University Students’ Perceptions of Extensive Reading Intervention: Evidence from Universitas Hasanuddin Non-English Freshmen

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ABSTRACT

This paper reports the findings drawn from a six-month survey on first-year students’ perception of Extensive Reading intervention in a basic general English course program at Hasanuddin University. This survey study aimed to reveal the extent to which the samples agreed on some aspects of language learning’s positive impacts from attending a reading intervention semester. Other aspects were also examined to the degree of improvement, such as students’ beliefs about eclecticism, self-confidence, and social identity. Data were obtained from questionnaire surveys consisting of 7 close-ended statements and four rating scales from 120 fresh undergraduates. The scaling of “strongly agreement” was tallied from the total samples to obtain the trend. The greater the percentage of the agreement rate, the stronger the perceptions, so as the higher the tendency of the positive impact of extensive reading. The findings came up with encouraging results where a greater proportion of the samples reported significant improvement in aspects contributing to language learning. These include improved vocabulary, writing skills, reading rate, comprehension, confidence, and motivation. The study also revealed the perceived gains of social identity and reduced degree of eclecticism in dealing with English texts. The findings support the previous research that confirms assurance of reading improvement through extensive reading. The survey warrants pedagogical implications for teachers to constantly embark high intensity of reading activities for students to inculcate reading habits so as to improve personal study skills and encourage autonomous learning.

1. Introduction

Over the last two decades, extensive reading or out-of-class reading has interested researchers in the EFL Indonesian context. Day et al. (1998) define extensive reading as a teaching approach that encourages learners to read as much as they can in order to gain fluency in reading in any foreign language. The idea is based on the principle that reading is the best way to learn how to read, and it plays a central role in enhancing comprehension as a receptive skill. Empirical evidence showing the positive effects of ER on L2 students’ English proficiency is well documented, and there has been a range of studies cited in the Annotated Bibliography of Works on Extensive Reading in a Second Language (Chang & Renandya, 2017). This implies that reading in a foreign language will require additional endeavors to enhance the complex cognitive skills needed during the reading process. In the context of language education, extensive reading serves as the basis for providing autonomy where learners can choose the genre and volume of materials for reading in their own time so as theoretically offers them comprehensible input. Extensive reading is commonly believed to be more effective than the traditional instructional approach that provides artificial language instructions that restrict the target language exposures. The assumption underlying ER is that learners will be motivated to read and, consequently, will develop a positive reading attitude and a reading habit if they are provided with books at their linguistic level, if the reading activity addresses the reader’s interest, and if reading is undertaken in a low anxiety situation. Different terms for extensive reading (ER), for instance, pleasure reading, self-selected reading, free voluntary reading, and wide reading (Ng et al., 2019).
An overwhelming number of studies reveal the effectiveness of extensive reading in a range of contexts. Previous studies have reinforced the belief that extensive reading will positively impact the rate at which learners acquire the target language. Additionally, some studies with relatively comprehensive assessments revealed the positive effects of extensive reading on grammar. Yang (2011), for example, assigned adult EFL learners in Hong Kong to an experimental group that read two English novels for 12 weeks or to a control group that received regular instruction focusing on reading, writing, speaking, and listening. Results indicated that the extensive reading group achieved significantly higher scores than the control group on a test of grammar knowledge. Iwata’s (2022) study in Japan claims that extensive reading effectively enhances identification and intrinsic motivation to study English. Changes in students’ learning motivation are associated with four motivational regulatory styles and three basic psychological needs, which affected students’ full understanding through extensive reading. Moreover, Huffman (2014) investigated the ER and intensive reading (IR) on fluency improvement in a Japanese nursing college over 15 weeks. This study indicated ER group was leading.

Although many studies on the positive effect of ER on students majoring in English, little is known about the effect of ER on students who are not majoring in English. Researcher from different context of learning believe that ER encourages no restriction to the volume of material that learners can read and this gives them sufficient broad exposure to a sample of language in use. There has also been insufficient information on the effect of ER on the freshmen students in different disciplines. Little investigation has been done to verify this view, and with a substantial increase of available ER assessment materials as well as teachers using them, a gap has grown between expert opinion and current classroom practice. The research significances are to investigate the students’ degree of improvement such as students’ beliefs about eclecticism, self-confidence and social identity. This research is also to prove freshmen in this case agree that ER is more effective than traditional reading methods in improving language proficiency (Ng et al, 2019), also has an effect on reading rate (McLean & Rouault, 2017), has an impact on vocabularies acquisition (Lee, Hsieh, & Wang, 2009; Webb & Chang, 2015), and ER do better in sub-skills of writing (Park, 2016).

Some researchers have conducted numerous previous related studies. Huynh (2022) conducted research to explore students’ perception of ER and its benefits on reading comprehension. The participants were 36 students who are master’s candidates at a University in Southern Vietnam with a questionnaire and a semi-interview. The findings claimed that students applied ER to their reading processes through free reading, free topics and non-pressure on reading tasks. They believe that ER activities help to improve reading competence and unconsciously build up reading habit for reading. ER proves its advantages by what students gained, such as the ability to comprehend reading passages and to make inferences or predictions. Additionally, a study by Lindawati (2021) aimed to find out the students’ perception of ER in EFL contexts. The researcher chose twelve senior students of the English language education who have already received the ER subject in their previous semesters and conducted semi-structured interviews as data collection. The outcome of the study exhibited that the students had positive perceptions toward ER practices and they considered if ER is a reading activity for pleasure and information search where they can read material without any restraint. The next study is from Wang & Ho (2019) who investigated the relationship of ER to overall English language competence as well as teachers’ and students’ views about its implementation. The participants were 190 Taiwanese university freshman and their three English instructors. By applying pre- and post-test measuring students’ listening, reading and writing as well as questionnaire responses and interviews, the findings of this study indicate that the effectiveness of ER for the students is partially supported and hence, have implication for English teaching and learning in EFL contexts. Another study from Meniado (2018) who investigated the appropriateness and effectiveness of ER in a context where there is no strong culture for reading, this research surveyed students’ attitudes towards ER, their perceptions on the benefits they gain from ER, and the challenges they encountered during its implementation. There were 365 randomly selected male Saudi college-level EFL students who participated to answer questionnaire. The results revealed that students have positive attitudes towards ER. They believe that ER is beneficial, interesting, enriching, and empowering and it can lead them to be a better readers and learners.

However, few studies that raise similar research topics focus on non-English major freshman students, especially those majoring in social science. The English language can have a significant influence on students studying social science, as it is the primary language used for academic research and communication in many fields. Being proficient in English can give students access to a wider range of literature and resources, which can deepen their understanding of the subject matter. Additionally, being able to communicate effectively in English can also help students collaborate and network with other scholars and professionals in the field, both domestically and internationally. Nevertheless, it is pivotal to note that the use of English as the dominant language in social science research can also create potential biases and limitations. For example, non-native English speakers may have difficulty accessing and participating in important discussions and debates,
and research conducted in languages other than English may be underrepresented or overlooked. Therefore, it is important to be aware of these potential limitations and to make efforts to include diverse perspectives and voices in the field. Therefore, it is necessary to evaluate how far this extensive reading intervention can have a positive impact on them in mastering English intensively. Considering the aforementioned rationale, the purpose of this study is to explore the effect of extensive reading on the freshmen’s students who are not majoring in English. This study addresses the rate of effectiveness of the extensive reading in the three different faculties and compare to the extent to which the group was rated in terms of effectiveness after the intervention. Again, the description of the research conducted from eastern Indonesia can provide a holistic picture regarding the impact of implementing ER on students. So, that it can be applied globally the positive impact.

2. Literature Review

2.1 Current Demand of Reading: Tertiary level

At present, the Indonesian government demands its people to acquire high standard of reading ability due to necessity for bilateral cooperation. The government is constantly well aware of the need of literacy skills as a means of strengthening the national, academic, social and cultural identity. More recently, the Department of Education and Culture has urged learners all over the country to improve their literacy skills in order to be able to challenge the dynamic development of globalization era. Meanwhile, Whitehead (2008) confirms that this mission is relevant to the need of language proficiency as an essential condition for its people in order to gain resistant survival in this fast-changing society. It was also confirmed that in large part of the world, the use of English creates a space that enables communication and debates to take place. Reading for academic professionalism and success has been agreed to play a central role for learners regardless of their disciplines because most knowledge transfer occurs through reading the printed materials. Reading skills have been considered as an academic weapon not only for tertiary learner sat Hasanuddin University but also for most EFL learners in Indonesia. The ability to understand core English textbooks will itself empower the learners to become autonomous learners to bridge them for social recognition. In 2017, a survey was conducted at 12 faculties within Universitas Hasanuddin revealed that the majority of surveyed students favored reading skills as their main goals for learning English at the university. The survey enabled revision of reading textbook entitled, “Study Skills for Internal Use Only”. The revision gained acclaim from the rector who later recommended constant revision in content due to dynamic development of pedagogy. The content needed revision with regard to its suitability for pure sciences, such as for Faculty of Mathematics and Pure Sciences (MIPA), Medicines, Forestry, Animal Husbndry and engineering. In short, these learners need to be able to read different text genres and texts of different disciplines with the strengthening of Extensive Reading and reading intervention to enable academic literacy.

Although reading intervention has already gained wider recognition among Universitas Hasanuddin EFL learners, it has not been widely practiced for at least two main reasons. Firstly, the university has a very tight curriculum implementation that does not allow additional reading activities for students. Secondly, despite an emerging and important English subject within the university curriculum there has been very little emphasis on the practice of reading in almost all the faculties. This survey on reading is expected to bring about positive impact in inculcating the reading habit of the students to foster their reading skills. Research interests in looking at the power of reading intervention has shown tremendous evidence in the last couple of years and findings from reading research and of different context have also been prevalent as recorded in the literature review. The National Center for Education Statistics (2022), for example notified the efficacy of supplemental, multicomponent adolescent reading intervention improved vocabulary and promotes reading comprehension. Engagement as defined as greater involvement in the form of commitment to reading activities appeared to contribute to develop students’ reading skills (Guthrie et al., 2014).

A number of reading problems appeared in the literature of reading have gained resolution through intensification of reading culture. According to Yildirim, (2014) teachers are partly to blame for the negative attitudes held by students towards reading. This is because of their preference for intensive reading; which essentially entails subjecting learners to study short texts while requiring them to examine the content of such texts closely. The research confirmed that intensive reading exposes learners to excessive new vocabularies, and has emerged as a practical solution to the above problem from several perspectives. First, extensive reading ensures that students are given easy reading material. Teachers using the ER approach can either choose texts that match the reading competence of individual students, or allow the students themselves to choose the texts they want to read. Improvement in specific linguistic features has also been addressed as important research finding in the two specific context of reading. Bamford & Day (2008) found that extensive reading helps to improve students’ proficiency in spelling. Based on findings from an investigation conducted among ESL learners in the United States, they found that students who read more tend to be better spellers. Similar findings were made among Japanese students studying English: reading for pleasure exposes students to a variety of target words that help in
boosting one’s spelling ability. From these findings, it is accurate to conclude that extensive reading is an approach through which individuals can improve their spelling skills. Another finding that came up from similar study is that it improves learners’ linguistic competence. According to Bamford & Day (2008), all studies that have been conducted in an attempt to identify the impact of extensive reading on learners reveal a common theme: an increase in overall proficiency in the language. In the US, for instance, research has shown that adult students who read novels for fun become more competent in terms of listening as well as speaking abilities. Similar results have been obtained in England and Hong Kong, with learners who read extensively demonstrating a notable improvement in linguistic proficiency.

Another intriguing research finding that concerned Extensive Reading is related to an enhanced reading rate that takes important account for reading fluency. In this study, Day et al. (1998) found that students who read more are capable of reading faster than those who read less. This has a positive impact on language acquisition because of the reality that one cannot become a fluent reader unless he or she can read at a fast rate. Similarly, research has shown that people who can read fluently are also better readers as compared to slow readers. In the context of language learning, reading fluency is the capability of reading and processing words rapidly and correctly. With reference to this definition, it can be said that extensive reading produces fluent readers from a number of perspectives, the key one being individuals who have a good command of sight and general vocabulary.

3. Method

The samples of the study were the fresh EFL undergraduate students from three faculties of social sciences. In the first semester these students were required to go through English 1 as a required subject set up at the university. In terms of English exposure, they had similar amount of English instruction before admission to the tertiary level of education. In other words, they have almost had identical reading exposures during secondary schools so that the subject homogeneity could be ensured. A four-month reading intervention was performed by three assigned instructors for the pursuit of the research on the three different classes of the three faculties. A set of expository reading texts consisting of 16 meetings used for regular basis in a timely scheduled semester class and another set of 16 additional reading for pleasure outside regular basis was prepared for each of the assigned instructor.

Overall, these students had a range of 68 to 90 hours of readings set for the intervention compared with 16 to 20 only hours during regular semester. In obtaining the data regarding their perception of improved reading performance after the intervention, a set of a close-ended questionnaire consisting of 7 close-ended statements with four rating scales (disagree-disagree strongly, agree, and agree strongly) was delivered at the end of the semester. The 120 returned questionnaires were tallied the “agree strongly” only, which were analyzed by means of descriptive quantitative statistics. In-depth interviews were also performed with the selected samples to determine their level of gaining social identity and reduced degree of eclecticism resulting from the reading intervention.

4. Result

Overall analysis of the survey came up with positive findings where a greater proportion of the samples reported significant improvement in aspects contributing to language learning. These include acquisition of vocabulary, improved reading rate, writing skills, confidence, motivation and comprehension. The perceived gaining of social identity and reduced degree of eclecticism in dealing with English texts were two aspects that emerged from in-depth interview with the elected samples from the surveyed students. Extensive reading is seen as a most effective single approach in second language acquisition which seemed to have been largely neglected in many of EFL classroom interaction. The following table illustrates the findings from the returned questionnaire.

<table>
<thead>
<tr>
<th>Questionnaire Item</th>
<th>Faculty of Social &amp; Political Sciences N=40</th>
<th>Faculty of Economics N=40</th>
<th>Faculty of Law N=40</th>
<th>Total N=120</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td>32 (80%)</td>
<td>28 (70%)</td>
<td>26 (65%)</td>
<td>86 (71.66)</td>
</tr>
<tr>
<td>Reading Rate</td>
<td>33 (82.5%)</td>
<td>31 (77.5%)</td>
<td>24 (60%)</td>
<td>88 (73.33%)</td>
</tr>
<tr>
<td>Writing Skills</td>
<td>22 (55%)</td>
<td>27 (67.5%)</td>
<td>23 (57.5%)</td>
<td>72 (60)</td>
</tr>
<tr>
<td>Confidence</td>
<td>18 (45%)</td>
<td>22 (55%)</td>
<td>21 (52.5%)</td>
<td>72 (60)</td>
</tr>
<tr>
<td>Motivation</td>
<td>16 (40)</td>
<td>24 (60%)</td>
<td>26 (65%)</td>
<td>66 (55%)</td>
</tr>
<tr>
<td>Comprehension</td>
<td>31 (77.5)</td>
<td>28 (70%)</td>
<td>24 (60%)</td>
<td>83 (69.16)</td>
</tr>
</tbody>
</table>
The findings of the present survey demonstrate the vitality of reading intervention in generating the students’ linguistic features to a greater extent. In a broader sense, the intervention itself not only generates aspects that concern reading but also generate social and psychological aspects that led to the improvement of students’ attitudes to language learning and acquisition. In other words, these could strengthen and promote self-awareness that ultimately improve the belief of emerging advantages of such intervention. This positive perception falls on several categories that concern linguistic features, such as improved vocabulary and reading rate and comprehension as well as social aspect that concerns identity and confidence. Also, psychological aspect that concerns improved motivation and acquisition, and reduced eclecticism were evident from the study.

Responses obtained from the samples demonstrated positive and significant gain that rated highly in the three surveyed groups (32 (80%), 28 (70%), 26 (65%)). This implies that the intervention serves as tool of acquisition of vocabulary. The finding confirms the importance of reading intensity that may be regulated overtime for students regardless of their disciplines.

The second important finding emerged from the study concerns reading rate and writing skills. Reading rate also takes account of successful reading comprehension when dealing with text that requires quick responses, such as in TOEFL test. High intensity and reading frequency appeared to gear improvement in reading rate in the surveyed groups (33 (82.5%), 31 (77.5%), 24 (60%)).

The third evidence regarding the study is concerned with improved confidence as strongly perceived by the three groups of samples. This aspect has been largely ignored in the literature of reading research but proponent and educators around EFL context regards this as a crucial aspect in language learning. Extensive Reading appears to contribute to this social aspect where three groups gained moderate level of responses (18 (45%), 22 (55%), 21 (52%). The finding confirms an important implication for EFL context to constantly empower the students by means of intensified reading.

The fourth evidence that emerged from the study is in reference to comprehension. The responses gained from the three groups indicated relatively strong positive perception as a result of reading intervention. As confidence and motivation improves, it will provide avenue for acquisition process that links to recognition of surface structure of the text so as to improve comprehension. This aspect gained a relatively stronger positive perception by the three group of samples (31 (77.5%), 28 (70%), 24 (60%)).

Increase of motivation was important evidence from the study which links to psychological aspect of learning. Responses gained from questionnaire analysis exhibited perception of improved motivation after the intervention (16 (40%), 24 (60%), 26 (65%)). The finding has confirmed an important basis of reading intervention for generating learners’ motivation essential for language learning. It was learned that motivation serves as a powerful tool for triggering the learning process especially learning a second language.

Reading intervention appeared to generate reading generosity where students become less eclectic in choosing text for reading. Eclecticism has been perceived as non-beneficial personal style either to the teacher in preparing their teaching materials and to the students who only favor particular genre of reading text. The finding encourages pressures for ELT practitioners to constantly embark both intensive and extensive reading for students at all tertiary levels.

5. Discussion

Extensive reading is a method of language learning where students read large quantities of simplified, high-interest materials in the target language. This approach helps students improve their vocabulary, fluency, and comprehension skills, as well as gain exposure to different cultures and ways of thinking. For non-English students, it is important to find materials that are at the appropriate level of difficulty and interest. This could include graded readers, comics, and online articles. Additionally, it may be helpful for students to use language learning tools, such as dictionaries and translation apps, to help them understand the materials they are reading.

The first important finding in conformity with the table provided is that comes up from the current research is concerned with acquisition of linguistic features, such as vocabulary that takes important account for comprehension process. The finding also supports previous studies that confirm sustainable development of vocabulary acquisition resulting from intensified reading activities. A number of studies have strengthened the evidence of extensive reading engagement to contribute to several aspects of second language learning, such as reading comprehension and reading rates (Belgar & Hun, 2014), and vocabulary and spelling (Pigada & Schmit 2006; Liu & Zhang, 2018; Sun, 2020; Ateek, 2021; Puspa & Ragawanti, 2022). Other expert, such as (Renandya, 2016) has exaggerated extensive reading to have attracted increasing attention from second language and foreign language researchers and educators over recent decades. It can be beneficial strategy for freshman students in a language course. For first-year language learners, using this technique can be advantageous since it helps them expand their vocabulary and comprehend grammar and idiomatic phrases in context. Instead of concentrating primarily on comprehension exercises, it is advised to pick reading
material that the students will find fascinating and to read for enjoyment. It may be exposed to a variety of vocabulary, grammatical rules, and idiomatic expressions in context, which may aid in their more natural language learning.

Based on the table, the improvement in reading rate was most probably due to increased recognition of vocabulary and idiomatic expression so as to foster vigilance in grasping the group of sentences in a single glance. The finding supports the previous study by Day et al. (1998) who found that students who read more are capable of reading faster than those who read less. Tran (2018) found that ER course helped the Vietnamese EFL learners to increase their reading rate and facilitate their reading comprehension. In different region, Davis et al. (2020) conducted a study with the Taiwanese students, where the results show that ER program affected reading rate with lower and intermediate students. Additionally, research by Ateek (2021) also indicated that the impact of ER approach was positive on the learners’ reading fluency and vocabulary knowledge. Iwata (2022) has the similar outcome from the research which investigated the effects of ER on foreign language learners’ acquisition of sight vocabulary, particularly for partially known high-frequency words and reading fluency development. The results exhibited that only the ER groups significantly improved their reading rates. This has a positive impact on language acquisition because of the reality that one cannot become a fluent reader unless he or she can read at a faster rate. Therefore, extensive reading is the practice of reading a large amount of material at or slightly above one language level in order to improve overall comprehension and fluency.

Apart from linguistic features, the present study also recorded an important avenue to bridging positive language learning that concerns social identity. Responses gained from the surveyed samples demonstrated emergence of confidence among the learners with reference to their responses in the interview. Recognition of social identity was one of the measured aspects in the reading intervention program that showed significance increase among the samples. A greater proportion of learners from different part of the world have made social recognition as their reason for learning a second language. The findings of this study are line with some previous studies such as Wang & Ho (2019) which revealed that learners tended to hold a favorable attitude toward extensive reading and perceive it to be important and effective learning, have confidence in its effect. The similar findings from Yılmaz et al. (2020) also indicated that ER increased their self-confidence in learning English as they have overcome fear of making mistake. Fatimah et al. (2020) research results are also in agreement with the current study, which revealed that blog as a platform for ER becomes beneficial for promoting students’ confidence. It was learned that students tended to increase their willingness to learn the language for the purpose of social recognition. The finding implies a positive contribution of reading intervention for generating the sense of social recognition among the learners.

The finding confirmed an important basis of reinforcement of reading intervention for eliciting motivation. A number of claims have been raised in the literature of motivation stating the significant roles of this motivation in the achievement of learning. The finding supports previous studies that warrant the importance of motivation in second language learning. The influence of RI on the student’s motivation has previously become research evidence (for example Judge, 2011). In line with study from Puspa & Ragawanti (2022), they conducted research by implementing ER principles in an extensive reading class and revealed that the appropriate level of graded readers can lead them to a relaxing atmosphere and promote motivation to read the upper levels of books. The same findings can be found in Gopal et al. (2022) who examined the utilization of ER from the perspective of ESL students’ reader response. Yılmaz et al. (2020) study also found that ER affected the students’ Foreign Language Self-Concept (FLSC) and discovered that the project also improved students’ motivation. The results showed that the participants developed positive motivation and attitudes towards the ERP and writing of Respos Journals. These proofs inferred that extensive reading can be an effective way to boost student motivation in language learning. As a result of being able to comprehend the reading material right away, students may feel more accomplished and motivated to read more. Additionally, reading materials at the appropriate difficulty level can help build motivation in reading and using the language.

The main argument in support of improved comprehension is perhaps due to improved vocabulary that takes important account in the process of comprehension. Reading extensively may expose students to high-frequency terms in a range of settings, which may aid them grasp the language better than solely studying its L1 equivalents (Iwata, 2022). In research conducted by Tran (2018), Endris (2018), Flores-González (2019), Lindawati (2021), Huynh (2022) showed that ER has positively increased students’ reading comprehension. As attested by Shih et al. (2018), it is clear that prior knowledge activation plays a specific role in reading comprehension, and EFL student readers should be encouraged to draw on their previous experience and prior knowledge to form predictions about text’s content. Lecturers can also use reading materials as a basis for class discussions and language activities to further reinforce the language used in the text. They can also create activities, such as reading journals or book reports, to help students reflect on and discuss what they have
read. It is important to assess students’ comprehension of the text as well as their development throughout the reading comprehension process (Flores-González, 2019). Students can be given reading comprehension targets by the lecturers, such as comprehending a specific proportion of the material or properly responding to a certain number of questions, and they can be rewarded for reaching these goals. This may boost students’ desire to read comprehend the texts they are given.

The responses gained from questionnaires demonstrated relatively prevalent eagerness of the samples in reading any forms of text genres after the intervention. The finding supports the claims by Day et al. (1998) who asserted that extensive reading can be enjoyable for some reasons. First, the students may choose numerous texts from different genres. Second, they can read at levels that are easy for them, and the reading is often followed by enjoyable activities (e.g., reading fair, group discussion, wall display). In conclusion, extensive reading is a crucial component of any language learning program, this is especially true for freshman students in their first year of language study. By engaging with a wide variety of texts and building their reading fluency, build their vocabulary, and gain a deeper understanding of grammar and idiomatic expression in context.

6. Conclusions

The findings strongly suggest the effectiveness of ER in strengthening the learners’ belief about positive learning attitudes without caution. This is due to the fact that learners share similar learning context of lacking English exposure outside the classroom. In other words, they live in an identical social context so that improvement in any linguistic properties can fully be attributed to as the influence of intervention. Teachers and researchers need to offer students more help on their use of reading strategies although they were moderately strategic in reading. Therefore, reading strategy instruction is suggested to be directed towards raising students’ awareness of various reading strategies that can be at their disposal in different reading situations. In addition, it is suggested that students be encouraged to use a variety of reading strategies flexibly towards enhancing their reading comprehension and performance. Although, reading intervention encourages high cost in terms of material preparation it should be regarded as trigger to embark new reading program to fulfil the drawbacks of teaching approaches as well as students’ lack of reading strategies. Another important aspect about positive effect of extensive reading is that it is applicable in settings where relevant learning resources are not adequate. It is essential that extensive reading has been found helpful in filling the gaps caused by resource constraints in the context of language acquisition. This study has also postulated that the ER approach may provide a solution to the range of problem of students being restrained from academic advancement due to failure in traditional language study programs. It is suggested that an avenue for future research should be the application of ER methods for students that are repeatedly failing in traditional programs. The adoption of extensive reading for EFL and ESL programs in all educational contexts should be triggered and disseminated to embark the power of reading intervention at a wider learning context.

References


