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FOREWORD

Thank God who has empowered me to do this volunteer work, so that the current publication [Volume 7 No 1, April 2018 edition] is successfully published. In fact, the person in charge to upload the articles should have been the authors whose articles were approved to publish. In this sense, I realize that the current system of OJS seemed to be a challenge for any author. Out of 10 approved articles, only 4 articles were submitted through OJS. The rest articles were sent through official email and were proceeded manually to any reviewers and was returned back to the authors to revise.

Along the process of the publishing from October 2017 to March 2018; however; I found many different obstacles that were experienced by different authors. **Firstly**, the majority of them did not have an ORCID ID. This unique number is essentially needed to get connected with any publication of the author. Luckily, the OJS system does not make it as a required number when an author creates or uploads an article. **Secondly**, some authors seemed to have limited time to revise their work. Consequently, their article is not punctually published. **Thirdly**, almost all authors did not use the software to arrange the references such as MS word reference manager, *Mendeley, Zotero, and iTavi.* Consequently, their references list are difficult to get validated and they might be wrong in arranging the cited references. **Finally**, the majority of the authors did not refer their manuscript to any reputable journals. Many of them quoted from old articles and not reputable and books. All of these weaknesses are a good opportunity for any authors to consider in the next publication.

Despite very much obstacle in the stage of revising the process of the manuscripts, I do thank everyone who has tried their best work and been punctual. It is not inappropriate if any incoming author learns how to submit their paper through OJS system. By doing so, the flows of the reviewing and revising and final editing are officially undergone.

My sincere thank is mainly addressed to all reviewer members who always spend their time in reviewing any article coming in their email as requested.

Further appreciation is also directed to all authors who tried to send their article through the online system despite fail. This can be a good lesson learned for a future article they intend to send. By being indexed in DOAJ and DOI number, PJEE is hoped to be the main interest for an English teacher to publish their papers until it goes higher indexation status such as Thomson and Scimago.

Thank you very much

Editor in Chief

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PJEE

EXTENSIVE READING IN L2 LEARNING:
CURRENT TRENDS AND FUTURE POSSIBILITIES

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Abstract:

Due to the minimum language exposure that EFL learners have, one recommended way to promote interest in foreign language reading is through Extensive Reading. This kind of reading has gained popularity over the years, ever since it was introduced to the realm of foreign language learning. Extensive Reading has been shown to bring a lot of benefits for L2 learners in many respects, and, consequently, it has been implemented in a variety of contexts. This article aims at revisiting Extensive Reading along with its pertaining principles. In addition, it attempts to scrutinize a number of recent studies conducted in the area of Extensive Reading to discover current trends and possible areas which are open for further exploration.

Keywords: current trends, Extensive Reading, L2 learning

INTRODUCTION

The ineluctability of foreign language reading is obvious whenever one is learning a foreign language. Reading is important as it is a way to learn (Clarity, 2007). Due to the minimum language exposure that foreign language learners have, one way to promote interest in foreign language reading is through Extensive Reading. Extensive Reading has gained popularity over the years, ever since it was introduced to foreign language learning. Many have tried to implement it and conduct research on it.

This article has two objectives, namely (1) describing briefly the concepts and principles pertaining to Extensive Reading and (2) scrutinizing a number of recent studies conducted in the area of Extensive Reading to unveil current trends and possible areas which are open for further explorations.

METHODOLOGY

This article is a conceptual paper which was written based on library study. To carry out the undertaking, various journal articles which are related to the topic of discussion were reviewed. The reviewed articles included both theoretical papers on Extensive Reading and research-based papers of a number of recent studies on Extensive Reading. The former provided solid ground for revisiting Extensive Reading along with its pertaining principles. Meanwhile, the latter served as the bases to demonstrate current research trends in the area and to orient toward possible future explorations.

WHAT IS EXTENSIVE READING?

Extensive Reading was firstly introduced to foreign language teaching by Harold Palmer (Kelly, 1969 in Day, 2015), who views Extensive Reading as reading activities that students do for enjoyment and information. Extensive Reading deals with reading a lot of self-selected easy, interesting texts and doing few or no exercise afterwards. It becomes a strategy to promote interest in foreign language reading (Yulia, 2011). Its goal is to promote fluency and enjoyment in the process of reading (Clarity, 2007) as confirmed by Day (2013, pp. 10-11) saying "They read for information and enjoyment, with the primary goal of achieving a general, overall meaning of the reading material." Besides, Warring (2011) augments, Extensive Reading is done to promote reading speed, general comprehension and reading skill. What should happen in such an activity, he argues further, is READ, which means "**R**ead quickly and . . .**E**njoyably with . . . **A**dequate comprehension so they . . .**D**on't need a dictionary" (Waring, 2011, p. 3).

Grabe and Stoller (2011) as cited in Waring and McLean (2015, p. 160) define Extensive Reading as an "approach to teaching and learning of reading in which learners read large amounts of material that are within their linguistic competence." Renandya

argues (in Waring and McLean, 2015) that Extensive Reading concerns rapid reading or reading for general understanding and the focus is more on meaning than on the language. According to Macalister (2015), Extensive Reading is in fact an easy concept, but it is oftentimes misunderstood by many teachers and researchers and it results in some confusion about the pertinent literature. Or else, it has been over-complicated.

Extensive Reading has some alternative names, such as pleasure reading, Free Voluntary Reading (FEVER), Uninterrupted Silent Reading (USR), Sustained Silent Reading (SSR), Drop Everything and Read (DEAR), or Positive Outcomes While Enjoying Reading (POWER) (Maley, 2016). As reading gain should be without pain as Day and Bamford suggest (in Day, 2013), whenever students find reading materials which are not interesting or too difficult, they are encouraged to stop and find another. Nonetheless, they are encouraged to "expand their reading comfort zone" overtime; that is, to extend the range of materials that they can read easily and confidently (Day, 2013). Extensive Reading may be practiced in one of these three forms depending on students' needs and institutional constraints (Bamford and Day, 1997; Day, 2015). The choices are: (1) It can be the main focus of a reading course combined with a variety of follow-up activities. It is called supervised (or instructed) Extensive Reading; (2) It can be an addition to an ongoing reading course whereby students read book that they select for homework. It is called blended Extensive and Intensive Reading, or (3) It can be an extracurricular activity with the teacher guides and encourages students whose fond of reading has been developed and who meet regularly to discuss them. It is called independent (= non-instructed) Extensive Reading.

CHARACTERISTICS OF EXTENSIVE READING

Day and Bamford (1998, 2002 in Day, 2015) outline top ten principles for teaching Extensive Reading. They are: (1) The reading material is easy, (2) A variety of reading material on a wide range of topics is available, (3) Learners choose what they want to read, (4) Learners read as much as possible, (5) The purpose of reading is usually related to pleasure, information, and general understanding, (6) Reading is its own reward, (7) Reading speed is usually faster rather than slower, (8) Reading is individual and silent, (9)

Teachers orient and guide their students, and (10) The teacher is a role model of a reader. Macalister (2015) tries to map and categorizes the top ten principles as seen in Table 1.

Table 1 Categorizing the Top Ten Principles for Extensive Reading (Macalister, 2015, p. 122)

The nature of reading	What the teachers do
- The purpose is usually related to pleasure, information, and general understanding - Reading is its own reward - Reading speed is usually faster rather than slower - Reading is individual and silent	- Teachers orient and guide their students - The teacher is a role model of a reader
The nature of the reading material	**What the learners do**
- The reading material is easy - A variety of reading material on a wide range of topics must be available	- Learners choose what they want to read - Learners read as much as possible

The principles outlined above, Waring and McLean emphasize (2015), should not be seen as rigid prescription but rather as mere characteristics of successful Extensive Reading programs. Macalister (2015) has the same opinion in that he views the top ten principles as the guidelines rather than commandments. Researchers and teachers have varied views about how Extensive Reading should be run; thus, it would be critical that there are general characteristics that every researcher agrees upon as to what constitutes Extensive Reading and what does not.

Waring and McLean (2015) spell out the essential core attributes and variable dimensions of Extensive Reading. According to them, the essential core attributes of Extensive Reading should address "fast, fluent comprehension sustained over extended periods with minimal distractions" (Waring and McLean, 2015, p.164). They assert further that the focal element to decide whether reading extensively is done is by looking at the way the text is processed and not on the product.

"…the central concern for most researchers when deciding whether their subjects are 'reading extensively' is whether they are fluently comprehending the meanings and ideas in the text, or not. In a broad sense whether the subjects are reading extensively or not, is a matter of how text is processed, i.e. smoothly and with high, fluent comprehension. By

contrast, the products of the research – e.g. what is learnt, how much reading is done – serve as the independent variables (Waring and Mclean, 2015, p.162).

Put it another way, reading pains should be minimal; otherwise, the activity stops being Extensive Reading as the focus is more on the language forms rather than ideas and meaning in it. As for the variable dimensions of Extensive Reading, they are influenced by pedagogical aims, research questions, and given practicality within the setting. They among others include "amount of time spent reading, what is read, where it is read, whether the reading is required, and who selects the texts" (Waring and Mclean, 2015, p.164).

Macalister (2015) proposes a different idea, namely the top ten principles can be reduced to seven which are compulsory for Extensive Reading to occur. As these are obligatory, he argues, they are closer to commandments. Table 2 illustrates the seven obligatory principles of Extensive Reading.

Table 2 Seven Compulsory Principles of Extensive Reading (Macalister, 2015, p. 126)

The nature of reading	What the teachers do
- The purpose is usually related to pleasure, information, and general understanding - Reading speed is usually faster rather than slower - Reading is individual and silent	- Teachers orient and guide their students - The teacher is a role model of a reader
The nature of the reading material	**What the learners do**
- The reading material is easy	- Learners read as much as possible

Macalister also extends one of the seven principles as being "Learners read as much as possible in a regularly scheduled, time-limited period" (2015, p. 127). It may be carried out in the classroom, as an easier way, or as an out-of-class activity through negotiation with the students, as long as reading activity becomes the daily routine.

Based on a study conducted by Day (2015) over 44 articles reporting the practice of Extensive Reading since 1998, it is revealed that the most often used principle was principle #3: Learners choose what they want to read, followed by #2: A variety of reading material on a wide range of topics is available, #1: The reading material is easy, and #8:

Reading is individual and silent. By contrast, the least often used principle was #10: The teacher is a role model of a reader. Surprisingly, it was also found from this study that there was a report of Extensive Reading program which did not practice any of the ten principles (Day, 2015). It is true that there is no a one-fits-all approach to Extensive Reading practice. Extensive Reading should be better understood as a continuum. Figure 1 describes the Extensive Reading continuum that Day proposes.

Pure ER	Modified ER	ER Light	Fringe ER
10 ER Principles	Many ER Principles	Some ER Principles	ER in Name Only

Figure 1 The Extensive Reading Continuum (Day, 2015, p. 296)

BENEFITS OF EXTENSIVE READING

Extensive Reading has gained popularity for many years. Research has shown that it provides a lot of benefits for language learners (Day, 2013; Clarity, 2007). Bell (1998) claims that Extensive Reading provides comprehensible input which facilitates acquisition, enhances general language competence, improves vocabulary knowledge and promotes motivation to read. Besides, Extensive Reading deepens grammar knowledge as readers are confronted with the use of language in context. Also, it fosters autonomy which leads to learning success (Dickinson, 1995 in Yulia, 2011). Much research has shown that Extensive Reading improves reading fluency, builds new vocabulary knowledge, expands students' understanding of words they previously learn, and promotes positive attitude toward foreign language reading. It may also improve writing, listening and speaking abilities (as cited in Day, 2013).

SETTING UP AN EXTENSIVE READING PROGRAM

According to Anderson (2014, p. 6), "All curricula designed to teach L2 readers must include an extensive reading component." It should be a pivotal element in a curriculum in order that the development of the expected learning outcomes may occur

(2014, p. 8). To set up an Extensive Reading program, there are some aspects to consider (Day, 2013, pp. 11-17). Such consideration will ensure that the program is managed in an effective and positive ways in order to be fruitful (Clarity, 2007).

In terms of the materials to read, Extensive Reading may take the form of any texts in the target language that is within the proficiency level of the students. They may be graded readers, comic books, online texts, or materials written for first-language readers. Teachers should make certain that students have access to a large array of interesting reading materials with various genres. Anderson (2014, p. 7) asserts that reading programs should employ a balanced approach whereby students should be exposed to both narrative and expository texts depending on the students' proficiency level. The reason is that the two genres have different vocabulary in spite of the same theme.

Teachers may determine the target of Extensive Reading that students should achieve, which can be expressed in books, pages, chapters, or amount of time. The amount of reading to do should be flexible to fit the students' reading ability and schedules. Credit can also be given to students to enhance motivation to do the reading. As for where to read, mostly the reading will be done out of class; however, class time may be used to show them the importance of reading. Outside reading should be given more priority as Anderson proposes (2014) that Extensive Reading be done out-of-class to give students longer periods of time to read longer texts.

Furthermore, the program should be introduced and advertised to students by giving necessary guidance as the Extensive Reading is done. Students need to be informed about the benefits that Extensive Reading has in order to spark motivation on them. Students should also be asked to think about reading in their first language of which the principles should be applied to Extensive Reading, such as selecting materials to read, enjoyment, general understanding, ignoring difficult words, and many others. Monitoring of the reading activities should also be done to make sure that students are reading and that they are not struggling with the materials.

CURRENT TRENDS OF RESEARCH ON EXTENSIVE READING

Research on Extensive Reading has explored numerous aspects. To avoid being elusive and to maintain the newness, the discussion is limited to recent research conducted in the last three years. From the scrutiny, it is found that the research methods employed have been predominantly quantitative, such as experiments and surveys. One major trend has focused primarily on studying the contributions of Extensive Reading to cognitive and affective aspects. Another major trend has concerned analyzing and evaluating the implementation of Extensive Reading programs.

In the first place, researchers concentrated on the contribution of Extensive Reading to the cognitive aspect, believing that Extensive Reading has significant contribution to language skills development. Mermelstein (2014), for instance, investigated the effects of Extensive Reading on Asian EFL students' reading levels. The inclusion of Extensive Reading program demonstrated better results on students' English proficiency. Another study by Beglar and Hunt (2014) examined pleasure reading and reading rate gains. Furthermore, Mermelstein (2015) examined an enhanced design of Extensive Reading towards improving EFL learners' writing abilities.

In the second place, researchers concentrated on the contribution of Extensive Reading to the affective aspect since affective factors are deemed important for learning success. For example, Yamashita (2013) studied the effects of Extensive Reading on reading attitudes in a foreign language at a Japanese university. Ro (2013) conducted a case study of Extensive Reading with an unmotivated L2 reader. She investigated the shift of motivation and anxiety towards second language reading. Next, Chien and Yu (2015) applied Extensive Reading to improve unmotivated learners' attitude toward reading in English. Sometimes affective aspect does not become the sole focus, but it is combined with cognitive or behavioral aspect. To illustrate, Edy (2014) tried to explore affective and cognitive aspects altogether. He investigated whether Extensive Reading was effective in improving students' reading comprehension achievement and whether there was any interaction between the Extensive Reading and the students' reading motivation. Ro and Chen (2014) combined affective and behavioral aspects in their replication study on pleasure reading behavior and attitude of non-academic ESL students.

In addition to exploring cognitive, affective and behavioral aspects of Extensive Reading, current trends have been dealing with analyzing and evaluating the implementation of Extensive Reading programs. Haider and Akhter (2012), for instance, evaluated the current practices of Extensive Reading in the EFL classrooms at the junior high schools in Bangladesh and identified areas to be improved. De Burgh-Hirabe and Feryok (2013) endeavored to present a model of complex and dynamic motivation for Extensive Reading and conducted an exploratory case study to investigate JFL learners' motivation for Extensive Reading using the model. Furthermore, another study by Tien (2015) attempted to discover teachers' and students' perceptions toward a newly-implemented Extensive Reading program in an EFL higher education context. Based on the findings, Tien (2015) promoted the use of Extensive Reading continuously in the academic setting of a university campus.

RESEARCH GAPS AND OPEN AREAS FOR FUTURE EXPLORATIONS

Having examined a number of studies on the area of Extensive Reading, it can be summed up that empirical evidences have lent support to confirm the diverse benefits of Extensive Reading to cognitive and affective aspects. In terms of cognitive aspect, prior research has shown that it can improve reading level, reading rate gains, reading comprehension and writing ability. In terms of affective aspect, Extensive Reading has been found to promote L2 reading attitude, increase motivation, and reduce anxiety. The effectiveness of Extensive Reading has been shown by various findings from bulks of recent quantitative research.

Based on the suggestions from previous research, possible explorations employing quantitative method may still be done in the areas as follows. Beglar and Hunt (2014) suggest doing longitudinal studies lasting for 3-4 years to investigate reading rate growth. Assumption that L2 learners read higher-level books more slowly also needs to be empirically tested. Besides, relative effectiveness of Extensive Reading compared to or combined with other approaches in fluency development is worth investigating. Moreover, Yamashita (2013) suggests testing the model of Day and Bamford's reading attitude and investigating plausible interaction among aspects of attitudes with larger sample.

Not much is known about the contribution of Extensive Reading to behavioral aspect. Behavioral aspect receives little attention and becomes the Cinderella in this area of study. This may become another possible area of investigation. Analysis on Extensive Reading program is also not much explored. Prior research still concentrated on the perceptions of those involved in an Extensive Reading program or described the current practice which may not be satisfactory yet as intensive reading is occasionally more dominant in practice. Explorations to gain deeper understanding of Extensive Reading practices using qualitative methodology are very few. As a matter of fact, such methodology is crucial to complement the quantitative data that have been discovered.

Fresh insights into the practices of Extensive Reading are expected. For example, Mermelstein (2015) suggests establishing enhanced Extensive Reading methodological design that can facilitate EFL learners better. In a similar vein, Yamashita (2013) recommends investigating what ER framework is fruitful. It entails that a chance is open to propose an appropriate model of doing ER in a certain level of study. Ro (2013) urges future researchers to provide additional insights into how and why Extensive Reading works in practice. More research on Extensive Reading practices should be conducted in different educational and sociocultural circumstances (Yamashita, 2013). Future research may also study how the reading components and reading process develop fluent readers (Beglar and Hunt, 2014). Such research may be explored at length in qualitative manner using interviews, reflective logs or diaries (Chien and Yu, 2015) or using field note observations or in-depth interviews (Ro and Chen, 2014). The explorations will generate more concrete evidences and provide in-depth insights into the practice of Extensive Reading in addition to complementing the previously obtained quantitative data.

CONCLUSION

Realizing the importance of reading in foreign language learning, it is high time to integrate Extensive Reading into L2 curriculum as suggested by Anderson (2014) and Tien (2015). Extensive Reading has been shown to bring a lot of benefits for learners, both in the cognitive and affective aspects. The effectiveness of Extensive Reading has been quantitatively supported by recent research. Possible explorations using quantitative

method will concern doing longitudinal studies or replicating earlier studies with larger sample. Conversely, qualitative explorations are very few despite their vital role to gain better insights into Extensive Reading practices. Therefore, future research are suggested to deal with qualitative studies using instruments, such as interviews, journals, field notes observations to complement existing quantitative data and to provide richer and concrete evidences. These lacunas are awaiting future research to fill.

BIOPROFILE

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