- Al-Homoud, F. & Schmitt, N. (2009). Extensive reading in a challenging environment: a comparison of extensive and intensive reading approaches in Saudi Arabia. *Language Teaching Research*, *13*(4), 383–401. http://doi.org/10.1177/1362168809341508
- Ateek, M. (2021). Extensive reading in an EFL classroom: Impact and learners' perceptions. *Eurasian Journal of Applied Linguistics*, *7*, 109-131. http://dx.doi.org/10.32601/ejal.911195
- Beglar, D., Hunt, A., and Kite, Y. (2012). The effect of pleasure reading on Japanese university EFL learners' reading rates. *Language Learning*, 62, 665–703. https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1467-9922.2011.00651.x
- Bell, T. (2001). Extensive reading: Speed and comprehension. *The Reading Matrix, 1*(1), 1-13. https://www.readingmatrix.com/articles/bell/?report=reader
- Boutorwick, T. J., Macalister, J., & Irina, E. (2019). Two approaches to extensive reading and their effects on L2 vocabulary development. *Reading in a Foreign Language, 31*(2), 150-172. https://nflrc.hawaii.edu/rfl/item/423
- Brown, R., Waring, R., & Donkaewbua, S. (2008). Incidental Vocabulary Acquisition from Reading, Reading-While-Listening, and Listening to Stories. *Reading in a Foreign Language*, 20(2), 136-163.
- Bui, T., & Macalister, J. (2021). Online extensive reading in an EFL context: Investigating reading fluency and perceptions. *Reading in a Foreign Language, 33*(1), 1-29. https://nflrc.hawaii.edu/rfl/item/523
- Chang, A.C-S. & Millet, S. (2016). Narrow reading: Effects on EFL learners' reading speed, comprehension, and perceptions. *Reading in a Foreign Language*, 19(1), 1-19.
- Chang, A.C-S. & Read, J. (2008). The effects of listening support on the listening performance of EFL learners. *TESOL Quarterly*, 40(2), 375-397.
- Chang, A. C. S. (2019). Effects of narrow reading and listening on L2 vocabulary learning: Multiple dimensions. *Studies in Second Language Acquisition, 41*(4), 769-794. https://doi.org/10.1017/S0272263119000032
- Chang, A. C.-S., & Renandya, W. A. (2017). Current practice of extensive reading in Asia: Teachers' perceptions. *The Reading Matrix, 17*, 40-58. http://readingmatrix.com/files/16-4vj138u3.pdf
- Chang, A., & Millett, S. (2017). Narrow reading: Effects on EFL learners' reading speed, comprehension, and perceptions. *Reading in a Foreign Language*, 29(1),1-19. https://nflrc.hawaii.edu/rfl/item/364
- Cheetham, C., Harper, A., Elliott, M., & Ito, M. (2016). Assessing Student Attitudes Toward Graded Readers, MReader and the MReader Challenge. *The Reading Matrix, 16* (2). https://readingmatrix.com/files/15-in55a2nj.pdf
- Cho, K.-S., Ahn, K.-O., & Krashen, S. (2005). The effects of narrow reading of authentic texts on interest and reading ability in English as a foreign language. *Reading Improvement, 42*(1), 58+. https://link.gale.com/apps/doc/A131130603/AONE?u=anon~2bfe4142&sid=googleScholar&xid=3">https://link.gale.com/apps/doc/A131130603/AONE?u=anon~2bfe4142&sid=googleScholar&xid=3">https://link.gale.com/apps/doc/A131130603/AONE?u=anon~2bfe4142&sid=googleScholar&xid=3">https://link.gale.com/apps/doc/A131130603/AONE?u=anon~2bfe4142&sid=googleScholar&xid=3">https://link.gale.com/apps/doc/A131130603/AONE?u=anon~2bfe4142&sid=googleScholar&xid=3">https://link.gale.com/apps/doc/A131130603/AONE?u=anon~2bfe4142&sid=googleScholar&xid=3">https://link.gale.com/apps/doc/A131130603/AONE?u=anon~2bfe4142&sid=googleScholar&xid=3">https://link.gale.com/apps/doc/A131130603/AONE?u=anon~2bfe4142&sid=googleScholar&xid=3">https://link.gale.com/apps/doc/A131130603/AONE?u=anon~2bfe4142&sid=googleScholar&xid=3">https://link.gale.com/apps/doc/A131130603/AONE?u=anon~2bfe4142&sid=googleScholar&xid=3">https://link.gale.com/apps/doc/A131130603/AONE?u=anon~2bfe4142&sid=googleScholar&xid=3">https://link.gale.com/apps/doc/A131130603/AONE?u=anon~2bfe4142&sid=googleScholar&xid=3">https://link.gale.com/apps/doc/A131130603/AONE?u=anon~2bfe4142&sid=googleScholar&xid=3">https://link.gale.com/apps/doc/A131130603/AONE?u=anon~2bfe4142&sid=googleScholar&xid=3">https://link.gale.com/apps/doc/A131130603/AONE?u=anon~2bfe4142&sid=googleScholar&xid=3">https://link.gale.com/apps/doc/A131130603/AONE?u=anon~2bfe4142&sid=googleScholar&xid=3">https://link.gale.com/apps/doc/A131130603/AONE?u=anon~2bfe4142&sid=googleScholar&xid=3">https://link.gale.com/apps/doc/A131130603/AONE?u=anon~2bfe4142&sid=googleScholar&xid=3">https://link.gale.com/apps/doc/A131130603/AONE?u=anon~2bfe4142&sid=googleScholar&xid=3">https://link.gale.com/apps/doc/A131130603/AONE?u=anon~2bfe4142&sid=googleScholar&
- Day, R., Omura, C. and Hiramatsu, M. (1991). Incidental EFL vocabulary learning and reading. *Reading in a Foreign Language*, 7(2): pp. 541-551.
- Demirci, H. C. (2019). Extensive Reading in the English as a Second Language Classroom— Motivating and Engaging Male Emirati Students in a Higher Education Context. Doctoral dissertation, The University of Liverpool (United Kingdom).
- Ellis, N. C. (2005). At the interface: Dynamic interactions of explicit and implicit language knowledge. *Studies in Second Language Acquisition, 27,* 305-352.
- Ellis, N. (2019). Essentials of a theory of language cognition. *The Modern Language Journal, 103* (Supplement), 39-60. https://doi.org/10.1111/modl.12532

- Ewert, D. (2012). The effects of extensive reading on adult reading behavior and proficiency in an intensive English program. *Proceedings of the Extensive Reading World Congress*, 1, September 3-5, 2011, Kyoto, Japan.
- Freiermuth, M. R., & Ito, M. (2021). Battling with Books: The Gamification of an EFL extensive reading class. *Simulation & Gaming*, *52*(6). https://doi.org/10.1177/1046878121106185
- Gorsuch, G. & Taguchi, E. (2008). Repeated reading for developing reading fluency and reading
- Grabe, W. (2010). Fluency in reading—Thirty-five years later. Reading in a Foreign Language, 22, 71–83.
- Grabe, W. (2009). *Reading in a second language: Moving from theory to practice.* Cambridge University Press.
- Grabe, W. (2011, September 5). Extensive reading: Why isn't everyone doing it? Plenary address at the First Extensive Reading World Congress. Final draft of notes. http://erfoundation.org/erfoundation.org/erfoundation.org/files/Grabe-ERWC1-Plenary_Notes.pdf
- Graham, S. & Macaro, E. (2008). Strategy instruction in listening for lower-intermediate learners of French. *Language Learning*, *58*(4), 747-783Hardy, J.E. (2016). The effects of a short-term extensive reading course in Spanish. *Journal of Extensive Reading*, *4*(3). https://jalt-publications.org/content/index.php/jer/
- Horst, M., Cobb, T. and Meara, P. (1998). Beyond a clockwork orange: Acquiring second language vocabulary through reading. *Reading in a Foreign Language*, 11(2): pp. 207-223.
- Horst, M. (2019). *Focus on vocabulary learning: Oxford Key Concepts for the Language Classroom*. Oxford University Press.
- Horst, M. (2005). Learning L2 vocabulary through extensive reading: A measurement study. *The Canadian Modern Language Review*, 61(3): pp. 355-382.
- Huffman, J. (2021). Development of Reading Fluency during an Extensive Reading Course Incorporating Reading Fluency Tasks [Doctoral dissertation, Temple University]. ProQuest Dissertations & Theses Global.
- Iwahori, Y. (2008). Developing reading fluency: A study of extensive reading in EFL. *Reading in a Foreign Language*, 20, 70-91. https://nflrc.hawaii.edu/rfl/item/168
- Iwano, M. T. 2004. One-minute reading. In *Extensive reading activities for teaching language*, ed. J. Bamford and R. R. Day, 86–87. Cambridge: Cambridge University Press.
- Jun, H., (2018). The gamification of extensive reading: Investigating the effects in L2 reading motivation, reading amount, and time spent reading. [Unpublished doctoral dissertation, Seoul National University]. https://s-pace.snu.ac.kr/handle/10371/142037
- Krashen, S.D. (1996) The case for narrow listening. <u>System, 24(1), 97-100</u>. <u>https://doi.org/10.1016/0346-251X(95)00054-N</u>
- Lao, C. Y., & Krashen, S. (2000). The impact of popular literature study on literacy development in EFL; more evidence for the power of reading. *System, 28,* 261-270.
- Lee, S. & Pulido, D. (2017), The impact of topic interest, L2 proficiency, and gender on EFL incidental.
- Language Teaching, 21(1), https://doi.org/10.1177/1362168816637381
- Mendelsohn, D. J. (1998). Teaching listening. *Annual Review of Applied Linguistics, 18*, 81-101.
- Mikulecky, B. S., & Jeffries, L. (1996). *More reading power: Reading for pleasure, comprehension skills, thinking skills, reading faster*. Addison Wesley Publishing Company.
- Mermelstein, A. D. (2014). Improving EFL learners' reading levels through extensive reading. *The Reading Matrix*, 14(2), 227-242. https://readingmatrix.com/files/11-cmy65135.pdf
- Mikami, Y. (2020). Goal setting and learners' motivation for extensive reading: Forming a virtuous cycle. *Reading in a Foreign Language*, 32(1), 28–48. https://nflrc.hawaii.edu/rfl/item/438
- Millett, S. (2018). Quicklistens. *Modern English Teacher*, 23(4), 64-65.
- Nation, I.S.P. (2014). Developing fluency. In T. Muller, J. Adamson, P.S. Brown and S. Herder (eds). Exploring EFL Fluency in Asia (pp. 11-25). Palgrave Macmillan.

- Nation, I.S.P. & Newton, J. (2009). *Teaching ESL/EFL Listening and Speaking*. Routledge.Nation, I. S. P. (2007). The four strands. *Innovation in Language Learning and Teaching*, 1(1), 1-12. https://doi.org/10.2167/illt039.0
- Nation, P. & Waring, R. (2020). *Teaching Extensive Reading in Another Language*. Routledge.
- Olkonnen, S. & Mutta, M. (2020). Cognitive fluency in L2: What inaccuracies can reveal about processing and proficiency. In P. Lintunen, M. Mutta & P. Peltonen (eds), *Fluency in L2 Learning and Use* (pp. 34-48). Multilingual Matters.
- Philpott, A. (2015). Students' reactions to the use of leaderboards in an EFL class: A gamification-related pilot study. *Kansei University Language Education Research Center Journal* 18, 83-99. https://kwansei.repo.nii.ac.jp/?action=repository_uri&item_id=23565
- Pulido, D. (2004). The effect of cultural familiarity on incidental vocabulary acquisition through reading. *The Reading Matrix*, 4(2): pp. 20–53.
- Quinn, E., Nation, ISP, & Millett, S. (2007). <u>Asian and Pacific speed readings for ESL learners</u>. ELI Occasional Publication.
- Renandya, W. & Farrell, T. (2011). Teacher, the tape is too fast! Extensive listening in ELT. *ELT Journal*, 65(1), 52-59.
- Renandya, W. A. (2012). Five reasons why listening strategies might not work with lower proficiency learners. *English Language Teaching World Online (ELTWO), 4,* 1-11.
- Robb, T. & Kamiya, K. (2020). The effect of extensive reading on students' ability to predict following text. *Extensive Reading in Japan, 17* (1), 18-22. http://hosted.jalt.org/er/sites/jalt.org.er/files/ERJ/erj issue 13.1.pdf
- Robb, T., & Kano, M. (2013). Effective extensive reading outside the classroom: A large-scale experiment. *Reading in a Foreign Language*, 25(2), 234-247. https://nflrc.hawaii.edu/rfl/item/281
- Rost, M. (2014). Developing listening fluency in Asian EFL settings. In T. Muller, J. Adamson, P.S. Brown and S. Herder (eds). *Exploring EFL Fluency in Asia* (pp. 281-296). Palgrave Macmillan.
- Schmidt, R. (2001). The role of consciousness in second language learning. *Applied Linguistics, 11*(2), 129-158. https://doi.org/10.1093/applin/11.2.129
- Seidenberg, M. (2017). Language at the speed of sight: How we read, why so many cannot, and what can be done about it. Basic Books.
- Sheu, S. P.H. (2003). Extensive reading with EFL readers at beginning level. TESL Reporter, 36, 8-26.
- Shiki, O. (2011). Effects of extensive reading on reading speed and comprehension among Japanese university students. *Kwansei Gakuin Humanities Review, 16,* 29-38. https://kwansei.repo.nii.ac.jp/?action=repository_uri&item_id=22888&file_id=22&file_no=1
- Skehan, P. (2009). Modelling second language performance: Integrating complexity, accuracy, fluency, and lexis. *Applied Linguistics*, *30*, 510-532. https://doi.org/10.1093/applin/amp047
- Stoller, F., Anderson, N.J., Grabe, W., & Komiyama, R. (2013). Instructional enhancements to improve students' reading abilities. *English Teaching Forum, XX*
- Suk, N. (2017). The effects of extensive reading on reading comprehension, reading rate, and vocabulary acquisition. *Reading Research Quarterly*, *52*(1), 73-89
- Takahashi, W. (2018). 海外高等教育機関における日本語多読に対する意識:-ベオグラード大学での質問紙調 [Awareness of extensive reading in Japanese at overseas higher education institutions: Based on a questionnaire survey at the University of Belgrade.]

 Journal of Extensive Reading, 4, 79-92. https://jalt-publications.org/content/index.php/jer/article/view/101/29
- Taylor, A. (2014). How effective can extensive reading be? Comments on Robb and Kano. *Reading* in a Foreign Language, 26(1), 195-198. https://nflrc.hawaii.edu/rfl/item/301

- van Amelsvoort, M. (2017). Extensive reading onboarding: Program design for increasing engagement.

 Juntendo Journal of Global Studies, 2, 98-106.

 https://www.juntendo.ac.jp/ila/albums/abm.php?f=abm00021272.pdf&n=紀要 2017-098_Extensive+Reading+Onboarding(Marcel+VAN+AMELSVOORT).pdf
- Vandergrift, L. & Tafaghodtari, M.H. (2010). Teaching L2 learners how to listen does make a difference: An empirical study. *Language Learning*, *60*(2), 470-497.
- Wang, L. (2010). Chinese EFL learners' listening comprehension difficulties: A comparison between teacher and student perspectives. [Master's Thesis, Nanyang Technological University, Singapore.]

 NIE Digital Repository. http://hdl.handle.net/10497/4236
- Waring, R. & Takaki, (2003 October) At what rate do learners learn and retain new vocabulary from reading a graded reader? *Reading in a Foreign Language*, 15(2), 130-163. https://nflrc.hawaii.edu/rfl/October2003
 - Webb, S., & Chang, A. C. S. (2015a). How does prior word knowledge affect vocabulary learning progress in an extensive reading program? *Studies in Second Language Acquisition*, *37*(4), 651-675. https://doi.org/10.1017/S0272263114000606
- Webb, S. A., & Chang, A. C.-S. (2015b). Second language vocabulary learning through extensive reading with audio support: How does frequency and distribution of occurrence affect learning. *Language Teaching Research*, *19* (6), 667–686
- Webb, S., & Chang, A. C. S. (2020). How does mode of input affect the incidental learning of collocations? *Studies in Second Language Acquisition, 42*, 1-22. https://doi.org/10.1017/S0272263120000297
- Yang, Y., Majumdar, R., Li, H., Flanagan, B., & Ogata, H. (2022). Design of a learning dashboard to enhance reading outcomes and self-directed learning behaviors in out-of-class extensive reading. *Interactive Learning Environments*, 1-18. https://doi.org/10.1080/10494820.2022.2101126