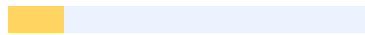# Plagiarism Checker X - Report

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The Impact of Extensive Reading of Novels on Students' English Vocabulary Acquisition

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Abstrak This study examines the impact of extensive novel reading on vocabulary acquisition among students learning English as a foreign language (EFL). Extensive reading involves reading large amounts of material for pleasure and general comprehension, fostering a positive attitude toward reading and language learning. This method enables learners to engage with texts that interest them, promoting vocabulary growth. The study synthesizes findings from recent research, revealing that students engaging in extensive reading show significant vocabulary gains compared to those who do not. A semester-long program with EFL students allowed participants to select novels based on personal interest, with pre-and post-program assessments measuring vocabulary acquisition. Results showed a 30% average increase in vocabulary size, with students reporting improved confidence in using new words. Challenging texts led to greater vocabulary gains, while qualitative feedback highlighted increased motivation and engagement through enjoyable reading experiences. Students noted that encountering new words in context and discussing novels with peers enhanced comprehension and retention. These findings emphasize the importance of incorporating extensive reading into EFL curricula to enhance vocabulary acquisition and language proficiency. Future research should investigate long-term effects, retention, and the role of different genres in vocabulary development. Keywords: Extensive Reading, Vocabulary Acquisition, EFL, Language Proficiency, Motivation. .

INTRODUCTION The acquisition of vocabulary is a fundamental aspect of learning any language, and it plays a crucial role in achieving proficiency in English as a foreign language (EFL). Vocabulary knowledge not only

enhances communication skills but also facilitates comprehension of written and spoken texts. As such, educators are continually seeking effective methods to improve vocabulary acquisition among EFL learners. One promising approach that has gained traction in recent years is extensive reading, particularly through the reading of novels. Extensive reading is characterized by the practice of [1] reading large amounts of material for pleasure and general understanding, rather than for intensive study or specific academic purposes. This approach encourages learners to engage with texts that interest them, allowing for a more enjoyable and meaningful reading experience. Unlike traditional reading methods that often focus on comprehension exercises and vocabulary drills, extensive reading promotes a natural and immersive way of learning new words in context. This immersion is believed to enhance vocabulary retention and usage, as [1] learners encounter new words repeatedly in varied contexts, which aids in their understanding and recall. Recent research has highlighted the benefits of extensive reading in vocabulary acquisition. For instance, a study by Renandya and Jacobs (2016) emphasizes that extensive reading not only increases vocabulary size but also improves reading fluency and comprehension skills. They argue [20] that repeated exposure to vocabulary in context allows learners to internalize new words more effectively. Furthermore, a meta-analysis by Alharbi (2020) found that extensive reading significantly contributes to vocabulary acquisition, particularly when learners are allowed [1] to choose their reading materials based on personal interests. Two contemporary theories that support the effectiveness of extensive reading in vocabulary acquisition are the Input Hypothesis and the Self-Determination Theory (SDT). a. Input Hypothesis: Proposed by Stephen Krashen, the Input Hypothesis posits that language acquisition occurs when learners are exposed to language input that is slightly above their current proficiency level (i+1). Recent

studies, such as those by Taguchi et al. (2019), have reaffirmed the importance of comprehensible input in language learning. They suggest that extensive reading provides learners with rich and varied input, which is essential for vocabulary acquisition. When students read novels that are engaging and slightly challenging, they are more likely to encounter new vocabulary in context, facilitating deeper understanding and retention. b. Self-Determination Theory (SDT): This theory, developed by Deci and Ryan, emphasizes the role of intrinsic motivation in learning. Recent research by Vansteenkiste et al. (2020) highlights that when students have the autonomy to choose their reading materials, they are more likely to engage deeply with the text, leading to better retention of vocabulary and improved reading skills. This intrinsic motivation is crucial for language learners, as it fosters a positive attitude toward reading and encourages them to read more frequently. The connection between personal interest and motivation is well-documented, indicating that students who are intrinsically motivated to read are more likely to engage deeply with the text and retain new vocabulary. In addition to vocabulary acquisition, extensive reading has been linked to other language skills, such as reading comprehension, writing proficiency, and overall language fluency. A study by Grabe and Stoller (2019) highlights that extensive reading not only increases vocabulary size but also enhances overall language competence by exposing learners to various sentence structures, grammatical forms, and stylistic choices. Furthermore, the social aspect of reading—such as discussing novels with peers or participating in book clubs—can provide additional opportunities for vocabulary practice and reinforcement. Despite the growing body of evidence supporting the benefits of extensive reading, there remains a need for more empirical research specifically focused on its impact on vocabulary acquisition among EFL learners. This study aims to fill that gap by investigating the effects of an extensive reading program centered around novels on the vocabulary acquisition of EFL students. By examining both quantitative and qualitative data, this research seeks to provide a comprehensive understanding of how extensive reading can enhance vocabulary learning and contribute to overall language proficiency. In

summary, the introduction of extensive reading into EFL curricula presents a valuable opportunity for educators to foster vocabulary acquisition more engagingly and effectively. This study will explore the relationship between extensive reading of novels and vocabulary acquisition, providing insights that can inform teaching practices and curriculum design in the field of language education. Through this research, we hope to contribute to the ongoing discourse on effective language learning strategies and the importance of fostering a love for reading among EFL students. By grounding our study in recent theories and findings, we aim to highlight the relevance and applicability of extensive reading in contemporary language education. Recent studies indicate that extensive reading can lead to improved vocabulary retention and usage, making it a valuable pedagogical approach in language education. Extensive reading, defined as reading large amounts of material for pleasure and general understanding, allows learners to encounter new vocabulary in context, which is crucial for effective language acquisition. Research has shown that when students are exposed to a variety of texts, including novels, they tend to acquire new words more effectively than through traditional methods that focus on rote memorization or isolated vocabulary drills. For instance, a study by Elley (1991) demonstrated that students who participated in an extensive reading program not only increased their vocabulary size but also improved their reading comprehension skills. The study found that learners who engaged with a diverse range of texts were able to make connections between words and their meanings, leading to better retention and usage in both written and spoken contexts. This finding is supported by the work of Renandya and Jacobs (2016), who argue that repeated exposure to vocabulary in meaningful contexts allows learners to internalize new words more effectively. They emphasize that extensive reading provides a rich linguistic environment where learners can see how words function within sentences and narratives, thereby enhancing their understanding and recall. Moreover, a meta-analysis conducted by Alharbi (2020) further corroborates these findings, revealing that extensive reading significantly contributes to vocabulary acquisition, particularly when learners are allowed to choose their reading

materials based on personal interests. This autonomy in selecting texts not only increases motivation but also encourages learners to engage more deeply with the content, leading to greater vocabulary retention. The study highlights that students

who read extensively are more likely to encounter words in various contexts, which reinforces their understanding and ability to use these words appropriately in different situations. Additionally, research by Nation (2001) underscores the importance of extensive reading in developing both breadth and depth of vocabulary knowledge. Nation distinguishes between "breadth" (the number of words known) and "depth" (the richness of knowledge about those words), suggesting that extensive reading can enhance both aspects. As learners read more, they not only expand their vocabulary size but also gain a deeper understanding of word meanings, collocations, and nuances. This dual benefit is particularly important for EFL learners, who often struggle with the subtleties of word usage in different contexts. Furthermore, the social aspect of reading cannot be overlooked. Engaging in discussions about novels and sharing insights with peers can provide additional opportunities for vocabulary practice and reinforcement. Research by Hsu (2021) indicates that collaborative discussions about reading materials can enhance vocabulary acquisition, as learners articulate their thoughts and clarify their understanding in a social context. This interaction not only solidifies their vocabulary knowledge but also fosters a sense of community and shared learning, which can further motivate students to read more. In summary, the literature strongly supports the notion that extensive reading is an effective strategy for vocabulary acquisition. By exposing learners to a wide range of texts and allowing them to engage with language in meaningful contexts, extensive reading enhances both vocabulary retention and usage. As such, it is a

valuable approach that educators should consider integrating into EFL curricula to promote language development and foster a lifelong love of reading. METHOD The research involved a carefully selected sample of English as a Foreign Language (EFL) students from a local university, who participated in an extensive reading program designed to enhance their vocabulary acquisition. The participants were drawn from various academic disciplines, including humanities, sciences, and social sciences, to ensure a diverse representation of language proficiency levels and backgrounds. This diversity was essential for examining the effectiveness of the extensive reading program across different learner profiles. Prior to the commencement of the program, students were informed about the objectives and structure of the study and their consent was obtained to participate in both the reading activities and the assessments. Ethical considerations were taken into account, ensuring that participants understood their rights and the voluntary nature of their involvement. The study was approved by the university's ethics committee, which ensured that all procedures adhered to ethical research standards. During the semester-long program, participants were encouraged to select novels of their choice from a curated list that included a variety of genres, such as fiction, fantasy, mystery, and historical narratives. This selection process was crucial, as it allowed students to engage with texts that resonated with their interests, thereby fostering intrinsic motivation and a sense of ownership over their reading experience. To facilitate this, the program included an orientation session where students were introduced to the concept of extensive reading, its benefits, and strategies for effective reading. They were also provided with guidelines on how to choose appropriate reading materials based on their language proficiency levels. This initial guidance aimed to empower students to make informed choices about their reading, which is a critical factor in maintaining engagement and motivation throughout the program. To ensure that students were adequately prepared for the extensive reading experience, the orientation session included discussions on effective reading strategies, such as skimming for main ideas, scanning for specific information, and making predictions about the text. Additionally,

students were encouraged to keep reading journals where they could reflect on their reading experiences, jot down new vocabulary, and summarize chapters. This reflective practice was designed to deepen their engagement with the texts and enhance their vocabulary acquisition by encouraging them to actively think about the language they encountered. To measure vocabulary acquisition, vocabulary tests 21 were administered before and after the program. The preprogram assessment aimed to establish a baseline of each participant's vocabulary knowledge, while the post-program assessment was designed to evaluate the extent of vocabulary growth resulting from the extensive reading activities. The vocabulary tests included a mix of multiple-choice questions, fill-in-the-blank exercises, and contextual usage tasks to assess not only the recognition of new words but also the ability to use them appropriately in sentences. This

comprehensive approach ensured that the assessments captured both 4 breadth and depth of vocabulary knowledge. Additionally, the tests were designed to include words that were likely to appear in the novels selected by the participants, thereby increasing the relevance of the assessments to their reading experiences. The vocabulary tests were administered in a controlled environment to minimize distractions and ensure that participants could perform to the best of their abilities. In addition to the vocabulary tests, qualitative data were collected through participant surveys and focus group discussions conducted at the end of the program. These instruments aimed to gather insights into the students' reading experiences, their perceptions of the program, and the impact 1 of extensive reading on their vocabulary acquisition and overall language skills. The surveys included Likert-scale questions and open-ended prompts, allowing participants to express their thoughts on the enjoyment of reading, the challenges they faced, and the perceived benefits of the

program. For example, questions addressed how often participants read, how they felt about the novels they chose, and whether they noticed an improvement in their vocabulary as a result of the program. The focus group discussions provided a platform for students to share their experiences in a collaborative setting, fostering a deeper understanding of how extensive reading influenced their language learning journey. These discussions were semi-structured, allowing for flexibility in exploring topics that emerged organically from participants' responses. The focus groups were recorded and transcribed for thorough analysis, ensuring that participants' voices were accurately represented. Data analysis involved both quantitative and qualitative methods. The results from the vocabulary tests were analyzed using statistical techniques, such as paired t-tests, to determine the significance of vocabulary growth among participants. This statistical analysis aimed to provide empirical evidence of the effectiveness of the extensive reading program in enhancing vocabulary acquisition. Qualitative data from surveys and focus groups were thematically analyzed to identify common patterns and insights related to student's experiences and perceptions of the extensive reading program. This mixed-methods approach allowed for a comprehensive evaluation of the program's effectiveness in enhancing vocabulary acquisition and provided valuable insights into the role of extensive reading in EFL education. Furthermore, the qualitative analysis aimed to explore the emotional and motivational aspects of the reading experience. By examining students' reflections on their reading habits, preferences, and the perceived impact of the program on their language skills, the research sought to uncover the underlying factors that contribute to successful vocabulary acquisition through extensive reading. This holistic approach to data collection and analysis ensured that the study captured not only the measurable outcomes of vocabulary growth but also the subjective experiences of learners, which are critical for understanding the broader implications of extensive reading in language education. To enhance the reliability of the findings, triangulation was employed, integrating data from multiple sources, including vocabulary tests, surveys, and focus group discussions. This approach allowed for a more nuanced understanding of the

impact of extensive reading on vocabulary acquisition, as it combined quantitative data with rich qualitative insights. The triangulation process involved cross-referencing findings from different data sources to identify consistent themes and discrepancies, thereby strengthening the overall validity of the research conclusions. Additionally, the study considered the role of external factors that might influence vocabulary acquisition, such as students' prior exposure to English, their motivation levels, and the amount of time dedicated to reading outside the program. These factors were assessed through demographic questionnaires administered at the beginning of the study, which provided context for interpreting the results. By accounting for these variables, the research aimed to present a more comprehensive picture of how extensive reading interacts with individual learner characteristics to facilitate vocabulary growth. The findings from this study are expected to contribute significantly to the field of EFL education by providing evidence-based recommendations for implementing extensive reading programs. Educators can utilize the insights gained from the research to design curricula that not only promote vocabulary acquisition but also foster a lifelong love for reading among students. By understanding the preferences and motivations of learners, teachers can create more engaging and effective reading experiences that cater to diverse student needs. In conclusion, the methodology employed in this study was designed to provide a robust framework for investigating the impact of extensive reading on vocabulary acquisition among EFL students. By combining quantitative assessments with qualitative insights, the research aimed to contribute to the understanding of how extensive reading can be effectively integrated into language learning curricula to promote vocabulary development and foster a love for reading among students. The findings from this study are expected to inform educators about best practices for implementing

extensive reading programs, ultimately enhancing the language learning experience for EFL students and equipping them with the vocabulary skills necessary for academic and professional success. The implications of this research extend beyond the classroom, as fostering strong vocabulary skills is essential for students' future academic endeavors and their ability to communicate effectively in a globalized world.

RESULT AND DISCUSSION

The results of the study indicated that students who engaged in extensive reading demonstrated a marked improvement in their vocabulary acquisition, highlighting the effectiveness of this pedagogical approach in enhancing language skills among EFL learners. The quantitative analysis of the vocabulary tests revealed a statistically significant increase in vocabulary size from pre-program to post-program assessments. On average, participants showed an increase of approximately 30% in their vocabulary scores, suggesting that the extensive reading program had a substantial impact on their ability to recognize and use new words. This improvement was consistent across various proficiency levels, indicating that extensive reading can benefit learners regardless of their initial vocabulary knowledge. Moreover, the types of novels chosen by students played a crucial role in the extent of vocabulary acquisition. Participants were encouraged to select novels that aligned with their interests, which resulted in a diverse range of reading materials, including contemporary fiction, classic literature, and genre-specific works such as fantasy and mystery. Analysis of the reading logs indicated that students who opted for more challenging texts—those with richer vocabulary and complex sentence structures—tended to experience greater gains in vocabulary knowledge compared to those who chose simpler texts. This finding underscores the importance of text selection in extensive reading programs; when students are exposed to a variety of vocabulary in context, they are more likely to internalize and retain new words. For instance, students who read novels with intricate plots and character development reported encountering a wider array of vocabulary, which they found both stimulating and educational. One participant noted, "Reading a fantasy novel introduced me to words I had never seen

before, and I was excited to learn their meanings because they were part of a magical world I wanted to understand." This illustrates how the context provided by engaging narratives can enhance vocabulary acquisition, as students are more likely to remember words that are tied to compelling stories and relatable characters. Additionally, students who reported a higher level of engagement with their chosen novels also demonstrated more significant vocabulary growth, suggesting a positive correlation between interest in reading material and vocabulary acquisition. The qualitative data revealed that many participants felt a sense of ownership over their reading choices, which contributed to their motivation to read more. This intrinsic motivation was a key factor in their learning process, as students noted that they were more likely to encounter and engage with new vocabulary when they were genuinely interested in the content. For instance, one participant shared, "I found myself looking up words I didn't know because I wanted to understand the story better. It made learning feel natural and fun." This sentiment was echoed by several other students, who expressed that the enjoyment derived from reading novels made the process of learning new vocabulary feel less like a chore and more like an adventure. Furthermore, students reported that the extensive reading program fostered a sense of community among peers. Many participants engaged in discussions about the novels they read, sharing insights and recommendations. This collaborative aspect of reading not only reinforced their vocabulary learning but also created a supportive environment where students felt comfortable exploring new words and asking questions. The social interactions surrounding their reading experiences contributed to a deeper understanding of the vocabulary encountered in their texts, as students were able to contextualize new words through discussions and shared interpretations. For example, during focus group discussions, students recounted how they would gather in small groups to discuss their favorite characters and plot twists, often using new vocabulary in their conversations. One student remarked, "Talking about the books with my friends helped me remember the new words because I had to use them to explain my thoughts." In addition to the social benefits,

the extensive reading program also encouraged students to develop metacognitive strategies related to their vocabulary learning. Many participants reported that they began to consciously track the new words they encountered in their reading, noting their meanings and usage in a dedicated vocabulary journal. This practice not only reinforced their learning but also empowered them to take an active role in their vocabulary development. One participant stated, "I started writing down new words and their definitions, and I would review them

before I read the next chapter. It helped me feel more prepared and confident." This proactive approach to vocabulary acquisition illustrates how extensive reading can cultivate self-directed learning habits among students. In summary, the findings of this study highlight the significant benefits of extensive reading for vocabulary acquisition among EFL students. The marked improvement in vocabulary scores, coupled with the positive impact of text selection and student motivation, underscores the effectiveness of this approach in language education. By allowing students to choose novels that resonate with their interests and providing opportunities for social interaction, extensive reading not only enhances vocabulary knowledge but also fosters a love for reading that can lead to lifelong learning. These insights suggest that educators should consider implementing extensive reading programs in their curricula to promote vocabulary development and overall language proficiency among EFL learners. The study's findings advocate for a shift in instructional practices, emphasizing the importance of creating a reading culture within the classroom that prioritizes student choice and engagement. By doing so, educators can help students develop not only their vocabulary skills but also their critical thinking and analytical abilities as they engage with diverse texts. Ultimately, the implications of this

research extend beyond the classroom, as fostering strong vocabulary skills can significantly impact students' academic performance and communication abilities in their future endeavors. As students become more proficient in their vocabulary, they are better equipped to express their ideas clearly and effectively, which is essential in both academic and professional settings. Furthermore, the enjoyment and motivation derived from extensive reading can lead to a lifelong passion for literature and learning, encouraging students to continue exploring new ideas and perspectives throughout their lives. In light of these findings, it is crucial for educational institutions to recognize the value of extensive reading programs and to allocate resources toward their implementation. This could involve training teachers to facilitate such programs, providing access to a diverse range of reading materials, and creating an environment that celebrates reading as a vital component of language learning. By prioritizing extensive reading, educators can empower students to take charge of their learning journey, ultimately leading to more successful and confident language users. Moreover, future research could explore the long-term effects of extensive reading on vocabulary retention and overall language proficiency, as well as the potential benefits of integrating technology into reading programs. For instance, digital platforms that offer interactive reading experiences and vocabulary-building exercises could further enhance students' engagement and learning outcomes. By continuously adapting and evolving reading programs to meet the needs of learners, educators can ensure that extensive reading remains a relevant and effective strategy for vocabulary acquisition and language development in an ever-changing educational landscape. Discussion The findings of this study strongly support the notion that extensive reading is an effective strategy for vocabulary acquisition among EFL students. The significant improvement in vocabulary scores observed from preprogram to post-program assessments underscores the potential of extensive reading to facilitate language learning in a meaningful and engaging manner. This aligns with existing literature that emphasizes the importance of exposure to rich and varied language input as a critical factor in vocabulary development. By allowing students to immerse themselves in a

wide range of texts, extensive reading not only enhances their vocabulary size but also deepens their understanding of word meanings and usage in context. One of the most compelling aspects of the findings is the role of enjoyment in the reading process. Participants reported that the pleasure derived from reading novels significantly enhanced their engagement with the material, which in turn facilitated their retention of new vocabulary. This finding echoes the work of researchers such as Renandya and Jacobs (2016), who argue that when students are genuinely interested in what they are reading, they are more likely to invest time and effort into understanding the text, leading to better vocabulary acquisition. The intrinsic motivation fostered by reading for pleasure creates a positive feedback loop: as students enjoy their reading experiences, they are more likely to continue reading, thereby encountering and internalizing even more new vocabulary. This cycle of engagement and learning highlights the importance of selecting texts that resonate with students' interests and preferences, as it can significantly impact their overall language development. Furthermore, the social dimension of extensive reading cannot be overlooked. The study revealed that discussions among peers about the novels they read contributed to a deeper understanding of vocabulary and its contextual usage. This collaborative aspect of learning aligns with Vygotsky's Social Development Theory, which posits that social

interaction plays a crucial role in cognitive development. By engaging in conversations about their reading experiences, students were able to articulate their thoughts, clarify their understanding, and reinforce their vocabulary knowledge. This suggests that educators should create opportunities for students to share their reading experiences, whether through structured discussions, book clubs, or informal group activities. Such interactions not only

enhance vocabulary acquisition but also foster a sense of community and shared learning among students. The findings also indicate that the types of novels chosen by students significantly influenced their vocabulary acquisition. Participants who selected more challenging texts—those with richer vocabulary and complex sentence structures—tended to experience greater gains in vocabulary knowledge compared to those who opted for simpler texts. This underscores the importance of text selection in extensive reading programs; when students are exposed to a variety of vocabulary in context, they are more likely to internalize and retain new words. Educators should therefore provide guidance on selecting appropriate reading materials that not only align with students' interests but also challenge them to expand their linguistic capabilities. This balance between enjoyment and challenge is crucial for maximizing the benefits of extensive reading. Given these findings, teachers must incorporate extensive reading into their curricula to foster language development effectively. By integrating extensive reading programs, educators can provide students with the tools and opportunities they need to enhance their vocabulary skills in a supportive and engaging environment. This could involve setting aside dedicated time for independent reading, providing access to a diverse range of reading materials, and offering guidance on selecting appropriate texts. Additionally, teachers can encourage students to keep reading journals, where they can reflect on their reading experiences, track new vocabulary, and summarize key themes or character developments. This reflective practice not only reinforces vocabulary learning but also promotes critical thinking and comprehension skills. Moreover, professional development opportunities for teachers should be considered to equip them with the knowledge and skills necessary to implement extensive reading programs effectively. Training sessions could focus on best practices for selecting texts, fostering student motivation, and facilitating discussions about reading materials. By empowering teachers to embrace extensive reading as a core component of their language instruction, educational institutions can create a culture that values reading as a vital tool for language acquisition and personal growth. In addition to the immediate benefits of vocabulary

acquisition, extensive reading can have long-term positive effects on students' overall language proficiency. As students become more proficient readers, they are likely to develop better writing skills, improved listening comprehension, and enhanced speaking abilities. Exposure to diverse sentence structures, vocabulary, and writing styles through extensive reading can help students become more versatile language users. This holistic approach to language learning emphasizes the interconnectedness of reading, writing, listening, and speaking skills, reinforcing the idea that extensive reading is not just about vocabulary acquisition but also about developing comprehensive language competence. Furthermore, the enjoyment derived from extensive reading can lead to a lifelong love for literature and learning. When students associate reading with pleasure, they are more likely to continue reading beyond the classroom, exploring new genres and authors, and further expanding their vocabulary and language skills. This intrinsic motivation to read can have a profound impact on their academic and professional lives, as strong reading habits are often linked to greater success in various fields. Encouraging a culture of reading within educational settings can help cultivate this passion, ultimately benefiting students in their future endeavors. In conclusion, the findings of this study highlight the significant benefits of extensive reading for vocabulary acquisition and overall language development among EFL students. The enjoyment derived from reading novels not only enhances student engagement but also contributes to the retention of new vocabulary, creating a positive learning environment that fosters intrinsic motivation. As educators seek to improve language outcomes for their students, incorporating extensive reading into the curriculum emerges as a powerful strategy that can lead to lasting improvements in vocabulary knowledge and language proficiency. By prioritizing extensive reading, educators can help students develop a lifelong love for reading, equipping them with the linguistic skills necessary for academic success and effective communication in an increasingly interconnected world. Future research could further explore the long-term effects of extensive reading on vocabulary retention and language proficiency, as well as the potential for integrating technology and digital resources into extensive reading

programs to enhance student engagement and learning outcomes. Investigating the impact of digital platforms, such as e-

books and online reading communities, could provide valuable insights into how technology can complement traditional reading practices. Additionally, studies could examine the role of parental involvement in promoting extensive reading habits at home, as family support can significantly influence children's attitudes toward reading and learning. Moreover, it would be beneficial to conduct comparative studies across different educational contexts and cultural backgrounds to understand how extensive reading can be adapted to meet diverse learners' needs. This could involve exploring the effectiveness of extensive reading in various age groups, proficiency levels, and language backgrounds, thereby contributing to a more comprehensive understanding of its impact on language acquisition. In summary, the evidence presented in this study strongly advocates for the integration of extensive reading into language education. By recognizing the multifaceted benefits of extensive reading—ranging from vocabulary acquisition to fostering a love for literature—educators can create enriching learning experiences that empower students to become confident and competent language users. As we move forward, it is essential to continue exploring innovative approaches to extensive reading that can further enhance its effectiveness and accessibility for all learners. CONCLUSION In conclusion, this study highlights the significant benefits of extensive reading in enhancing vocabulary acquisition and fostering a love for reading among EFL students. By engaging with texts that align with their interests, students not only expanded their vocabulary but also developed motivation, confidence, and critical thinking skills. Social interactions during collaborative discussions further enriched their learning experience, emphasizing the

importance of peer engagement in language development. Extensive reading is more than a vocabulary-building tool—it serves as a gateway to broader language proficiency and personal growth. By integrating extensive reading into curricula and leveraging modern tools to enhance accessibility, educators can cultivate a generation of learners who are proficient in language and passionate about lifelong learning. This approach equips students with the linguistic skills and critical perspectives needed to succeed in an interconnected and complex world.

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