures of lexical knowledge and use.

Appendix 1 continued...

No	Author	YOP	Title	Journal	Volume	Research Objectives	Study Location	Study Participants	Study Duration	Method	Research Results
36	McLean, Stuart Rouault, Greg	2017	The effectiveness and efficiency of extensive reading at developing reading rates	System	70/92-106	This study investigated the impact of extensive reading and grammar-translation on reading rate developemnt.	Japanese university	50 students	2 semesters	Experimental study	Although post-treatment reading rates were significantly higher than pre-treatment reading rates in both conditions, the ER and timed-reading treatment facilitated significantly greater gains in reading rate than grammar-translation and timed reading.
37	Wisaijorn, Patareeya	2017	Effects of extensive reading on Thai university students	PASAA Paritat Journal	32/29-62	This study investigated the effects of extensive reading (ER) on the proficiency in and attitudes towards reading English of Thai university students.	Thailand Unviiversity	51 students	15 weeks	Experimental study	Students of lower ability who participated in the ER project improved their general English reading ability. However, the data suggested little improvement in the general English reading ability of the students of higher ability. The questionnaire indicated that most students responded favorably to ER.
38	Shih, Ying-Chun Chern, Chiou-lan Reynolds, Barry Lee	2018	Bringing extensive reading and reading strategies into the Taiwanese junior college classroom	Reading in a Foreign Language	30/1/130-151	This study is to investigate the impact of combining extensive reading and reading strategy instruction on less proficient readers.	A Taiwanese vocational business junior college	100 students	16 weeks	Experimental study	Results indicated that extensive reading with reading strategy instruction had a positive effect on the intervention class's reading proficiency and reading strategy use. Results also indicated that less proficient readers need extra instruction on the use of context clues to aid in reading comprehension.
39	Collett, Paul	2018	A comparison of two online systems for extensive reading	Journal of Extensive Reading	6/30/1952	This study presents a comparison of two computerised assessment systems for extensive reading - Moodle Reader (MR) and Xreading (XR).	A Japanese university	115 students	1 year	Quantitative study	Results showed similar patters for quiz outcomes under XR and MR, but with better reading outcomes for the XR condition, where students read proportionally more words and fewer books, and failed fewer quizzes than in the MR condition.

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No	Author	YOP	Title	Journal	Volume	Research Objectives	Study Location	Study Participants	Study Duration	Method	Research Results
40	Lin, Debbita Tan Ai Pandian, Ambigapathy Jaganathan, Paramaswari	2018	READ+ vs. READ: Investigating extensive reading and vocabulady knowledge development among Malaysian remedial ESL learners	The Journal of Asia TEFL	15/2/349-364	This study is to describe a method incorporating ER using graded readers and explicit vocabulary study (READ+) to observe its effectiveness for receptive and productive vocabulary knowledge development, as compared against another method (READ) in which only ER was utilised.	A Malaysian university	28 students	1 semester	Experimental study	The study's findings indicate READ+ to be more effective for receptive and productive vocabulary knowledge development than READ, with the READ+ group consistently and significantly outperforming the READ group in terms of receptive and productive vocabulary knowledge recall and retention.
41	Shih, Ying-Chun Reynolds, Barry Lee	2018	Exploring strong and weak EFL readers' strategy use after a reading strategy and extensive reading instructional intervention: A think-aloud analysis	Spanish Journal of Applied Linguistics	31/1/345-377	This study is to explore the reading strategies used by weak and strong readers via think-aloud after explicit reading strategy instruction plus an extensive reading program.	A Taiwanese junior college	52 students	16 weeks	Experimental study	The results of the investigation show strong and weak L2 readers were apt to use one strategy - Translates Individual Word(s) the most-. This result can be taken as an indication that the use of the grammar-translation approach commonly used in Taiwanese reading classes has become familiar to students and they may employ this strategy because it is the way that they have been taught to read in English.
42	Chang, Anna C-S Hu, Hsueh-chao Marcella	2018	Learning vocabulary through extensive reading: Word frequency levels and L2 learners' vocabulary knowledge level	The Electronic Journal for English as a Second Language	22/1/1-20	This study investigates 62 EFL young adults' vocabulary learning rates immediately after reading ten graded readers, and their vocabulary decay rates after a three-month period.	Taiwanese senior high school students	62 students	16 weeks	Experimental Study	The results show that the immediate learning rates for the higher level group were 68%, 71% and 69% for the 1,000, 2,000 and the off-list words respectively, and were 20%, 19% and 21% for the lower-level group. The results of the present study suggest that L2 learners learned any words that they encountered while reading without considering word frequency levels, and the higher learning rate of low frequency words could be attributed to the after-reading activities and the interesting stories in the graded readers.

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No	Author	YOP	Title	Journal	Volume	Research Objectives	Study Location	Study Participants	Study Duration	Method	Research Results
43	Mestres, E.T. Baro, A.L. Garriga, A.P.	2019	Linguistic and non-linguistic outcomes of a reading-while-listening program for young learners of English	Reading and Writing	32/819-838	This study compares a group of students who were exposed to 18 sessions of reading-while-listening with a group exposed to the same number of sessions through reading-only, and a control group.	Elementary school in Barcelona	25 students	4 months	Experimental studies	The results showed that primary school students' perceptions of RWL were much more positive than those reported for RO, even though the two groups were shown to learn similar amounts of vocabulary. No differences were found between the two intervention groups and the control group in other linguistic measures.
44	Vaughn, Sharon Martinez, Leticia R. Williams, Kelly J. Miciak, Jeremy Fall, Anna-Maria Roberts, Greg	2019	Efficacy of a high school extensive reading intervention for English learners with reading difficulties	Journal of Educational Psychology	11/3/373-386	This study examined the effects of Reading Intervention for Adolescents, a 2-year extensive reading intervention targeting current and former English learners identified as struggling readers based on their performance on the state accountability assessment.	United States high school	358 students	2 years	Experimental study	Findings revealed significant effects for the treatment condition on sentence-level fluency and comprehension (g 0.18) and on a proximal measure of vocabulary learning (g .41), but not on standardized measures of word reading, vocabulary, or reading comprehension (g range: 0.09 to 0.06).
45	Chantap, Naruethai Wasanasomsithi, Punchalee	2019	The effect of integration of a blended learning and extensive reading instructional model on Thai EFL undergraduate students' learner autonomy	LEARN Journal: Language Education and Acquisition Research Network Journal	12/2/76-96	The study examined the effects of integration of a blended learning and extensive reading instructional model on EFL undergraduate students' learner autonomy.	A Thailand University	40 students	14 weeks	Experimental study	The results showed that integration of a blended learning and extensive reading instructional model enhanced the students' learner autonomy which were improved in all three categories including the students' ability to plan, monitor, and evaluate their own reading.
46	Aka, Natsuki	2019	Reading performance of Japanese high school learners following a one-year extensive reading program	Reading in a Foreign Language	31/1/1-18	The present study investigates the effects of extensive reading on developing the language knowledge and reading abilities of high school learners of English as a foreign language (EFL) over the course of one school year.	A Japanese high school	405 students	2 years	Experimental study	The ER group performed better that the control group in terms of language knowledge and reading performance. The results strongly suggest that undertaking ER for one year was more effective than two hours a week of grammar instruction in building learners' language knowledge and reading skills.

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No	Author	YOP	Title	Journal	Volume	Research Objectives	Study Location	Study Participants	Study Duration	Method	Research Results
47	Boutorwick, TJ Macalister, John Elgort, Irina	2019	Two approaches to extensive reading and their effects on L2 vocabulary development	Reading in a Foreign Language	31/2/150-172	This study compares word association knowledge development in two approaches to ER: a reading-only approach and an approach whereby reading is supplemented with post-reading discussion.	New Zealand university	63 students	12 weeks	Experimental Study	The study provided evidence supporting both a reading-only approach and a reading-plus activity approach to ER, in terms of their facilitative effects on the development of word association knowledge,
48	Jennifer, J. Mary Ponniah, R. Joseph	2019	Improving the writing abilities of first year undergraduates through extensive reading	The Journal of Asia TEFL	16/4/1404-1412	The study is to analyse the impact of pleasureable reading exposure to improve the students' writing performance, whether the reading input alleviate writing apprehensions, and whether there is a relationship between reading self-concepts and writing performance.	An Indian college	18 students	45 days		The study shows the participants' gains on written scores were reasonable in proportion to the comprehensible input that they received. Writing assignments on the material read had a positive impact on students' writing, reading, and thinking
49	Aka, Natsuki	2020	Incidental learning of a grammatical feature from reading by Japanese learners of English as a foreign language	System	91/1-14	This study investigated the effects of incidental learning of one specific grammatical feature through ER.	A Japanese high school	157 students	7 weeks	Experimental study	The results showed that the EG incidentally noticed and learned about the use of to-infinitives as nouns through reading. Learners pay attention to language forms even though their focus is on RC. Frequent exposure to target grammar items repeatedly helps learners notice a grammatical rule, which, in turn, contributes positively to incidental grammar acquisition.
50	Thuy, Pham Thi Thuc, Duong Thi	2020	Incorporating extensive reading into reading lessons for the development of reading abilities	The Educational Review	4/2/38-44	The study is to examine the effectiveness of incorporating extensive reading into reading lessons in order to develop reading abilities.	A Vietnamese Military Science Academy	76 students	1 semester	Experimental study	The study suggests that ER is an effective way of teaching and learning in the Reading Comprehension subject because it makes learners more responsible and autonomous.

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No	Author	YOP	Title	Journal	Volume	Research Objectives	Study Location	Study Participants	Study Duration	Method	Research Results
51	Li, Huiyong Majumdar, Rwitajit Chen, M-R A Ogata, Hiroaki	2021	Goal-oriented active learning (GOAL) system to promote reading engagement, self-directed learning behavior, and motivation in extensive reading	Computers & Education	171	This study developed a goal-oriented active learning system, GOAL, to support students' SDL and investigated how students' perceptions of SDL ability affect their reading engagement, SDL behavior, and motivation for extensive reading.	A Japanese junior high school	117 sudents	7 weeks	Experimental study	The results showed that the high SDL ability students demonstrated significantly more reading engagement, SDL behaviors, motivation and autonomy for extensive reading than those with low SDL ability. These findings suggested that an SDL support environment could be exploited as a useful tool to support foreign language learning in the schools; however, the affetive and behavioral outcomes created by the environment were affected to varying degrees by the levels of students' SDL ability.
52	Li, Huiyong Majumdar, Rwitajit Chen, M-R A Yang, Yuanyuuan Ogata, Hiroaki	2021	Analysis of self-directed learning ability, reading outcomes, and personalized planning behavior for self-directed extensive reading	Interactive Learning Environments		This study investigated the relations between SDL (Self-directed learning) ability, SDL behaviors, and reading outcomes and further explored the process of planning behaviors in SDL. This study examined the context of SDL for extensive reading using a goal oriented active learning system, GOAL.	A Japanese junior high school	119 students	8 weeks	Experimental study	The results showed that the high SDL ability students demonstrated significantly more reading outcomes in terms of books completed and the number of days read than those with low SDL ability. The high SDL ability students engaged significantly more in planning behaviors, than the low SDL ability students.
53	Yang, Ya-Han Chu, Hsi-Chin Tseng, Wen-Ta	2021	Text difficulty in extensive reading: reading comprehension and reading motivation	Reading in a Foreign Language	33, 1, 78 - 102	This study investigates the effects of the text difficulty of extensive reading materials on the reading comprehension and reading motivation of English as a foreign language (EFL) vocational high school students in Taiwan. Two experimental groups were assigned, on an individual basis, to read graded readers at either one level belol (i-1) or one level beyond (i+1) their current level, while a control group followed their regular curriculum.	Taiwan high school	120 students	6 weeks	Experimental study	The results showed that after treatment, the "i-1" group's overall motivation was promoted. Both groups enhanced their reading engagement, while only the "i-1" group inhibited reading avoidance. Moreover, the "i+1" group outperformed the "i-1" group in the perception of self-efficacy. Overall, the "i-1" level yielded better effects on reading comprehension, the "i+1" level, on reading motivation.

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No	Author	YOP	Title	Journal	Volume	Research Objectives	Study Location	Study Participants	Study Duration	Method	Research Results
54	Chang, Anna C-S Renandya, Willy A.	2021	The effect of narrow reading on L2 learners' vocabulary acquisition	RELC Journal	52, 3, 493 - 508	This study investigated the effect of narrow reading on English as a foreign language (EFL) learners' vocabulary learning.	A Taiwanese university	32 students	10 weeks	Experimental study	The four fixed effect variables had significant effects on the acquisition of vocabulary knowledge.
55	Milliner, Brett	2021	The effects of combining timed reading, repeated oral reading, and extensive reading	Reading in a Foreign Language	33, 2, 191 - 211	This study examined whether a teaching intervention combining (a) extensive reading and practicing, (b) timed reading, and (c) repeated oral reading during class time promoted reading fluency.	A Japanese university	56 students	12 weeks	Quasi-experimental study	At the end of the intervention, silent reading rates while maintaining a > 75% comprehension threshold improved by 46 standard words per minute. Further, the learners who did more extensive reading (a) achieved greater reading rate gains and (b) significantly improved listening and reading scores in the TOEIC(r) test. This study's implications include the benefit of combining these measures for nurturing EFL learners' reading rates, the utility of oral re-reading in the classroom, and the overall contribution extensive reading has upon reading and listening skills.
56	Suk, Namhee	2021	Developing a sensitive but generalizable measurement of vocabulary gains from self-selected extensive reading	System	101	This study is to determine the extent to which a more general vocabulary-gain measure would perform as well as a vocabulary-gain measure closely tied to the specific words individual students encountered during their ER experiences.	Korean EFL university	83 students	15 weeks	Experimental study	There are significant gains in vocabulary learning from a semester-long ER experience using a sensitively targeted but general vocabulary test. The GVT can be a reliable and valid assessment tool for measuring the effects of ER on vocabulary learning, both for research purposes and for instructional assessment of vocabulary learning.
						NON-EXPERIMENTAL STUDIES					
1	Leung, Ching Yin	2002	Extensive reading and language learning: A diary study of a beginning learner of Japanese	Reading in a Foreign Language	14/1/66-82	The purpose of this paper is to explore both the benefits and challenges that one may encounter when engaging in extensive reading as revealed through a learner's diary study.	Japan	An adult named Wendy She lived in Hong Kong for 20 years where she learned Chinese as her first language and English as a second language		Diary Study	The results of this study show that extensive reading can enhance vocabulary acquisition and reading comprehension, and promote a positive attitude toward reading.

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No	Author	YOP	Title	Journal	Volume	Research Objectives	Study Location	Study Participants	Study Duration	Method	Research Results
2	Asraf, Ratnawati Mohd. Akhmad, Ismail Sheikh	2003	Promoting English language development and the reading habit among students in rural schools through the Guided Extensive Reading program	Reading in a Foreign Language	15/2/83-102	This study describes an extensive reading program conducted in three rural secondary or middle schools in Malaysia, aimed at motivating the students to read extensively in English and helping them overcome their problems in understanding English texts as a means towards increasing their proficiency in the language.	secondary schools in Malaysia	Four classes (14 to 35)	4 months	Descriptive study	The students in rural schools can and do benefit from ER. The majority of the students in this study developed positive attitudes towards reading in English as the term progressed, although they were initially reluctant readers.
3	Yamashita, Junko	2004	Reading attitudes in L1 and L2, and their influence on L2 extensive reading	Reading in a Foreign Language	16/1/1-19	The study examines the relationship between both first language (L1) and second language (L2) reading attitudes, and learners' performance in L2 ER.	Japanese university	59 students	14 weeks	Survey study	Positive feelings, whether in L1 or L2, motivate students to read more in an ER programme. It presented data supporting transfer of the affective domain of reading from L1 to L2, and demonstrated how L2 learners' affect relates to performance in ER.
4	Pigada, Maria Schmitt, Norbert	2006	Vocabulary acquisition from extensive reading: A case study	Reading in a Foreign Language	18/1/1-29	This case study of a learner of French explores whether an extensive reading program can enhance lexical knowledge. The study assessed a relatively large number of words (133), and examined whether one month of extensive reading enhanced knowledge of these target words' spelling, meaning, and grammatical characteristics. The study also explores how vocabulary acquisition varies according to how often words are encountered in the texts.	England	a 27-year old learner of French	1 month	Case Study	The results showed that knowledge of 65% of the target words was enhanced in some way, for a pickup rate of about 1 of every 1.5 words tested.
5	Macalister, John	2008	Implementing extensive reading in an EAP programme	ELT Journal	62/3/248-256	This is to report on the implementation of an extensive reading component in a pre-university study EAP programme.	New Zealand university	18 students	12 weeks	Action research	The inclusion of ER as a component of an EAP programme was positively received by the learners and at least in some cases created positive attitudes towards reading.

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No	Author	YOP	Title	Journal	Volume	Research Objectives	Study Location	Study Participants	Study Duration	Method	Research Results
6	Tabata-Sandom, Mitsue Macalister, John	2009	That "Eureka Feeling": A case study of extensive reading in Japanese	New Zealand Studies in Applied Linguistics	15/2/41-60	This paper reports on a case study of a learner who read extensively in Japanese over a three-month period.	Japan	one volunteer from a final year class of a University Japanese LC	three months	case study	The exposure to extensive reading helped the participant become a more strategic and more confident reader, and appeared to facilitate language learning with her experience of passive knowledge turning into active knowledge as a result of extensive reading.
7	Claridge, Gillian	2009	Teachers' perspectives on what makes a good graded reader	New Zealand Studies in Applied Linguistics	15/1/13-25	The study reported in this paper is focused on the views of one group of stakeholders in graded readers, the teachers, and comes to the conclusion that although these particular teachers generally support the notion of extensive reading, their perceptions of a good graded reader are often centred around the elements of the books that are useful for teaching purposes, rather than those that encourage reading for pleasure.	a college	25 ESOL teachers		Survey study	The teachers were deeply concerned about the reading of the learners and they were not thinking of reading primarily in terms of suitability as in pleasure; they were more interested in "exploitability" and "readibility".
8	Silva, Juan Pino	2009	Extensive Reading through the Internet: Is it Worth the While?	International Journal of English Studies	9/2/81-96	The main focus of this article is to describe the 3-phase, gradual process that led to the current design of the web-based ER scheme. The paper begins with a brief discussion of ER, reading on line (RO) and self-directed learning as part of the rationale for the new scheme.	Universidad Simon Bolivar, Venezuela			Research and Development	Three stages of developing 10-year old paper-based extensive reading program into a web-based procedure. It is beneficial for students to learn vocabulary incidentally, and it provides opportunities for students and teachers to work together.
9	de Guerrero, Nery Yolanda Ruiz Rodriguez, Gladis Leonor Arias	2009	Reading beyond the classroom: The effects of extensive reading at USTA, Tunja	HOW, A Colombian Journal for Teachers of English	16/71-91	This is to observe and describe the effects of applying extensive reading and be accepted into the English program.	Universidad Santo Tomas de Aquino students	104 students		case study	The data analysis shows that the ER practice lets students learn new incidental vocabulary in context, acquire new knowledge, use dirreferent study techniques, develop motivation towards reading and develop the four language learning skills.

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No	Author	YOP	Title	Journal	Volume	Research Objectives	Study Location	Study Participants	Study Duration	Method	Research Results
10	Poulshock, Joseph	2010	Extensive graded reading in the liberal arts and sciences	Reading in a Foreign Language	22/2/304-322	This study describes the purpose and format of the LAS (liberal arts and sciences) stories used by hundreds of university students and adult learners in Japan.	Japanese university	10 in 2008 24 in 2009	10 weeks	Descriptive study	The survey revealed positive results about learners' impressions of LAS stories compared with traditional graded readers.
11	Judge, Patrick B.	2011	Driven to read: Enthusiastic readers in a Japanese high school's extensive reading program	Reading in a Foreign Language	23/2/161-186	It examines the motications of avid readers in an extensive reading program at a private Japanese high school.	Japanese high school	9 students	2.5 years	Ethnographic case study	The participants' desire to find books that interested them personally and a predisposition for learning practices that offered a high degree of autonomy.
12	Litheko, S.R.S Maduekwe, A.N.	2011	Pre-service teachers' apathy to extensive reading: Imperatives for best practices in Nigerian universities	Africa Education Review	8/1/55-78	This is to look in-depth at the contributory factors to the first-year university pre-service teachers' apathy towards extensive reading.	Nigerian university	240 teacher trainers		Descriptive study: Survey	The results showed that the pre-service teachers' apathy to extensive reading is as a result of a complex interplay of several factors, among which are: general lackadaisical attitude to academic work, distractions in the form of surfing the internet, watching fils, and videos, economic considerations, emphasis on passing examination, lack of intrinsic motivation, the get-rich-quick syndrome, tight academic schedules, lack of defined priority on the part of students, out-dated libraries and difficulty in evaluating meaning.
13	de Burgh-Hirabe, Ryoko Feryok, Anne	2012	Japanese as a foreign language extensive reading and self-regulation: Case studies of high school language learners	New Zealand Studies in Applied Linguistics	18/1/21-35	This study uses qualitative methods to examine self-regulation of behaviour and context by nine high school learners of Japanese as a foreign language in an ER project. The findings showed that the students who met both study and ER expectations were those who could self-regulate their behaviour and context. The findings also suggested that external demands, especially the national exam, distracted students from doing ER in their own time.	NZ high school	9 students	Three terms	Case Study	Those who self-regulated were more successful in meeting their goals suggesting that self-regulation may be a powerful means to succeed in learning in general.

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No	Author	YOP	Title	Journal	Volume	Research Objectives	Study Location	Study Participants	Study Duration	Method	Research Results
14	de Burgh-Hirabe, Ryoko Feryok, Anne	2013	A model of motivation for extensive reading in Japanese as a foreign language	Reading in a Foreign Language	25/1/72-93	This study is to investigate Japanese as a foreign language learners' motivational change during an ER project.	New Zealand high schools	9 students	5 - 7 months	Exploratory case study	The model showing motivation for ER in JFL is complex and dynamic because it was affected by multople and different influences on the participants within the context of the ER project, such as their attitudes about Japanese language and culture, their beliefs about L2 learning and their perceiced progress and success in ER.
15	Tabata-Sandom, Mitsue	2013	The reader-text-writer interaction: L2 Japanese learners' response toward graded readers	Reading in a Foreign Language	25/2/264-282	The study investigated graded readers (GRs) as meaningful input for learners of Japanese as a foreign language (JFL). There were two projects described, first was to examine the Japanese GRs writers' intention. Project two was to investigate the JFL learners' responses produced by the writers.	Japanese Extensive Reading Research Group	6 writers 14 learners	6 months	Exploratory case study	GRs can be productive reading materials for JFL reading fluency development.
16	Hunt, James R.	2014	Extensive reading in PACE classes: Pilot semester analysis	Hitotsubashi Journal of Arts and Sciences	55/35-43	This is to describe the result of a pilot extensive reading program within PACE classes at Hitotsubashi University.	Japanese university	54 participants	15 weeks	Action research	The result indicates high students' engagement, and notable increases in confidence and reading speeds, together with greater exposure and interaction with the English language outside the classroom.
17	Uden, Jex Schmitt, Diane Schmitt, Norbert	2014	Jumping from the highest graded readers to ungraded novels: Four case studies	Reading in a Foreign Language	26/1/1-28	This study is to explore learners' ability to successfully move from the highest graded readers to ungraded texts.	UK reading program	4 ESOL	29 weeks	Case Study	Most of the participants made the jump to the ungraded novels without sacrificing much comprehension, reading speed, or satisfaction. Moving from the highest graded readers to carefully selected ungraded novels is possible for motivated readers.

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No	Author	YOP	Title	Journal	Volume	Research Objectives	Study Location	Study Participants	Study Duration	Method	Research Results
18	Senoo, Yasuko Yonemoto, Kazuhiro	2014	Vocabulary learning through extensive reading: A case study	The Canadian Journal of Applied Linguistics	17/2/1-22	This study explored the process of Japanese vocabulary acquisition through extensive reading. Data were collected through a pretest, eight immediate tests, a posttest, and a semistructured interview.	Eastern Canada	One male student	over three months	Case study	ER complemented the participants' vocabulary acquisition through IR. It allowed the participant a greater degree of freedom in how he conducted reading activities. The results indicate that extensive reading is especially beneficial in consolidating learners' vocabulary knowledge and in encouraging learners to reflect on their interests and needs in vocabulary learning.
19	Huang, Yi-Cheng	2015	Why don't they do it? A study on the implementation of extensive reading in Taiwan	Cogent Education	2/1/1-13	This study is to verify whether extensive reading (ER) is able to promote senior high school students' English reading motivation and foster positive attitude towards reading in English, and further explores the teachers' perceptions of and the challenges faced in the implementation of ER activities.	Taiwan senior high schools	258 students	12 weeks	Action research	The findings revealed that English teachers observed the benefits of ER and were willing to encourage students to read extensively. The majority of the student participants also held positive attitudes towards the ER activity. However, their positive attitudes did not lead to the enhancement of their motivation in reading extensively due to the heavy workload from tests, homework or cram school.
20	Nakano, Teiko	2016	Extensive reading for second language learners of Japanese in higher education: Graded readers and beyond	The Reading Matrix	16/1/119-131	This study reports on the implementation of Japanese extensive reading using graded readers to support students in acquiring a top-down reading strategy, a wide range of vocabulary, and Chinese characters.	Japanese university	17 international students	15 weeks	Survey study	Learners' Japanese vocabulary is affected by the use of *kanji* in their first language. The formation of a reading community motivates learners to read. Initial reading of simplified versions of Japanese literature helps students to understand the original texts which are too difficult for them to read.

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No	Author	YOP	Title	Journal	Volume	Research Objectives	Study Location	Study Participants	Study Duration	Method	Research Results
21	Ro, Eunseok Park, Jeongyeon	2016	Students' attitudes toward undertaking writing activities on extensive reading	The Journal of Asia TEFL	13/3/2016	This study examines university students' attitudes toward second language (L2) writing that is implemented as a follow-up activity to extensive reading (ER). Having integrated ER writing into a course, we wanted to seek how our students (mostly East Asians from Korea and Japan) perceived their experiences. We focused on examining the students' attitudinal positionings toward ER writing by drawing on Appraisal Theory (Martin & White, 2005) to gain an in-depth empirical understanding of how these students formulated their attitudes to evaluate their experiences and what implications their appraisals indeed have for the ER writing activity in general.	US University	16 students	16 weeks	Classroom-based case study	Students in general have a favorable attitude toward and recognized the benefits of ER writing. The study clearly demonstrates the pedagogical possibility of incorporating ER using writing tasks. It is also feasible to implement ER in an EAP setting.
22	Ro, Eunseok	2016	Exploring teachers' practices and students' perceptions of the extensive reading approach in EAP reading classes	Journal of English for Academic Purposes	22/32-41	This study focuses on the extensive reading (ER) approach in the English for Academic Purposes (EAP) context. It explores two teachers' classroom practices and the impacts of these practices on their students' second language (L2) reading motivation and reading amount.	American University	2 teachers 37 students	16 weeks	Multiple case study	A quantitative analysis indicates that the reading motivation of one of the classes significantly increased, particularly in regard to values of intrinsic motivation, while the students in the other classes read comparatively larger amount with less of reading motivation enhancement throughout the course. Both context-free (e.g.: intrinsic and extrinsic reasons of reading) and context-specific factors, including teachers' distinct practices, positively and differently influencing both students' reading motivation and students' reading amount.

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No	Author	YOP	Title	Journal	Volume	Research Objectives	Study Location	Study Participants	Study Duration	Method	Research Results
23	Hardy, Jane E.	2016	The effects of a short-term extensive reading course in Spanish	Journal of Extensive Reading	4/3/47-68	This is to investigate the effect of ER course in college-level Spanish.	US college	16 students	7 weeks	Action research	The students' reading ability in Spanish increased significantly, the course affected students' motivation to read, resulting in a significant increase in intrinsic motivation and a significant decrease in extrinsic motivation.
24	Zhong, Sun Yang, Xian Min He, Ke Kang	2016	An extensive reading strategy to promote online writing for elementary students in 1:1 digital classroom	Computer Assisted Language Learning: An International Journal	29/2/398-412	This study explores the impact of online writing after extensive reading in a classroom setting in China where there was one computer for each student (a 1:1 digital classroom).	China elementary school	39 students		Classroom-based	The results showed that 1:1 digital learning environment created a supportive context for reading and writing. The students in the digital classroom achieved a significant gain in their reading understanding level compared to the control group.
25	Chang, Anna C-S. Renandya, Willy A.	2017	Current Practice of Extensive reading in Asia: Teachers' Perceptions	The Reading Matrix	17/1/40-58	This study investigated teachers' perceptions of the practice of extensive reading (ER) in the Asian context.	L2 teachers in Asia	119 teachers		Survey study	The majority of the respondents had strong beliefs regarding the effects of ER on language development (reading ability and reading motivation); however, the difficulties they encounted cannot be ignored.
26	Sugita, Mariko	2018	Changes in metacognitive knowledge through extensive reading	Journal of Extensive Reading	6/1/1-22	This study investigated English-as-foreign language (EFL) learners' metacognitive knowledge about L2 reading by using Flavell's (1979) framework of person, task, and strategies.	A Japanese university	5 participants	10 months	Qualitative study	The results suggested that all participants appeared to have emerging metacognitive knowledge about person, task, and strategy as L2 readers and still maintained unique metacognitive knowledge about task and strategy for vocabulary learning.

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No	Author	YOP	Title	Journal	Volume	Research Objectives	Study Location	Study Participants	Study Duration	Method	Research Results
27	Chen, I-Chen	2018	Incorporating task-based learning in an extensive reading programme	ELT Journal	72/4/405-416	This article reports on an EFL reading programme that integrated extensive reading with task-based learning to promote L2 learners' language development, increase their motivation in reading, and help them build reading habits. A task-based approach in which learners are given tasks that invite them to focus on meaning exchange and to use language for real-world purposes (Nunan 2006; Van den Branden 2006) is proposed to be beneficial for an extensive reading programme.	a private university in Taiwan	48 undergraduates	16 weeks	Classroom based research	Integrating ER with task-based learning promoted a positive learning cycle among students. Constant exposure to input through extensive reading enables students to improve linguistic knowledge.
28	Krulatz, Anna M. Duggan, Jennifer	2018	Multilinguals and extensive reading: Two multilinguality portraits of learners of Norwegian	Reading in a Foreign Language	30/1/29-48	This study examined social and cognitive aspects of language acquisition, and individual facors, such as the language learning behaviors, experiences, attitudes, and beliefs of the participants.	Norway	2 adult language teacher trainers	6 months	Case study	The participants' DLC (Dominant Language Constellation) affected the ways in which they approached learning Norwegian through extensive reading. Norwegian plays an essential role in the participant's personal and work lives.
29	Hadiyanto, Anita Kurniawati	2019	Students' collaborative story writing project in an extensive reading program	TEFLIN Journal	30/2/197-211	The study examined how ER teachers and ER students in the study perceived the story writing project.	An Indonesian university	3 teachers 6 students	16 weeks	Classroom based research	The findings show that both the teachers and students have the same perceptions of the collaborative story writing project in an ER program.
30	Husna, Nida	2019	Developing students' critical thinking through an integrated extensive reading program	TEFLIN Journal	30/2/212-230	This study investigated whether the activities and assessment in an extensive reading (ER) program could be used to develop students' critical thinking skills, such as in making inferences, reasoning, and explaining.	An Indonesian university	40 students	4.5 months	Classroom based research	There was a significant improvement in the subjects' ability in using critical thinking after the ER. The students are asked to make summary and do oral presentation to show their critical thinking as part of the assessment.
31	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	It aims to investigate the impact of ER on vocabulary gain of a college student who voluntarily chose to participate at his own free time without any obligations.	Saudi EFL university	1 student	8 weeks	Case Study	The result of the current case study indicates that the participant has developed his orthographic vocabulary knowledge from ER.

Appendix 1 continued...

No	Author	YOP	Title	Journal	Volume	Research Objectives	Study Location	Study Participants	Study Duration	Method	Research Results
32	Cho, Kyung-Sook Krashen, Stephen	2019	Pleasure reading in a foreign language and competence in speaking, listening, reading and writing	TEFLIN Journal	30/2/231-236	This is to report a replication, a study of the relationship between reported free voluntary reading in a foreign language and self-reported competence in second language reading, writing, speaking, and listening.	Korea	131 elementary school teachers 114 middle school teachers 141 high school teachers		Survey study	Correlations between the self-reported amount of reading for fun and self-reported competence in the four skills were moderate, but consistently positive.
33	Mitchell, Colin Sneath, Robin Walker, Richard	2019	Notes on introducing a standardised extensive reading program: first performance and initial expectations	Reitaku University Journal	102/79-93	The study is to report on the standardisation of ER in the English for Communication course at Reitaku University, which uses Mreader as the ER platform, and analyses initial perceptions of students towards it.	A Japanese University	4 teachers 133 students 153 students		Classroom based research	The study showed that teachers' expectations are of high importance in influencing how students progress. Mreader has proven to be easy for students to use and has enabled the teachers to recommend books easily.
34	Anandari, Christina Lhaksmita Iswandari, Yuseva Ariyani	2019	Extensive reading in Indonesian schools: A successful story	TEFLIN Journal	30/2/137-152	The study is to describe steps to establish a successful ER program at Indonesian schools, and to report factors that contribute to the success of an extensive reading program.	An Indonesian high school	2 teachers 72 students		Qualitative study	The findings revealed that getting the support of the school was an important first step to setting up a successful extensive reading program. A home literacy culture was identified as greatly contributing to how students responded towards the ER.
35	Waring, Rob Husna, Nida	2019	Expectations and experiences of Indonesian teachers who have and have not, done extensive reading	TEFLIN Journal	30/2/153-170	The study is to investigate the attitudes and beliefs of Indonesian teachers about ER.	IERA workshop	34 teachers		Survey study	The questionnaire revealed that after attending the workshops, many teachers feel frustrated they cannot implement ER due to a lack of specific knowledge about how to set up and manage the ER program in their own situation, or due to institutional resistance, misunderstandings, and inertia stemming from a satisfaction with the current paradigm.

Appendix 1 continued...

No	Author	YOP	Title	Journal	Volume	Research Objectives	Study Location	Study Participants	Study Duration	Method	Research Results
36	Dincer, Ali	2020	"The more I read, the more I want to read": Extending reading with reading logs	The Reading Matrix	20, 2, 140 - 156	This action research aims to extend English as a foreign language (EFL) learners' reading practices through the use of reading logs beyond the classroom. Accordingly, EFL students in an English reading course are encouraged by their teacher, the researcher, to keep weekly reading logs for three semesters. Later, 38 students' viewpoints are collected through a survey.	Turkey University	48 students	12 weeks	Action research	The results show that students favor reading online materials using their smartphones and laptops and use language learning and news websites extensively to source reading materials. Additionally, it is found that updated reading log activity carries the characteristics of successful extensive reading practices. Students agree that they could read a large volume of texts. The practice is regarded as easy and mainly for pleasure. Students have a choice of selection in content and individualized learning.
37	Sun, Xiaomei	2020	An exploration of students' and teachers' perceptions of a two-year extensive reading program in a Chinese secondary school	The Reading Matrix	20/1/201-219	This study aims to explore secondary EFL teachers' and learners' perceptions of ER and its implementation.	A Chinese secondary school	568 students	2 years	Survey study	Almost all the teacher and student participants demonstrated positive affect towards ER and listed the improvements in various aspects of their English studies, including reading, writing and vocabulary. Teacher and student participants listed the benefits of ER-related writing from different perspectives.
38	Takahashi, Wataru Umino, Tae	2020	Out-of-class extensive reading in Japanese as a second language: Enhancing learner autonomy beyond the classroom	Electronic Journal of Foreign Language Teaching	17/1/50-63	The study aimed at understanding learners' perceptions of out-of-class ER and their autonomous out-of-class ER activities during ER sessions, and investigating whether or not learners continued engaging in autonomous out-of-class ER after leaving the ER program.	A Japanese Language Center	6 participants	two years	Case study	The results showed how out-of-class ER may serve as a step towards autonomous ER. For learners, out-of-class ER may contribute to the development of learner autonomy, because it is a "learner-friendly" framework, providing each learner with a customized way to read extensively.

Appendix 1 continued...

No	Author	YOP	Title	Journal	Volume	Research Objectives	Study Location	Study Participants	Study Duration	Method	Research Results
39	Bui, Tuan Ngoc	2021	Online extensive reading in an EFL context: Investigating reading fluency and perceptions	Reading in a Foreign Language	33, 1, 1 - 29	This paper investigates the role of extensive reading online (ERO), an alternative approach to traditional ER, in enhancing first-year university students' reading fluency and their attitudes to reading in an English as a foreign language (EFL) context.	A Vietnamese University	17 students	10 weeks	Survey study	The findings revealed that the ERO programme had a generally positive impact on the development of learners' reading fluency with conservative analysis methods showing increases of around 20% in reading speed. Evidence from qualitative data gathered through questionnaires and interviews showed that there were positive changes in participants' attitudes toward ER and provided insights into implementig ERO.
40	Singkum, Runyarut Chinwonno, Apasara	2021	Implementing EFL extensive reading for Thai Vocational students	LEARN Journal: Language Education and Acquisition Research Network Journal	14/1/208-239	This study investigated the implementation of EFL extensive reading tasks and materias for Thai vocational students.	A Thai college	51 students	10 weeks	Qualitative	Students were intrinsically motivated because they gained a large amount of vocabulary, improved their reading ability, expanded their knowledge about the world and learned good things from the reading.
41	Ateek, Mohammed	2021	Extensive reading in an EFL classroom: Impact and learners' perceptions	Eurasian Journal of Applied Linguistics	7, 1, 109 - 131	This study investigated the impact of extensive reading programme to learners' reading fluency and vocabulary knowledge.	Jordanian EFL university students	10 students	12 weeks	Action research	The findings of the study indicate that the impact of the extensive reading approach was positive on the learners; reading fluency and vocabulary knowledge. The results also revealed a positive correlation between the amount of reading and reading fluency and vocabulary knowledge. The learners' perceptions of the extensive reading approach and its implications are also discussed.
42	Nkomo, S.A.	2021	The benefits of an extensive reading programme implemented in two Foundation Phase classrooms in the Eastern Cape, South Africa	Reading & Writing - Journal of the Reading Association of South Africa		The article reports on the benefits of an ERP implemented in two primary schools in Grahamstown	African primary schools	37 students in site A 34 students in site B	20 weeks	Qualitative study	An overall analysis of the results indicates that daily exposure to ER was beneficial to participants. They highlighted the cognitive and affective benefits of the ERP.

Appendix 1 continued...

No	Author	YOP	Title	Journal	Volume	Research Objectives	Study Location	Study Participants	Study Duration	Method	Research Results
43	Gonen, S. I. K. Zeybek, G.	2021	Using QR code enhanced authentic text in EFL extensive reading: A qualitative study on student perceptions	Education and Information Technologies		This study aimed at investigating the use of quick response codes, as an AR feature, during extensive reading. 28 English as a Foreign Language (EFL) students enrolled in a British culture course at a Turkish university participated in the study. For the purpose of the study, QR code enhanced authentic reading texts were designed to aid learners in the comprehension of culture-specific terms that were difficult to be understood with a dictionary definition.	A Turkish university	28 students	5 weeks	Qualitative study	The results of qualitative analysis through open-axial and selective coding procedure revealed three main themes related to QR code enhancement while reading culturally loaded reading texts: the advantages of using QR codes in extensive reading, criticis on the content of QR codes, and technical problems in using QR codes. The results of data analysis revealed mainly positive views concerning the integration of QR codes.
44	Sun, Xiaomei	2021	Differentiated instruction in L2 teaching: two extensive reading programmes conducted during COVID-19 pandemic.	Innovation in Language Learning and Teaching		This study investigates two extensive reading (ER) programmes carried out in a secondary school in Beijing during COVID-19 pandemic, with the aim of analysing how differentiated instruction (DI) is reflected in the ER implementation and how this forced online learning inform foreign/ second language (L2) pedagogy in relation to ER and DI.	Beijing Middle School	101 students	6 months	Exploratory case study	This study collects evidence of DI implementation in terms of content (three-tiered system of providing reading materials), process (personalised reading frequency and quantity), and product (diversified forms/platforms of presentation of reading results) of the reading programmes. However, due to the online teaching mode, DI was not fully reflected in aspects of affect (inadequate collaborative activities and interaction between students and teacher) and learning environment (lack of studying-together atmosphere). Results also indicate a widening gap between higher and lower achieving learners regarding engagement with ER activities due to differences in student autonomy and parental involvement.

Appendix 1 continued...

No	Author	YOP	Title	Journal	Volume	Research Objectives	Study Location	Study Participants	Study Duration	Method	Research Results
45	Meniado, Joel C.	2021	Extensive reading practices in the Arabian Gulf region	Eurasian Journal of Applied Linguistics	7, 1, 222 - 239	This study examined the English Reading (ER) programs across the Arabian Gulf region. It investigated the ER models and approaches adopted by different HEIs in the region, their ER practices and activities, and the challenges they encountered in implementing their ER programs.	six Arabian Gulf countries	9 respondents		Qualitative research design	The results indicate that the graded readers approach was adopted by most HEIs across the Arabian Gulf region. In terms of structure, the most common ER model used in the region was the Supervised ER. Findings also reveal that most HEIs across the region integrated ER programs in their curriculum as component of English language courses.
						MIXED-METHODS STUDIES					
1	Wang, Chaochang Ho, Chu-Tai	2019	Extensive reading for University EFL Learners: Its effects and both teachers' and learners' views	Journal of Language Teaching and Research	10/4/692-701	The present study investigated the relationship of ER to overall English language competence as well as teachers' and students' views about its implementation. The data includes scores on pre- and post-tests measuring students' listening, reading, and writing as well as questionnaire responses and interview accounts.	A Taiwanese university	190 students	1 year	Mixed-method	The pre-test and posttest design of the study showed statistically significant gains in the listening, reading, and writing test scores after the implementation of ER for one year. The analysis of the questionnaire responses indicated their highly positive views about ER. A positive relationship between the number of books read and learners' gain in writing ability was identified in the study.
2	Ramonda, Kris	2020	Extensive reading and class readers: The case for no choice	ELT Journal	74/3/277-286	This study is to focus on the adherence of ER to the principle that students should freely choose what to read and the problems of the legitimacy of in-class sustrained silent reading (SSR).	A Japanese university	137 students	1 semester	Mixed-method	The study showed that class readers can aid in overcoming some of the logistical and practical issues faced by ER programs. Class readers address the problems discussed in the previous sections by offering a means to connect outside-of-class content with in-class curriculum in a way that could add legitimacy to ER and generate interest in reading the books.

Appendix 1 continued...

No	Author	YOP	Title	Journal	Volume	Research Objectives	Study Location	Study Participants	Study Duration	Method	Research Results
3	Yilmaz, Melda Atay, Derin, ER, Mustafa	2020	The effects of extensive reading on Turkish learners' L2 reading/writing performance and foreign language self-concept	The Journal of Asia TEFL	17/1/53-69	This study investigates the impact of extensive reading (ER) program, which integrates extensive reading with in-class follow-up writing activities, on Turkish EFL learners' L2 reading/writing and foreign language self-concept (FLSC).	A Turkish university	44 students	6 weeks	Mixed-method	The results of the quantitative data indicated that ER has improved Turkish learners' reading and writing performances.
4	Bakla, Arif	2020	Extensive reading and web 2.0 tools in tandem: A mixed-methods study	Education and Information Technologies		The study investigated if creating digital content about books and embedding reading experiences could work well as potentially fruitful post-reading activities in an extensive reading project for EFL learners.	A Turkey university	27 students	8 weeks	Mixed-method	The results indicated that the participation in the activity and interaction on the blog were poor, and the participants were not accustomed to working with Web 2.0 tools and suffered from lower motivation.
5	Pongsatornpipat, Warangkana	2021	Interactive group in extensive reading to enhance reading ability of Thai Undergraduate students	LEARN Journal: Language Education and Acquisition Research Network Journal	14/2/342-371	This study examines ER in combination with interactive groups to investigate the effects on Thai undergraduate students' reading ability, and their opinions toward their reading development, including an exploration of self-autonomoys development.	A Thai university	30 students	10 weeks	Mixed-method	ER activities contributed to participants' reading skill and participants maintained a positive attitude towards their reading skill development and self-autonomous skills.
6	Zhou, Jing Day, Richard R.	2021	Online extensive reading in EAP courses	Reading in a Foreign Language	33/1/103-125	This study examined the reactions of EAP university students to ER and to determine the extent to which online ER affected the learners' attitudes toward reading in English, their academic reading, and English proficiency in general and their instructors' reactions to XReading.	An American university	57 students	12 weeks	Mixed-method	The study suggests that online ER significantly affected both intermediate and advanced students' reading attitudes in EAP course, and it could be implemented as a required element in EAP courses due to its benefits on different aspects of language proficiency and the unique features of online ER libraries.
7	Maipoka, Sasi-ampai Soontornwipast, Kittitouch	2021	Effects of intensive and extensive reading instruction on Thai primary students' English reading ability	LEARN Journal: Language Education and Acquisition Research Network Journal	14/1/146-175	This study investigated the effects of integrated intensive and extensive reading instruction on Thai primary school students' English reading ability and to find out the students' opinions towards the instruction.	A Thai primary school	11 students	4 months	Mixed-method	The results revealed the effectiveness of integrating IR instruction and ER instruction in English instruction for developing and improving English reading ability of Thai students, English vocabulary knowledge and English reading comprehension.

Appendix 1 continued...

No	Author	YOP	Title	Journal	Volume	Research Objectives	Study Location	Study Participants	Study Duration	Method	Research Results
8	Sun, Baoqi Loh, Chin Ee Nie, Youyan	2021	The COVID-19 school closure effect on students' print and digital leisure reading	Computers and Education Open	2/1/2012	This study examine Singaporean primary school students' changes in reading enjoyment, reading amount, and their access to resources in print and digital formats during the COVID-19 school closure.	Singaporean primary school	36 students		Mixed-method	Survey data showed reading was a more preferred leisure activity during the school closure. Students' reading enjoyment prior to the closure was positively correlated with changes in their reading enjoyment and reading amount during the closure, for both print and digital formats.

Appendix 2
Summary of the effects of ER

No	Author(s)	Vocabulary gains	Reading ability	Reading attitude	Language aspects	Language use
Experimental Studies						
1	Lituanas et al. (2001)		✓			
2	Elley and Cutting (2001)	✓	✓			
3	Taguchi et al. (2004)		✓			
4	Horst (2005)	✓				
5	Greenberg et al. (2006)		✓			
6	Takase (2007)			✓		
7	Lee (2007)	✓	✓			
8	Kweon and Kim (2008)	✓				
9	Iwahori (2008)		✓			
10	Yamashita (2008)		✓			
11	Al-Homoud and Schmitt (2009)	✓				
12	Lee and Hsu (2009)					✓
13	Gorsuch and Taguchi (2010)		✓			
14	Nakanishi and Ueda (2011)		✓			
15	Chun et al. (2012)	✓				
16	Rahmany et al. (2013)					✓
17	Yamashita (2013)			✓		
18	Robb and Kano (2013)		✓			
19	Edy (2015)		✓			
20	Song and Sardegna (2014)				✓	
21	Webb and Chang (2014)	✓				
22	Lin (2014)		✓	✓		
23	Lee et al. (2015)				✓	
24	Mermelstein (2015)					✓
25	Khansir and Dehghani (2015)				✓	
26	Teng (2015)	✓				

Appendix 2 continued...

No	Author(s)	Vocabulary gains	Reading ability	Reading attitude	Language aspects	Language use
27	Granena et al. (2015)			✓		
28	Webb and Chang (2015)	✓				
29	Sakurai (2015)		✓			
30	Davoudi et al. (2016)				✓	
31	Park (2016)					✓
32	Bibi and Bukhari (2016)	✓				
33	Suk (2017)	✓	✓			
34	Nhapulo et al. (2017)		✓			
35	Park et al. (2017)	✓				
36	McLean and Rouault (2017)		✓			
37	Wisaijorn (2017)		✓	✓		
38	Shih et al. (2018)		✓			
39	Collett (2018)		✓			
40	Lin et al. (2018)	✓				
41	Shih and Reynolds (2018)		✓			
42	Chang and Hu (2018)	✓				
43	Mestres et al. (2019)			✓	✓	
44	Vaughn et al. (2019)		✓			
45	Chanthap and Wasanasomsithi (2019)			✓		
46	Aka (2019)		✓		✓	
47	Boutorwick et al. (2019)	✓				
48	Jennifer & Ponniah (2019)					✓
49	Aka (2020)				✓	
50	Thuy and Thuc (2020)		✓			
51	Li, Majumdar, Chen, Yang, et al. (2021)			✓		
52	Li, Majumdar, Chen, Yang, et al. (2021)		✓			
53	Yang et al. (2021)		✓	✓		
54	Chang and Renandya (2021)	✓				

Appendix 2 continued...

No	Author(s)	Vocabulary gains	Reading ability	Reading attitude	Language aspects	Language use
55	Milliner (2021)		✓			
56	Suk (2021)	✓				
Non-Experimental Studies						
1	Leung (2002)	✓	✓			
2	Asraf and Ahmad (2003)			✓		
3	Yamashita (2004)			✓		
4	Pigada and Schmitt (2006)	✓				
5	Macalister (2008)			✓		
6	Tabata-Sandom and Macalister (2009)			✓		
7	Claridge (2009)			✓		
8	Silva (2009)	✓				
9	de Guerrero and Rodríguez (2009)	✓				
10	Poulshock (2010)			✓		
11	Judge (2011)			✓		
12	Litheko and Maduekwe (2011)			✓		
13	de Burgh-Hirabe and Feryok (2012)			✓		
14	de Burgh-Hirabe and Feryok (2013)			✓		
15	Tabata-Sandom (2013)		✓			
16	Hunt (2014)		✓			
17	Uden et al. (2014)		✓			
18	Senoo and Yonemoto (2014)	✓				
19	Huang (2015)			✓		
20	Nakano (2016)	✓				
21	Ro and Park (2016)			✓		
22	Ro (2016)			✓		
23	Hardy (2016)		✓			
24	Sun et al. (2016)			✓		✓

Appendix 2 continued...

No	Author(s)	Vocabulary gains	Reading ability	Reading attitude	Language aspects	Language use
25	Chang and Renandya (2017)		✓	✓		
26	Sugita (2018)			✓		
27	Chen (2018)			✓	✓	
28	Krulatz and Duggan (2018)			✓		
29	Hadiyanto (2019)			✓		
30	Husna (2019)					✓
31	Alsaif and Masrai (2019)	✓				
32	Cho and Krashen (2019)					✓
33	Mitchell et al. (2019)			✓		
34	Anandari and Iswandari (2019)			✓		
35	Waring and Husna (2019)			✓		
36	Dincer (2020)			✓		
37	Sun (2020)			✓		
38	Takahashi and Umino (2020)			✓		
39	Bui and Macalister (2021)			✓		
40	Singkum and Chinwonnob (2021)	✓	✓			
41	Ateek (2021)	✓	✓	✓		
42	Nkomo (2021)		✓	✓		
43	Kuru Gönen and Zeybek (2021)			✓		
44	Sun (2021)			✓		
45	Meniado (2021)		✓			

Appendix 2 continued...

No	Author(s)	Vocabulary gains	Reading ability	Reading attitude	Language aspects	Language use
Mixed-Methods Studies						
1	Wang and Ho (2019)		✓	✓		✓
2	Ramonda (2020)				✓	
3	Yılmaz et al. (2020)		✓			✓
4	Bakla (2020)			✓		
5	Pongsatornpipat (2021)			✓		
6	Zhou and Day (2021)			✓		
7	Maipoka and Soontornwipast (2021)	✓	✓			
8	Sun et al. (2021)			✓		
	Total	**27**	**39**	**45**	**8**	**10**

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