

Blended Extensive Reading Program for EFL Classes: Insights and Reflections from Learners

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Abstract

This study investigates the impact of a seven-week extensive reading (ER) program integrated with a blended learning modality (face-to-face and online) on tertiary-level English as a Foreign Language (EFL) learners. In a mixed-methods research design, it investigated whether the systematic blended ER program affected learners' reading attitudes and explored their views of the program. The quantitative data from a pre- and post-test questionnaire revealed a significantly positive change in the participants' reading attitudes. The qualitative findings gathered through weekly reflective logs and semi-structured interviews highlighted the program's contribution to the participants' reading practices. The participants faced some challenges, mainly due to problems with digital reading. The findings primarily revealed that the blended ER offered valuable opportunities for EFL learners and enhanced their second and foreign language (L2) reading experiences in numerous ways. The findings offer valuable implications for educators, L2 practitioners, and program designers for future implementations of ER programs.

Keywords: extensive reading, blended learning, reading in a foreign language, digital reading, second and foreign language reading attitudes

Reading in a second and foreign language (L2) has significantly contributed to language learners' development and constant exposure to L2 input through reading may greatly nurture L2 learners' language skills (Renandya & Jacobs, 2016). Krashen (2011) emphasized the importance of providing reading materials that are both understandable and intrinsically interesting to L2 learners. The compelling comprehensible L2 input helps learners maintain reading engagement without heavy reliance on a dictionary. In other words, it allows L2 readers to sustain the *flow* of reading, which is the smooth and immersive experience of reading effortlessly (Csikszentmihalyi, 1992; Krashen & Bland, 2014). Building on this, integrating

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*This article is derived from the first author's Master's thesis under the supervision of the second author, with modifications and updates.

technology and digital platforms into L2 reading practices might significantly enhance learners' reading engagement. Digital resources potentially provide learners with unprecedented access to diverse and engaging reading materials tailored to their interests and needs, along with multimedia elements and instant feedback opportunities, making the L2 reading experience even more captivating and effective (Anggia & Habók, 2025).

Most L2 reading classes rely on traditional approaches, often limiting learners to reading predetermined texts, answering a set of comprehension questions, and restricting the genre and length of reading materials (Stoller, 2015; Junn, 2025). Some doubts might be raised about the effectiveness of intensive reading classes involving focused and detailed analysis of texts (Rothville & Skalicky, 2025). As Nuttall (2005) indicated, this situation may cause '*the vicious circle of the weak reader*,' a cyclical pattern of having difficulty comprehending a text, reading slowly, not enjoying reading, and leading to insufficient L2 reading. She also defined '*the virtuous circle of reading*' as a recurring pattern in which L2 readers comprehend a text better, enjoy reading, and increase reading speed and amount. This may occur highly when they explore different genres and formats that align with their interests and understanding. A more flexible and contemporary reading approach may be implemented in L2 reading classes to extricate learners from the vicious circle of the weak reader.

Extensive reading (ER), a reading approach providing a substantial amount of compelling comprehensible input, might effectively lead learners into the virtuous circle of reading (Anggia & Habók, 2025). ER enables learners to read self-selected reading materials within their linguistic levels to decrease their reliance on dictionaries and without the concern of being evaluated to conceive reading as its own reward (Day & Bamford, 2002). With the increasing availability of digital platforms, ER may now be more constructively implemented in language classrooms (Bui & Macalister, 2021). However, the vastness of the internet may pose challenges to gaining autonomy in digital L2 reading, particularly for learners with lower proficiency levels (Zhou & Day, 2021). Without support and guidance, learners may struggle to identify appropriate materials or develop a sense of isolation and lack of purpose.

Combining ER and blended learning, which refers to the purposeful incorporation of face-to-face and online learning (Garrison & Kanuka, 2004), may represent a promising approach to optimizing L2 reading through ER with digital resources (Xiong et al., 2022). Within this approach, technology can enable ER to bridge gaps in accessibility and provide personalized and enhanced reading experiences through guidance (Chanthap & Wasanasomsithi, 2019). Even though there has been a growing interest in promoting ER in digital realms and fostering reading in L2 classrooms, research that combines ER with a blended learning design and evaluates its effects through both quantitative and qualitative instruments remains limited. Addressing this need, the current study designed an ER program integrated with a blended learning modality, hereafter the blended extensive reading program (BLERP), in an attempt to benefit from the advantages of online and face-to-face learning and compensate for the limitations of each setting. The integration included establishing a virtual library on *Google Classroom*, monitoring learners' reading activities through their reading logs on *Padlet*, holding weekly face-to-face meetings for learners to share their ER experiences, and providing teacher guidance. The virtual library involved open-access material resources of different genres and styles, such as movie reviews, graded readers, biographies, recipes, and posts from social media platforms. This study

aimed to investigate the BLERP's impact on tertiary-level English as a Foreign Language (EFL) learners' reading attitudes and explore their views of the program in depth.

Literature Review

Extensive Reading and Reading Attitude

ER has been reported to provide numerous benefits to improve various aspects of L2 reading such as reading comprehension and achievement, reading motivation, and reading habits (e.g., Elturki & Harmon, 2020; Rezaee et al., 2020; Stoller & Nguyen, 2020). ER aims to enable learners to read fluently and enjoy L2 reading by reading a wide range of materials within learners' interests and levels (Arai, 2025). Day and Bamford (2002) proposed a framework acknowledging the main principles to guide teachers and researchers in implementing an effective ER program. These principles pinpoint certain features such as providing relatively easy reading materials on a wide range of available materials tailored to the readers' own choice, reading as much as possible usually related to pleasure, information, and general understanding in which reading is seen as its own reward, and is silent and individual. Within this framework, teachers' role is orientation and guidance rather than a higher authority demanding their own materials. Despite the framework's wide recognition and use in the literature, adhering to all the principles has not been acknowledged as feasible for all teaching contexts (e.g., Aka, 2019; Day, 2015; Macalister, 2008; Tabata-Sandom & Ikeda, 2024). Thus, learners' characteristics, needs, and educational settings' restrictions and facilities should be considered while developing an ER program (Green, 2005).

One area that ER has greatly benefited is fostering positive attitudes towards L2 reading. A plethora of ER studies have investigated the influence of ER on L2 reading attitudes (e.g., Chen et al., 2013; Ng et al., 2019; Zhou & Day, 2021; Zhou & Li, 2025). For instance, Liao and Wang (2020) conducted an ER study with 130 EFL students at a Taiwanese university. In the ER program, learners selected graded readers from the library based on their interests and proficiency levels and prepared book posters and presentations to share with others. It was found that the participants' L2 reading attitudes and motivation were favorably affected. While the learners enjoyed participating in the program, some challenges were addressed such as the difficulty in preparing posters and presentations outside the class and finding appropriate reading materials. Thus, an abundance of activities and the importance of guidance in selecting reading materials were highlighted. In other words, including different activities and providing not only graded readers but also other genres was suggested for further studies. As an example of studies comparing the effect of extensive and intensive reading approaches, Park (2020) investigated 73 EFL learners' reading attitudes in Korea. During the 12-week study, for two hours each week, the ER treatment group engaged in reading self-selected graded readers and kept a reading log for their reading progress, while the control group read four challenging texts and performed mechanical activities. The results of a post-reading attitude questionnaire showed a much greater improvement in the ER group's L2 reading attitudes. It was concluded that ER might be a pivotal approach to optimize L2 learners' reading attitudes and foster their reading practices.

Extensive Reading Online

Technological advancements in education have redefined the scope of ER research, expanding ER's potential to increase effectiveness and accessibility (Bui & Macalister, 2021; Robb, 2018). Following the advancements, extensive reading online (ERO) programs with a virtual library have emerged to enhance the ER experience further. Due to its accessibility and comprehensive collection of graded readers, some ERO studies used subscription-based learning management systems (LMSs), such as Xreading (xreading.com) (eg., Cote & Milliner, 2015; Sartika, 2020). In their ERO study conducted with 57 English for Academic Purposes (EAP) learners, Zhou and Day (2021) used Xreading as a virtual library. They found that reading graded readers online enhanced learners' L2 reading attitudes significantly and improved learners' perceived grammar, reading, writing, and speaking skills. The importance of accessibility and availability of reading materials in the ERO program was also emphasized.

While subscription-based LMSs can offer invaluable accessibility and availability, affording the cost of a subscription may not be feasible for most teaching contexts. Some ERO studies used open-access reading materials (e.g., Bui & Macalister, 2021; Nhung, 2022; Pongsatornpipat, 2022). To investigate the effect of ERO on EFL university learners' reading fluency and attitudes towards reading, Bui and Macalister (2021) developed an ERO website (<https://exreading.wordpress.com/>), including numerous graded readers and short stories. The ERO program's predominantly positive impact on learners' reading fluency and attitudes was evident. However, a need for a more appealing website and different varieties of genres was underlined. Green (2005) underlined the importance of empowering learners with a wide range of genres beyond graded readers, such as news and magazine articles.

A few studies allowed learners to access any digital texts of their choice, allowing them to explore multiple genres and providing real-life reading experiences (e.g., Arnold, 2009; Fatimah et al., 2020). Arnold (2009) implemented an ERO program in an advanced-level German course to enhance tertiary-level learners' reading skills, confidence, and motivation. He found that rather than restricting them to a library, allowing learners to surf the Internet to find interesting texts fostered their autonomy, motivation, and self-efficacy. However, authentic materials written for the first language audience on the Internet may not be suitable for learners with lower proficiency levels (Zhou & Day, 2021). That is, language learners may struggle with finding reading materials on the Internet that are appropriate for them. Therefore, there is still a need for an ER study in today's digital world, guiding learners in digital L2 reading and involving various open-access reading materials without confining learners to a single genre, such as graded readers or short stories.

Blended Learning and Extensive Reading

Digital L2 reading through ERO is an opportunity to prepare learners for the digital aspects of language use in today's world. However, learners inexperienced in digital L2 reading and ER may need help to be more autonomous in navigating digital platforms (Arnold, 2009). They may also encounter challenges adapting to ER since reading extensively is an individual activity, and most learners are used to traditional intensive reading in class.

In response to these issues, blended learning may serve as a solution, compensating for the limitations in ER and ERO programs, as seen in several studies (e.g., Al Roomy & Althewini,

2019; Chanthap & Wasanasomsithi, 2019; Fatimah, 2020; Jeon et al., 2017; Xiong et al., 2022). Blended learning combines the benefits of face-to-face learning in a classroom setting with the advantages of technologically enhanced online learning, including flexibility and accessibility (Tang, 2013). For instance, the face-to-face aspect of blended learning may foster a collaborative learning environment and help learners avoid a feeling of isolation (Little, 2007). In contrast, the online component may improve learners' digital literacy skills in L2 and eliminate the cost of a traditional library. To successfully implement a BLERP, learners' needs and readiness in digital L2 reading and ER, teacher guidance, teachers' experience in using technology as an effective tool, and teaching contexts' facilities and limitations should be considered (Al Roomy & Althewini, 2019).

Fatimah et al. (2020) conducted a BLERP study with six university learners in Indonesia, investigating learners' views regarding using blogs in ER. Learners read various genres and formats of digital materials of their own choice outside the class. In the class, blogs were employed as a Web 2.0 tool for learners to share their ER experiences through follow-up tasks. The study revealed favorable effects of the BLERP on the learners. The program increased the learners' reading motivation and interest, enhanced creativity and autonomy through blogging and various digital reading resources, and enabled them to be responsible for their own L2 reading process. However, there is a scarcity of research that provides a well-developed BLERP and examines its effects using several data instruments.

Aim of the Study

Considering the need for designing effective and systematic BLERP tailored to learners' needs (Puripunyanich, 2025) and shedding light on the effects of such a program on reading attitudes, along with investigating various aspects of such a program, this mixed-methods study with a sequential explanatory design developed an ER program integrated with blended learning. The study aimed to examine the change in tertiary-level EFL learners' reading attitudes and explore their views of the BLERP designed for the study. The following research questions guided this study:

RQ1: Is there any effect of the BLERP on the tertiary-level EFL learners' L2 reading attitudes?

RQ2: What are the tertiary-level EFL learners' views of the BLERP?

Methodology

Participants

The participants were selected through the convenience sampling strategy (Creswell, 2012) based on voluntary participation, availability, and willingness to enroll in the blended ER program. A total of 14 B1-level EFL learners of an English preparatory program at a university in Türkiye participated in the study. Of the participants, 11 were female and three were male, with ages ranging from 18 to 22. The participants had been learning English as their first foreign language for six to 11 years. Although they were enrolled in the university's English preparatory

program at the time of the study, their majors varied, including fields such as computer engineering, law, economics, architecture, and psychology.

After receiving comprehensive information about the study's purposes and BLERP and being informed that they could withdraw from the study at any time, the participants signed a consent form. The English preparatory program's reading classes adopted an intensive reading approach where learners were assigned to read pre-selected texts attentively to focus on the texts' linguistic features and comprehension questions. Therefore, reading for pleasure in the BLERP was an unusual extracurricular activity for the participants. The ethical board approval was taken before the start of the study, ensuring the appropriateness of the program design, data collection instruments, and the procedures followed.

Blended Extensive Reading Program (BLERP)

The BLERP's online component included free LMSs and various open-access digital texts. The LMSs were selected as they are accessible and flexible and have archival and posting features. *Google Classroom* was used as a virtual library to share recommended reading materials and necessary links and posts the participants would need, including a guideline for ER. Since *Google Classroom* is an open-access platform, the virtual library created for this study can be shared with teachers worldwide as viewers, enabling them to review and adapt the materials, follow-up tasks, and content ([link for the virtual library](#)). The virtual library was designed based on a thorough examination of digital resources in terms of digital texts' variety, quality, and readability. The inclusion criteria included open-access digital reading websites that were within participants' levels, copyright-compliant, and pedagogically suitable, developed by reputable English Language Teaching (ELT) publishers. Following the resource selection process, the websites were grouped into four categories based on readability levels: (1) the simplest texts, (2) slightly simplified texts below learners' level, (3) texts at or slightly above learners' level, and (4) texts suitable for all levels that do not fit into specific categories. To make the virtual library more user-friendly and provide clearer guidance for learners, each resource was labeled according to the type of content it contained, such as biographies, news articles, or graded readers. Having designed the virtual library, consultations were held with three instructors teaching in B1-level classes, two ELT experts and four B1-level learners, and necessary adjustments were made based on their feedback. Figure 1 demonstrates an overview of the virtual library.

Padlet, a digital platform for creating online bulletin boards (Jong & Tan, 2021; Sangeetha, 2016), was used as a virtual reading log to monitor learners' reading activities as Day (2018) suggested. The participants recorded the date, title, and reading time and rated the texts based on their level of interest and difficulty. The required items to be recorded were kept simpler to avoid making learners perceive reading logs as a burden. They were asked to rate the texts' level of engagement and difficulty to monitor whether they align with the nature of ER in which learners read within their comfort zones (Arnold, 2009). As a guideline, a post titled "How to keep reading logs" was pinned on *Padlet*. Figure 2 presents the interface of *Padlet* used in this study.

Virtual Library

The reading websites are divided into 4 difficulty levels. In the first group (1), there are the simplest texts with everyday expressions and very basic phrases. In the second group (2), there are simple texts with everyday language and familiar structures and vocabulary. In the third group (3), there are various texts which are slightly more difficult and longer. In the last group (For all levels), you can find websites for all levels. You can choose whichever text you want according to your difficulty preference.

READ: Read quickly and Enjoyably with Adequate comprehension, so you Don't need a dictionary.

✓ Read for general understanding and pleasure.

✓ Don't spend too much time looking for a text.

✓ Choose texts that you can understand easily. Reading materials are divided into 4 groups according to their difficulty levels (1=relatively easy, 2=close to your level, 3=slightly above your level and 4= for all levels).

✓ Try not to use the dictionary all the time.

✓ If a text is too difficult or boring, choose another text.

✓ Keep track of time to know for how long you are reading.

✓ To find various texts, click on 'Sınıf Çalışmaları -> Reading Materials' <https://classroom.google.com/w/NTD50T15MD0yNTE4/nc/NTDwMDM2OTM0MD0y/details>.

✓ Keep reading logs on Padlet for each text **everyday**. <https://padlet.com/zeynepadigertosun/nyqanf-fisakezi>

✓ Choose one or more tasks to share your reading experiences during the weekly meetings (Sınıf Çalışmaları -> Tasks). **Everyone** will perform their tasks and we will discuss what we read together! <https://classroom.google.com/w/NTD50T15MD0yNTE4/nc/NTc0NTA50TA10T95>

✓ After each meeting, you need to fill in the weekly reflection form in Turkish (haftalık yansıtma günlük) (Sınıf Çalışmaları Haftalık Yansıtma Günlükler #).

Reading Logs

Tasks

For each week choose one or more tasks to share with us during the weekly meetings. You can find t examples below.

Tasks for the Weekly Meetings

Google Dokümanlar

Figure 1. The Overview of the Virtual Library. This figure shows some screenshots of the virtual library on *Google Classroom*, developed for this study.

Reading Logs (Let's Read!)

Week 1

How to keep reading logs?

For each text;
Your name:
Date:
Title:
Reading time:
Difficulty level: (Which material group did you choose the text on Google Classroom from 'Reading Materials'? 1=relatively easy, 2=slightly below or at your level, 3=slightly above or at your level or 'For all levels')
Interest level: (1=not interesting, 2=interesting, 3=very interesting)

Week 2

Learn English Through Story
"MEET ME IN ISTANBUL"
LEVEL 3
BY RICHARD CHISHOLM
ENGLISH SHORT STORIES FOR PRE-INTERMEDIATE LEVELS
100 English Books for Beginners PDF Download Free
date: 20.01.2023

Week 3

SmartyAnts
portal.achieve3000.com
Achieve3000: The Leader in Differentiated Instruction
Title : <https://portal.achieve3000.com/lesson/read?lid=160158&c=1&sc=37&asn=1&origin=search>
Time: 6 min

Week 4

nationalgeographic.com
Episode 1: A skeptic's guide to loving bats
<https://www.nationalgeographic.com/podcasts/article/a-skeptics-guide-to-loving-bats>
date:03.03.2023
time:30 min
3
3

Figure 2. The Interface of Padlet as a Virtual Reading Log. This figure shows the interface of the reading logs on *Padlet*, created for this study.

Regarding the face-to-face aspect of the BLERP, weekly meetings were integrated into the design of the program since more profound learning experiences unfold in a physical setting

(Wright, 2017). Face-to-face interaction with the other learners and instructor might diminish possible negative feelings caused by individualized activities, such as a sense of isolation (Li, 2022). Weekly meetings were held after school by one of the researchers of this study. To make the meetings more engaging, various follow-up tasks (e.g., guessing the characters' zodiac signs, creating a cover page for the story they read, reporting the news they read like a TV reporter) were involved in the program and posted on the virtual library (see Appendix A). The participants chose one or more follow-up tasks related to what they read to perform during the week's face-to-face meeting. During the meetings, the participants were encouraged to interact with the group and scaffolded to enhance their speaking skills in English. Throughout the face-to-face meetings, the instructor was able to get insight into the participants' reading activities.

The Procedure of the Blended Extensive Reading Program (BLERP)

Throughout the seven-week study, the BLERP lasted for five weeks. In the first week, learners in B1-level classes were informed of the program. Volunteers were invited to an orientation meeting about the program's features, requirements, tools, and ER. After the orientation, the program started. The program's first week was an introductory week with teacher guidance since the participants were inexperienced in ER and digital L2 reading. The participants were asked to explore the virtual library. They were reminded to read any interesting text within their comfort zone and stop reading if it was too dull or challenging. Along with the materials in the virtual library, the participants were allowed to read printed and digital materials of their preference. Aligned with the general principles of ER, the participants read at their own pace and for pleasure and general understanding. Additionally, the program did not credit learners' ER activities towards grades. On the last day of the week, the first face-to-face meeting was conducted. For the following four weeks, the participants were required to keep reading logs on *Padlet* for each text they read and fill in the weekly reflective log after each meeting. During the program, teacher guidance was a crucial component. The instructor guided them to choose reading materials that fit their interests and proficiency levels. Figure 3 demonstrates the BLERP's weekly procedure.

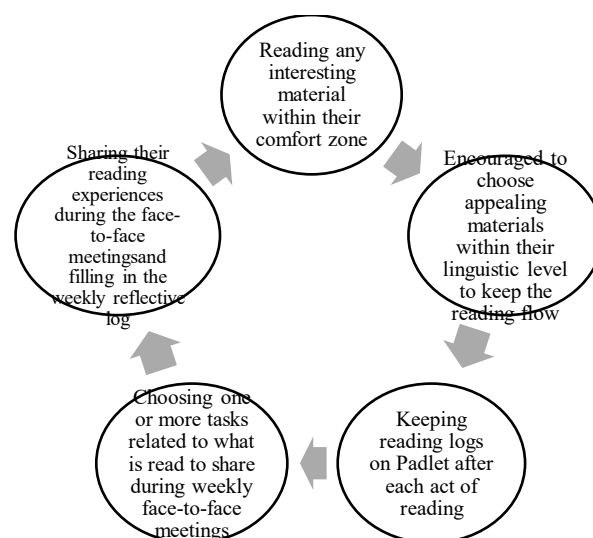


Figure 3. Weekly procedure of the BLERP

Data Collection Instruments & the Procedure

This study was conducted to investigate the BLERP's impact on tertiary-level EFL learners' reading attitudes towards English and their views of the program. Zhou and Day's Reading Attitude Questionnaire (2021) was administered via Google Forms before and after the program to reveal the change in their reading attitudes quantitatively. This instrument consisted of 15 items and was designed to explore the influence of online ER on L2 reading attitudes. Reverse scoring was used for items 7, 9, 12, 13, and 14, questioning a negative aspect of reading attitudes. To unveil the participants' views of the program and its influence on their reading experiences, qualitative data were collected through weekly reflective logs and semi-structured interviews (see Appendix B) which were designed by consulting four ELT experts to ensure reliability. The participants received each reflective log after weekly meetings and were required to reflect on their week based on their reading experiences. The semi-structured interviews were conducted with each participant after the program. The interviews were recorded and transcribed verbatim. To maintain anonymity, the participants were coded as P1, P2, etc.

Data Analysis

To answer the first research question, the data from the Reading Attitude Questionnaire (Zhou & Day, 2021) as a pre- and post-test were analyzed first via descriptive statistics to identify the change in the mean scores of the questionnaire items. Further statistical analysis was performed to uncover if there was a statistically significant difference between the pre- and post-test results regarding the participants' attitudes towards L2 reading. Due to the study's small sample size ($n = 14$), normality values were analyzed, and as a result, a non-parametric test, the Wilcoxon signed-rank test, was run. To address the second research question, the Constant Comparative Method (Charmaz, 2014) was adopted. That is, participants' responses in the reflective logs and the semi-structured interviews were systematically coded to uncover their perceptions regarding the BLERP program. Then, similar codes were brought together, and after a rigorous procedure of delineation and comparison of the codes, subcategories and main categories were formed. For this procedure, NVivo 14 was employed. To ensure the inter-reliability of the qualitative analysis, another coder analyzed 10% of the whole data by processing 30% of the data from the reflective logs (O'Connor & Joffe, 2020). In the first place, each rater coded the data independently, and then they discussed their analysis to reach agreements and resolve disagreements. The percentage agreement formula (Huberman & Miles, 2002) was used to calculate the inter-rater reliability score. The inter-rater reliability score was .84, indicating a high reliability level.

Findings

RQ1: Is there any effect of the BLERP on the tertiary-level EFL learners' L2 reading attitudes?

The descriptive analysis of the questionnaire items demonstrated that mean scores increased in the post-test, which indicated a positive effect on the participants' L2 reading attitudes. The results of the descriptive analysis regarding the mean score and standard deviation of each item for pre- and post-tests are demonstrated in Table 1.

Table 1. *Descriptive Statistics of the Pre- and Post-Reading Attitude Questionnaire*

| | Mean (Pre) | SD | Mean (Post) | SD | N |
|--|---------------|------|----------------|------|----|
| 1. I have confidence in reading English books. | 2.36 | 0.63 | 3.00 | 0.55 | 14 |
| 2. I find reading in English personally rewarding. | 2.93 | 0.73 | 3.21 | 0.69 | 14 |
| 3. I find reading in English fun. | 2.64 | 0.74 | 3.14 | 0.36 | 14 |
| 4. I find reading in English useful. | 3.29 | 0.72 | 3.57 | 0.51 | 14 |
| 5. It is easy for me to read English. | 2.21 | 0.89 | 2.64 | 0.63 | 14 |
| 6. I read English books, comics, newspapers, etc., outside of class. | 2.21 | 0.80 | 3.00 | 0.78 | 14 |
| 7. When I read English, I need to look up many words in the dictionary. | 1.93 | 0.91 | 2.43 | 0.93 | 14 |
| 8. When I read English, I am very interested in what I read. | 2.64 | 1 | 3.29 | 0.61 | 14 |
| 9. I find reading English boring. | 2.86 | 0.66 | 3.29 | 0.72 | 14 |
| 10. After reading English, I am very interested in what I read. | 2.43 | 0.85 | 2.93 | 0.45 | 14 |
| 11. I would like to read more English. | 3.14 | 0.77 | 3.29 | 0.46 | 14 |
| 12. I do not enjoy reading English. | 3.00 | 0.55 | 3.43 | 0.64 | 14 |
| 13. I am a slow reader when I read English. | 1.93 | 0.73 | 2.36 | 0.63 | 14 |
| 14. When I read English, I don't understand very much. | 2.29 | 0.82 | 2.93 | 0.82 | 14 |
| 15. I think reading books for pleasure in English is important. | 3.71 | 0.61 | 3.86 | 0.36 | 14 |

Of the items, the sixth item related to reading different genres in English showed the highest increase between pre- and post-test scores ($M_{pre} = 2.2$, $M_{post} = 3.00$). This increase may indicate that the participants started to form a habit of reading across genres in English. The first ($M_{pre} = 2.36$, $M_{post} = 3.00$) and eighth ($M_{pre} = 2.64$, $M_{post} = 3.29$) items about confidence and interest in reading in English also had a high difference in the pre- and post-mean scores. Following these items, the fourteenth item related to their comprehension of English texts presented a considerable change in the pre- and post-mean scores ($M_{pre} = 2.29$, $M_{post} = 2.93$). On the other hand, some items revealed low differences in mean scores between the pre- and post-tests. Items 11, 15, 2, and 4 about the participants' willingness to read in English more and the significance of reading in English demonstrated lower mean score differences than the other items. However, the mean scores of these items were comparatively high, demonstrating the importance participants attributed to L2 reading. With slight differences in mean scores, it can be suggested that the perceived value of L2 reading remained relatively constant.

Table 2. *Tests of Normality*

| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|-----------|---------------------------------|----|-------|--------------|----|------|
| | Statistic | df | p | Statistic | df | P |
| Pre-test | .128 | 14 | .200* | .966 | 14 | .825 |
| Post-test | .162 | 14 | .200* | .944 | 14 | .474 |

Note. a = Lilliefors Significance Correction; * = a lower bound of the true significance.

Further statistical analysis was performed to reveal whether there was a statistically significant difference in the pre- and post-test results. First, tests of normality analysis were computerized to

find the data's distribution and potential to be used for parametric statistical analysis. Table 2 shows the results regarding the tests of normality below.

As seen in Table 2, the Kolmogorov-Smirnov value indicated a normal distribution of data ($p > .05$). A non-parametric Wilcoxon signed-rank test, which is an alternative to a parametric paired samples t-test, was run because the small scale of the study ($n = 14$) could violate the results. The Wilcoxon signed-rank test analysis revealed a significant positive difference between the pre- and post-test results ($Z = -3.134, p < .001$), as indicated in Table 3.

Table 3. *The Wilcoxon Signed-rank Test Analysis*

| | | N | Mean Rank | Sum of Ranks | Z | Asymp. Sig. (2-tailed) |
|--------------------|----------------|-----------------|-----------|--------------|--------|------------------------|
| PostTest – PreTest | Negative Ranks | 0 ^a | 0.00 | 0.00 | -3.314 | 0.001 |
| | Positive Ranks | 13 ^b | 7 | 91 | | |
| | Ties | 1 ^c | | | | |
| | Total | 14 | | | | |

Note. ^a = PostTest < PreTest; ^b = PostTest > PreTest; ^c = PostTest = PreTest.

As visible in Table 3, the BLERP significantly positively influenced the participants' L2 reading attitudes. In other words, the quantitative data analysis indicated that engaging in the BLERP effectively fostered positive attitudes toward reading in English.

RQ2: What are the tertiary-level EFL learners' views of the BLERP?

A more profound understanding of participants' views of the BLERP and experiences with L2 reading was gained by analyzing weekly reflective logs and semi-structured interviews, revealing a total of 957 codes. These codes were categorized into two main categories: the *benefits and strengths of the BLERP* and the *challenges and weaknesses of the BLERP*. This section thoroughly examines both main categories with related subcategories, with excerpts from the reflective logs and interviews.

Benefits and Strengths of the BLERP

The EFL learners participating in this study expressed the BLERP's benefits and strengths. As shown in Table 4, 640 codes were identified under this main category, including six subcategories.

Table 4. *The Subcategories of the Main Category "the Benefits and Strengths of the BLERP"*

| Subcategories | N* |
|---|-----|
| <i>The BLERP benefited EFL learners in or through various areas, including:</i> | |
| Fostered motivation and attitudes | 147 |
| Improved language skills | 138 |
| Face-to-face aspect of the BLERP | 116 |
| Online aspect of the BLERP | 100 |
| Positive BLERP experiences | 83 |
| Reading interesting materials within one's comfort zone | 56 |
| Total | 640 |

Note. * = number of codes

The participants underscored the positive change in their L2 reading motivation and attitudes in various aspects (147 codes). They overcame their initial reluctance towards reading in English, leading to reading for pleasure and increased motivation to read in English. The factors contributing to this positive change were reading self-selected texts from the virtual library with various genres and topics, reading at their own pace, and familiarizing themselves with ER. That is, learners enjoyed reading inherently intriguing texts without any external influence or authority. In addition, developing a sense of accomplishment and self-awareness of their L2 reading progress was one of the primary factors enhancing their motivation and attitudes. Furthermore, the participants highlighted that the BLERP positively impacted their language skills, particularly reading (138 codes). They improved their comprehension and developed reading strategies, leading them to a decrease in dictionary use to keep the flow of reading. As P3 stated in the fourth reflective log, “I realized that I started to understand the texts we read in class without difficulty, guess the words from their meanings and answer the questions correctly.” Some learners attributed their success in reading classes to the BLERP. Since they accessed various texts from the virtual library easily, they read extensively as a part of their daily routine, which encouraged the establishment of an L2 reading habit and increased L2 reading time. For instance, some participants stated that they started to read during a class break, on transportation, and before bedtime to read as much as possible. The participants also observed the program’s positive effect on other language areas, such as speaking skills, grammar, and word recognition skills. P7 indicated, “We are constantly exposed to English through the stories, books, and posts we read in the program. Reading posts on social media teaches us daily language expressions. Besides, we can practice what we learn from the reading texts during the meetings ...” Exposure to different types of texts on the Internet and sharing their experiences in the weekly meetings helped them gain awareness of the daily use of language, notice discourse differences, and practice speaking.

The BLERP involved a face-to-face and an online aspect of learning. The EFL learners embraced both aspects and benefited from their advantages. They appreciated the face-to-face aspect of the program due to the weekly meetings and teacher guidance (116 codes). Most participants felt responsible for reading attentively and motivated to perform follow-up tasks to share their reading experiences with their friends. They also enjoyed listening to the others’ experiences. They wanted to read some texts shared during the interviews, as emphasized by P13, “Sharing what I read and hearing the experiences of the others encouraged me to read more.” The participants also regarded the meetings as a way to avoid feeling isolated and to build a sense of belonging to the group. P14 expressed that the meetings and follow-up tasks affected his speaking skills positively, saying, “Speaking English is difficult for me, and I feel anxious. However, performing tasks during the meetings has reduced my speaking anxiety ...” Along with the meetings and follow-up tasks, the participants favored the teacher’s role as a guide since it was constructive to become more autonomous in digital L2 reading. The following excerpt highlights the significance of guiding in EFL contexts with inexperienced learners.

“I think your guidance (teacher’s role as a guide) and the virtual library were effective in getting familiar with reading for pleasure. With so many online resources, I wouldn’t have known where to start or which websites matched my level.” (P7 – Interview)

As seen in the excerpt above, teacher guidance might be essential to prevent learners from frustration caused by the vastness of the Internet. As for the online aspect of the program, the participants appreciated the flexibility and accessibility of the digital environments (100 codes). The LMSs, *Google Classroom* and *Padlet* were found to be highly beneficial in this program. The excerpt from P1's interview shows most participants' views of *Google Classroom* and *Padlet*, "Accessing resources with one click via Google Classroom and tracking my reading practices on Padlet significantly supported my progress." The organization of *Google Classroom* was appreciated since the virtual library, follow-up tasks, a link to *Padlet*, and general information about the program could be found easily. As the participants kept a virtual reading log on *Padlet*, most participants stated that they could track their own and their friends' progress as L2 readers. Being aware of their L2 reading process encouraged them to read regularly. Regarding digital L2 reading, some participants stressed their changing preference for digital reading since the materials in the virtual library were diverse, free, and easily accessible. The excerpts from P8's interview may show how digital reading affected learners' reading practices: "I was not able to access printed texts about fashion in English, so I started reading fashion topics online. I also search for recipes and horoscopes in English on the Internet." Therefore, the Internet might be more convenient to access a variety of texts in today's digitalized world.

Along with the beneficial features and effects of the BLERP, all participants indicated their enhanced reading experiences in this program and provided overall positive feedback while evaluating the program (83 codes). The participants underlined that the program was well-designed with practical features, enjoyable, and encouraging for them to read in English. Some participants compared the BLERP and its features with their intensive reading classes at school. P9 drew a comparison, stating, "I struggle to understand and comment on what we read in class. It would be more effective to read the texts beforehand, and then discuss them in class, as we did in this program." The following excerpt may also illustrate the participants' views of the differences between these two approaches:

"I am grateful to be part of this program because it offers something unique compared to our school activities. At school, we usually read texts to answer comprehension questions, which makes me rush through the material. In this program, however, I experienced reading for pleasure for the first time." (P12 – Interview)

As pinpointed in the excerpts above, the BLERP helped EFL learners realize that there is, in fact, a different dimension of L2 reading where they can read for pleasure at their own pace. Of the prominent differences between their regular reading classes and the BLERP, and another important subcategory was reading interesting and appropriate-level materials (56 codes). Providing learners with a wide array of reading materials was one of the core elements of the program's design. All participants appreciated self-selected reading on various topics and types of texts, including magazines, biographies, graded readers, blogs, and social media platforms. P3 mentioned the importance of reading self-selected texts within their level, saying, "The most impressive aspect was reading texts that matched our interests and proficiency levels. If a specific book had been assigned for everyone, extensive reading would have felt less engaging."

Challenges and Weaknesses of the BLERP

Along with the benefits and strengths of the BLERP, the participants also expressed several challenges and weaknesses of the program, including 312 codes with four subcategories, displayed in Table 5.

Table 5. *The Subcategories of the Main Category “the Challenges and Weaknesses of the BLERP”*

| Subcategories | N* |
|---|-----|
| <i>The BLERP posed some challenges for EFL learners due to:</i> | |
| Problems with reading materials | 92 |
| Design of the BLERP | 80 |
| Language difficulties | 76 |
| Factors hindering ER | 69 |
| Total | 317 |

Note. * = number of codes

The availability and accessibility of the reading materials played a significant role in the BLERP. However, some participants expressed the challenges caused mainly by digital reading and the rich content of the virtual library (92 codes). A wide variety of text options led some learners to lose time and experience confusion while selecting a text. In other words, EFL learners experienced difficulty choosing a text among various alternative reading materials. Furthermore, the common issues from digital reading included eyestrain, distractions from their smartphones' notifications, and taking notes of unknown words. The excerpt from P13's interview might provide an example of some participants' struggle with digital reading: “Digital reading is convenient thanks to the wide range of options available online. However, notifications from other apps on my phone often disrupt my focus while reading.” A few participants suggested establishing a library with printed and digital materials to overcome these problems and benefit from digital reading.

Some participants also noted issues arising from the program's design (80 codes). They found navigating the LMSs challenging and avoided using them. Some found keeping reading logs on *Padlet* highly demanding. They wished not to be responsible for recording their leisure reading. Some learners, such as P9, P10, P8, P3, P5, P12, and P6, stressed that they did not keep reading logs regularly on *Padlet* but read as much as possible. P9 also noted her confusion about *Google Classroom*'s organization due to its several tabs, including links to different websites. Regarding the face-to-face aspect of the BLERP, a few participants suggested adding more interactive follow-up task options to practice speaking effectively. Some also recommended integrating the program into the curriculum since they could not find enough time for reading extensively after school.

Another drawback of reading extensively for some participants was caused by language difficulties, including limited vocabulary and grammar knowledge, reliance on dictionary use, and comprehension difficulties (76 codes). This led some of them to a restricted understanding of a text since they constantly disturbed the reading flow. Some other factors also hindered EFL learners' ER activities (69 codes). Due to time constraints stemming from their school responsibilities, some participants sometimes could not find time to read for pleasure. P2 reflected on his issue in the first reflective log, stating, “Because of my English class

responsibilities, I could not read much.” As mentioned in the second subcategory, integrating this program into the curriculum can also solve learners’ time constraints. Some also noted decreased motivation in reading. The following statements from P7 and P5’s interviews may picture the decline in their motivation: “At first, I was highly motivated to read extensively and digitally to improve myself, but over time, I lost that motivation, and my engagement with reading declined.” and “This program would have been effective if I had read regularly, but I struggled with consistency due to a lack of motivation.” These excerpts might demonstrate learners’ low intrinsic motivation. In contrast to their declining motivation, they emphasized the significance of L2 reading and the benefits of the BLERP. In other words, although the BLERP did not successfully increase some learners’ reading motivation, it contributed to their awareness of L2 reading and the program’s impact on their language development.

Discussion

The results of this study uncovered a positive impact on the EFL learners’ L2 reading attitudes and their predominantly favorable views of the BLERP. The program yielded a statistically significant positive difference between the participants’ reading attitudes before and after the program, and the qualitative findings supported it. It can be concluded that the BLERP facilitated the participants’ L2 reading experiences and attitudes. In addition, the quantitative results of this study were in line with the previous studies investigating ER’s effect on reading attitudes in different contexts (e.g., Park, 2020; Puripunyanich, 2021; Yamashita, 2013; Zhou & Day, 2021). Although the outcomes of most ER studies, including the current one, have been positive, each study has its own unique design and implementation. This may suggest that ER can effectively enhance L2 reading attitudes; however, there is no universal approach to ER that fits all contexts (Day, 2015).

In most ER studies, providing various reading materials within learners’ proficiency level is one of the key components, including the current study (e.g., Chien & Yu, 2015; Endris, 2018; Wang & Ho, 2019). Most ER studies integrated a traditional library or a subscription-based virtual library, such as Xreading and Reading Theory, into their ER programs to offer a comprehensive selection of graded readers. However, it has been overlooked that only a limited number of educational contexts can afford to establish a traditional library or subscribe to a virtual library. Therefore, this study established a virtual library on *Google Classroom* with open-access reading materials within the participants’ linguistic skills, including different text types (e.g., blogs, movie reviews, interview scripts, short stories, and news). The participants regarded digital reading as highly beneficial since open-access digital texts enabled them to access reading resources easily with almost no cost, read flexibly, and gain an L2 digital reading experience. Nguyen (2022) echoed this study’s participants’ views regarding the convenience and benefits of digital texts. Considering the positive feedback from the participants, it might be suggested that education contexts without funding for a library can also offer a wide range of reading resources with open-access materials. Given learners’ changing reading habits and text modalities’ transition from print to digital in the 21st century (Al-Seghayer, 2023), encouraging learners to explore diverse text formats and acknowledging digital reading’s benefits can be a more informed approach. Bakla (2020) also highlighted the potential positive impact of the availability of different genres and text modalities on an ER program. Therefore, favorable views of ER

experiences in this study might also be attributed to the virtual library involving a variety of text types and genres with diverse topics.

Regarding the face-to-face meetings with follow-up tasks, all participants recognized this feature of the program as an indispensable part of the program. ER is an individual activity, and L2 digital reading requires autonomy, evoking a challenge for inexperienced EFL learners. Therefore, face-to-face meetings and follow-up tasks might have helped the participants develop a sense of responsibility and motivated them to engage in ER by creating an environment where they would share ER experiences. Boakye (2017) pointed out the value of follow-up activities and sharing experiences in learners' engagement with reading. Pongsatornpipat (2021) also revealed that interactive activities raised learners' interest in reading and promoted collaborative resolution of their L2 reading problems with peers. Therefore, face-to-face meetings and follow-up tasks held great significance in this study.

The integration of blended learning in this ER program unveiled a deeper understanding of the benefits of online and face-to-face learning delivery. The current study's LMSs were functional for both participants and the instructor. A face-to-face aspect may address learners' needs for interaction and collaboration with peers and help them build new knowledge, leading to increased reading motivation and reduced reading anxiety (Chen, 2018). Concisely, online learning offers flexibility and accessibility and promotes learner autonomy in digital L2 reading; face-to-face learning fosters meaningful social interactions between learners' peers and teachers (Banditvilai, 2016), which is also highly important for learning (Wicking, 2020). Thus, integrating blended learning into an ER program might be an optimal approach.

Some participants compared the BLERP to their intensive reading classes at school. As highlighted in the literature (e.g., Al-Homoud & Schmitt, 2009; Krashen, 2004; Stoller, 2015), unlike the ER approach, the intensive reading approach might be demanding and daunting for learners due to challenging texts, comprehension questions, a tight schedule, and the teacher's authority. Another reason for the participants' comparison was that they were exposed to compelling comprehensible input related to their lives, needs, and interests during the program. The instructor also noticed the change in the participants' reading approaches and practices before and after the program. To illustrate, they were reluctant L2 readers, often reading L2 texts only during classes, however, they tried to read for pleasure as much as possible and attended face-to-face meetings regularly in the program. Some participants' awareness of functional language use increased since they read various genres and shared their reading experiences in the meetings. Given the program's benefits and advantages, most participants seemed to break the vicious cycle of a weak reader (Nuttall, 2005) throughout the BLERP. The participants also appreciated the teacher's role as a guide and role model of a reader, signifying the teacher's guidance in ER programs (Day & Bamford, 2002). The participants' comparisons and the instructor's observations may inspire curriculum developers and teachers to integrate ER into language learning classes.

To implement a more effective program, it is also worth discussing the challenges and weaknesses of the BLERP stressed by the participants. As various studies revealed (e.g., Bui & Macalister, 2021; Chen, 2013; Nhung, 2022; Ng et al., 2019), notification distractions and eyestrain were the most prominent challenges in digital reading. Since the participants generally used their smartphones to read for pleasure, notifications from other apps and pop-up ads could

disturb the reading flow. Although some learners developed strategies to overcome these challenges, others could not. In addition, navigating websites to find a text and reading on-screen can be mentally demanding for inexperienced learners (Al-Seghayer, 2023; Lange, 2019). This might be why some learners needed help choosing a website to read from the virtual library. As echoed in Puripunyanich's study (2021), the comprehensive collection of reading resources on *Google Classroom* may have overwhelmed some learners since they needed to go through the links and select one to read. To address this issue, only a limited number of reading materials, both printed and digital, can be offered, and then the virtual library can be updated with a greater diversity of materials as learners gain autonomy in ER and L2 digital reading. Extending the program duration and increasing teacher feedback might also help learners overcome the challenges and become comfortable with digital L2 reading (Mikami, 2020). For future studies, learners can also be trained in digital L2 reading to overcome these prominent challenges. Through the training, they might advance in digital reading and benefit from its multifaceted dimensions by applying strategies (Coiro, 2020).

To mitigate the negative impact of keeping reading logs as a burden, the participants were required to record concise and uncomplicated information about the texts they read. Some participants recognized it as an effective way to track their own reading progress. However, some found keeping a virtual reading log highly demanding and did not record reading practices. To address this concern, keeping a reading log might be non-compulsory, and teachers may create an environment for learners to share their reading content and activities during face-to-face meetings.

It was also noticed in the participants' reflective logs that their reading engagement decreased week by week. Even though they tried to read as much as possible and improved their L2 reading attitudes, they occasionally struggled to allocate time for ER due to their responsibilities at school. To systematically address this issue, this BLERP can be incorporated into the school agenda as an extramural activity since external motivation may help learners increase their reading engagement (Renandya et al., 2021).

Another noteworthy challenge was the participants' language difficulties while reading, caused primarily by insufficient vocabulary knowledge and frequent dictionary use. As a result of the language difficulties the participants encountered, some participants experienced a partial decline in their reading motivation. As noted by P9 in this study, choosing difficult materials may have hindered their ER practices. Ramonda (2020) revealed learners' preference for teacher-selected books for ER since they tend to select books above their level. Nation and Waring (2020) recommended that teachers select reading materials for learners in the early stages of ER. Therefore, along with the training, learners may be provided with teacher-selected materials first to become familiar with reading materials in ER.

Conclusion and Implications

The quantitative findings demonstrated that the BLERP had a positive impact on EFL learners' L2 reading attitudes, which was further supported by the qualitative data. The qualitative data mainly revealed the program's benefits and strengths compared to its challenges and weaknesses. Considering the participants' overall views, they gained enhanced ER experiences

and became familiar with ER and digital L2 reading. The virtual library with various reading materials, face-to-face meetings and follow-up tasks were indispensable components of the BLERP. Conversely, some participants mentioned challenges that hindered their ER activities (e.g., insufficient vocabulary knowledge and struggle with keeping a virtual log). These difficulties may suggest that inexperienced EFL learners need time, more guidance, and experience in ER and digital reading. Thus, further opportunities are necessary to enrich learners' L2 reading experiences.

Several implications drawn from the study's findings can guide ER researchers, language practitioners, and instructors. One implication of this study is the integration of a tailored BLERP into the curriculum to provide external motivation and enrich learners' reading experiences. The qualitative findings indicated that teacher guidance is vital to a BLERP's effectiveness. However, teachers with insufficient knowledge about ER may overlook its impact on learners' learning process in various aspects (Renandya et al., 2021). In-service training can be provided to improve teachers' professional knowledge of implementing an ER program using the advantages of the Internet. Furthermore, teachers' perspectives can be examined to assess their perspectives on the adoption of ER (e.g., Tabata-Sandom & Ikeda, 2024; Wang & Kim, 2021). An additional insight sheds light on the significant role of interaction and collaboration in ER. The participants highlighted face-to-face meetings and follow-up tasks as the program's prominent features. Thus, ER programs, particularly with learners inexperienced in ER, might create an interactive environment where learners can share reading experiences to foster ER experiences and might further investigate the interactive activities' effect on learners' learning through ER (Arai, 2025).

Another essential aspect of the program's design was the virtual library, which included a wide range of reading resources for various genres and topics. Due to financial concerns, using open-access websites can be promising for all L2 contexts. When selecting reading materials for the virtual library, inclusion criteria should be applied if learners are incapable of navigating the Internet as L2 readers. As in this study, teachers can find diverse genres of texts on different topics to prepare learners for the digital aspects of L2 use in today's world. A final implication is a reminder of the need for training to learn reading in the digital world before starting a BLERP. Training learners to read digital L2 content can foster learners' autonomy as L2 readers and engagement with reading materials. Thus, orientation to the ER stage can last longer with training to make a smooth transition to a BLERP, requiring independence in L2 reading.

Despite the study's valuable insights, it was limited by a relatively small sample size and a short duration. Future studies could be designed on a larger scale, involving participants from multiple institutions and diverse proficiency levels, enhancing the findings' generalizability. Furthermore, implementing the BLERP over a longer period, such as an entire academic year, might offer deeper insights into its lasting impact on learners' L2 reading attitudes and engagement. All in all, the BLERP offered multifarious opportunities to the participants to help them enrich their L2 reading experiences and become more virtuous L2 readers. Given the findings in general and the implications suggested in the study, this study is believed to contribute to the current ER research and L2 reading instruction.

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Appendix A

Tasks for the Weekly Meetings

1. Create a mind map about a text you read this week ([click here to see an example](#)) ([another example](#)).
2. Create a different ending to a text you read this week.
3. You are the main character of the story. How would you feel at the end of the story? What would you do differently?
4. Draw the main idea of the text or your favorite scene in the text(s) you read this week ([click here to see an example](#)).
5. Choose one or more songs that represent the text(s) you read this week.
6. What are the most striking things for you in the text(s) you read?
7. What do you think will happen in the text(s) you read during the next five years?
8. What did you learn from the text(s) you read this week? Make a list.
9. Share your favorite passage or line that is particularly insightful, surprising, interesting, or informative from the text(s) you read.
10. Imagine you are a TV reporter. How would you report the story you read and things you learned this week?
11. How would you rate the text(s) you read this week on a scale of 1 to 10? Why?
12. Create a timeline (chronologically) of the text you read this week by highlighting important events. ([click here to see an example](#)).
13. Guess the characters' zodiac signs.
14. Write a tweet about what you think about what you read.
15. Choose a part of the story that interests you the most. Why did you choose this part?
16. What would you change in the story if you were the author of the story?
17. Imagine you are an influencer on Instagram. Create an Instagram post for what you read this week in order to advertise the book or story ([click here to see an example](#)).
18. Create a book cover for the text or story you read this week (*you can use this website <https://www.canva.com/create/book-covers/>*).
19. Based on your imagination, draw portraits of the characters in the text you read this week.
20. Write a letter to the main character in order to warn him or her about the future.
21. If the story or news took place in a different country or city, would the plot change? How?
22. Introduce all the characters in the text you read ([click here to see an example](#)).
23. Summarize what you read simply on one page with basic illustrations ([click here to see an example](#)).

Appendix B

Weekly Reflective Log Questions and Semi-structured Interview Questions

Weekly Reflective Log Questions

1. What do you think about your approach to reading for pleasure in English this week? Please write all of your feelings and thoughts about reading for pleasure in English during this week in general.
2. Did you have any positive and pleasant experiences while reading for pleasure in English this week? If yes, please explain.
3. Did you encounter anything challenging while reading for pleasure in English this week? If yes, please explain.

Semi-structured Interview Questions

1. What do you think about the blended extensive reading program?
2. Has the blended extensive reading program had any effect on your English reading experiences? If yes, please explain.
3. Has the blended extensive reading program had any effect on your attitudes towards reading in English? If yes, please explain.
4. What do you generally think about digital reading in English (online and offline materials, platforms)?
5. What do you think about the digital features of the blended extensive reading program (keeping a reading log, the virtual library, digital reading materials, etc.)?
6. What do you think about the other features of the program (weekly meetings, printed reading materials, teacher guidance, etc.)?
7. Are there any aspects of the program that challenged you or that you think should be changed or improved? If yes, please explain.
8. After the five-week extensive reading program, would you want to continue reading for pleasure in English? Please explain why.

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