

Implementing Read Ahead in Pakistani ESL Classrooms: A Qualitative Study

¹Maria Fatima Dogar

Abstract

The aim of this research paper is to explore the efficacy of a new technique for language learning named Read Ahead through qualitative research. Read Ahead is derived from extensive reading and repeated readings, both of which are effective reading techniques but somehow difficult to implement in Pakistani school contexts due to constraints of teacher qualification and resources. Read Ahead is a technique that advocates a reading class of 15 minutes, four days a week, where the students echo read lessons from English text book after their teacher. It's a quick echo reading without any explanations but following the phrase boundaries. The technique was used in a private primary school from Kindergarten-KG to grade 6 in Sheikhpura, Punjab. A special reading class was added in the school timetable for the term Oct-March 2022-2023. The English language teachers involved in the reading class were interviewed at the end of intervention to explore their views on the effect of Read Ahead on language learning. The thematic analysis of data reveals a positive effect of Read Ahead on English language learning of learners across all grades. The students improved remarkably in fluency, pronunciation, reading comprehension, and vocabulary. The teachers gave affirmative response towards improvement in writing, speaking, and grammar too. Read Ahead is recommended for learning of other languages such as Urdu, Arabic or regional languages in junior grades at Pakistani schools.

Key words: Read Ahead, English language teaching, reading fluency, ESL in Pakistan,

1. Introduction

Research in English language teaching in Pakistan is thriving, with a strong emphasis on assessing methodology effectiveness, comparing approaches, identifying research-practice gaps, and more. Being a successful second language learner myself, I have learnt the language as an amalgam of all the contemporary methods of language teaching, sometimes through repetition and drilling, and at other times through role play and discussions. A second language learner primarily learns a language through reading. The more you read, the better you become in language is an accepted fact.

Reading programs play a vital role in developing reading skills among students. Research highlights the significance of explicit instruction in reading skills, particularly in academic settings. According to recent studies, explicit teaching enables students to effectively read and comprehend academic texts, leading to improved academic performance (Nation & Newton, 1997; Paige, 2011). For instance, enrichment reading programs have been shown to improve reading skills in students who struggle with reading (Johns & Berglund, 2010). These programs provide targeted support, enabling students to build their reading confidence and proficiency.

¹ Lecturer, Department of ELT & Linguistics, University of the Punjab, Lahore

However, no reading program is implemented in schools to develop reading skill. Dogar and Shah (2024) claim that in Pakistani schools, reading is often practiced through techniques like echo reading and round-robin reading, where students read lessons line-by-line with translation. The focus seems to be on translation rather than developing reading skills, with reading being a byproduct. Notably, "reading" in this context typically means reading with translation, and the idea of reading English text without translation is almost nonexistent. This led them to coin the term "'only English' reading" to highlight this distinction. The research suggests replacing traditional structuralist reading practices in Punjab public schools with constructivist approaches to enhance English language teaching and learning. Currently, reading skill development, especially reading fluency, is neglected, and the emphasis on translation as a comprehension tool hinders progress, and thus needs to be discouraged. This study recommends introducing an effective reading program in public schools to enhance English language teaching and learning.

The two successful reading programs for second language learners are repeated readings and extensive reading, however implementing them in Pakistan is not feasible due to issues of resources and teacher competence. Therefore, Read Ahead is proposed as an indigeneous program targeting the ESL context (Dogar and Shah, 2024). Read Ahead is a top-down constructivists approach as it exposes the learner to longer texts above the learners' level, uses teacher for scaffolding and language is learnt accidentally just like extensive reading. But, like repeated readings, its implementation is intensive in a teacher led 15-minute echo reading session with 4 repetitions on four consecutive days. This research study is conducted to find the effectiveness of Read Ahead, if the technique is used formally at school level.

Read Ahead is presented as a fluency instructional technique however, it may influence other components of English language, i.e. language skills, comprehension, pronunciation vocabulary and grammar. Since the technique is derived from extensive reading and repeated readings that are language learning theories hence the potential of Read Ahead is explored in the present study across various language variables.

1.1 Research Questions

The research aims to address the answers to the following questions:

Q1: Is Read Ahead a viable technique for language learning at school level?

Q2: What components of language are improved by Read Ahead?

2. Literature Review

According to the National Reading Panel (2000), reading mainly comprises of five components i.e., phonics, phonemic awareness, fluency, vocabulary and comprehension. Reading is a complex phenomenon that requires coordination of many tasks and skills. To achieve this coordination, simultaneous and instantaneous execution of these sub-skills is required. Children need to master the basic skill of reading in order to achieve a higher level of comprehension. The National Reading Panel (2000) also emphasizes that good reading comprehension directly affects interests of the reader. A reader will find a text interesting and would enjoy it if he is comprehending what is written.

The most important aspect of skilful reading is the speed with which an individual reproduces a text into spoken English. Adams (1990) termed this as oral reading fluency. Fluent reading, defined as a bridge to comprehension, means that as readers are well aware of the words and recognize them automatically and take less time to decode the words. This leaves readers with more energy and time to extract meaning out of the text (Rasinski, 2010; Rasinski, Padak, & Fawcett, 2010). As seen from a behavioural perspective, oral reading fluency can be an indicator of overall reading competence and a direct measure of phonological segmentation, decoding skills and rapid word recognition (Fuchs, Fuchs, Hosp, & Jenkins, 2001). Rasinki (2019) argues that the comprehension should always be the primary goal of reading but for deriving meaning from the text easily, fluent reading is an essential.

Research shows that reading programs, repeated readings and extensive reading improve the reading skill of learners at school level (Kuhn, 2005, Nation, 1997). Repeated readings is based on structuralism and advocates bottom-up approach while extensive reading advocates constructivism and adheres to top-down approach. Repeated readings rely on specially developed reading materials repeated several times by an expert English language teacher explicitly focussing on the learning of vocabulary and new language structure in small groups while extensive reading advocates independent learners reading materials at their level but of their own choice from the school library sources, and incidental acquisition of vocabulary and structure due to repetitive exposure in the readers of the same level (Nation & Waring 2019) .

Though effective, both the above-mentioned reading programs are not feasible for implementation in public schools of Punjab. Hence Dogar and Shah (2024) derived Read Ahead as a reading technique incorporating aspects of extensive reading and repeated readings considering the feasibility for implementation in public schools. A class size of 50-70, structural type of learners and unavailability of extensive library and expert English language teacher are typical features of a public school in Pakistan.

Dogar and Shah (2024) points out that five major aspects of Read Ahead differentiates it from extensive reading. One, intensive implementation, including repeated readings; two, using textbooks as primary reading materials, rather than building a large library with diverse books; three, suitability for large class sizes (50-70 students), common in ESL contexts; four, focus on structural learners rather than independent learners; five and last, not requiring an expert English language teacher.

According to Nelson (2018), research proves that most of the students do not complete the reading as home task and this comes as the biggest critique of extensive reading. Read Ahead, though different from extensive reading in its treatment of the language level exposed to learners and that it is done inside class in just 15 minutes, claims to work the way extensive reading does. Nation (2014) points out that the learner requires an extensive reading of several years with material at the right level for language improvement. And such slow results make the learner demotivated. This is one drawback of extensive reading that Read Ahead overcomes. Read Ahead, based on these findings, takes advantage of a teacher exposing the learner with the material at a higher level to scaffold learning experience. It advocates 15-minute reading sessions, 4 times a week and expects to see language improvement in the course of 4 months. This will reduce the effort of several years as is the case with extensive reading.

3. Theoretical Framework

Now let's first look at what Read Ahead is.

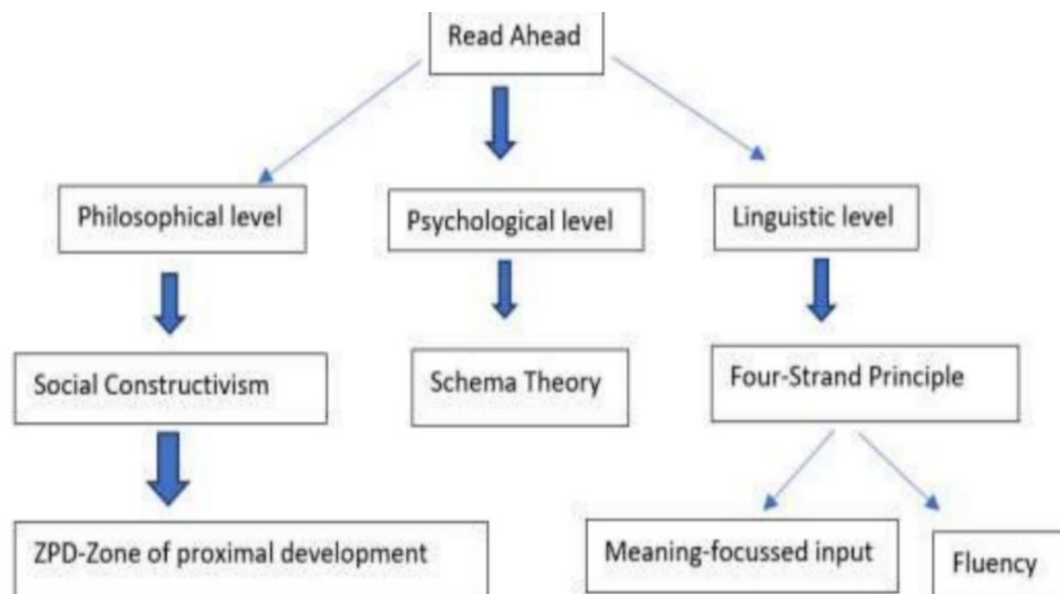
3.1 Read Ahead

Read Ahead claims that “if a quick echo reading of the textbook is done after teacher for fifteen minutes, four times a week, it leads to an improvement in reading fluency” (Dogar & Shah, 2024 p. 5012). Usually in fifteen minutes, two to three lessons of the textbook can be read after the teacher, and same lessons are repeated four times at least. The technique demands three things; first that the teacher while reading follows the phrasal pattern of English language, second that the teacher reads with expression, and third that the teacher takes correct phrase breaks. What happens in Read Ahead is that in the reading class of fifteen minutes, the learner is exposed to two to three lessons of his English textbook, on the first day of his term. When he reads the third lesson in the English subject class for comprehension and grammar work, usually one month later, the learner would already have schemata of the language that he had read in the reading class, 4 times during the last month. These schemata help him understand the content of lesson better when the teacher teaches. Reading of textbook is used for language learning in the technique because the textbook approved in any country for a grade is always above the current level of the learner in his zone of proximal development and aims to expose the learner with language, he needs to learn in one year's time.

Read Ahead has strong psychological, philosophical and linguistic foundations. It claims to effect the reading fluency of the learners by creating schemata of the new language and the scaffolding by the teacher leads to constructive knowledge creation for the learner in his zone of proximal development. It addresses two strands of Nation's four strand principle, i.e. meaning focussed input and fluency (Dogar & Shah, 2024).

Figure 1

Theoretical framework of the study



(Dogar and Shah, 2024 p.5013)

3.2 Methodology

Qualitative research was designed to explore the effect of this new technique on English language learning. A private school administration was convinced to implement the reading class of 15 minutes in their time table for the term October to March 2022-2023. The school had seven classes from play group to sixth grade. The intact classes were purposively selected. The teachers in school were briefed about the Read Ahead technique in a pre-teaching demonstration by the researcher. The researcher demonstrated the technique in each class for the reading teacher for a week where the reading teacher and the school co-ordinator remained as an observer. Then for the whole term, the reading teachers conducted Read Ahead readings in their respective classes without frequent observation by the researcher to let the teacher autonomy prevail. The researcher visited each class only a couple of times, the objective was only to ensure that the reading class takes place. However, the researcher remained available once a week at the school to address any issues that the teachers faced during readings. The teachers usually asked for correct pronunciations of difficult words and phrase breaks if the chunks marked were too long for the learners.

At the completion of the term, semi structured interviews were conducted with the 5 teachers, who were involved in the project. The duration of the interview session varied from 10 to 20 minutes for different teachers. The interview protocol was prepared with questions and probes about the efficacy of the Read Ahead Technique. An interview of the school coordinator was also conducted for insights on the possibilities of the implementation of the Read Ahead technique. The interviews were recorded and transcribed. Then the interview text was coded following the Grounded Theory Method. The successive reductive process ended up with the themes. Finally, the themes were discussed in the background of the theoretical framework of the study.

4. Qualitative Analysis and Findings

The interview data was analysed manually for the impact of Read Ahead on language leaning for all seven components of language learning; reading, writing, listening, speaking, pronunciation, vocabulary, and grammar. All the seven themes emerged from the data in addition to motivation and interest, that was not predicted. The analysis and findings on each component of language learning are described below.

4.1 Reading

The aim of the study was to find out the scope of Read Ahead in developing reading skill. All the teachers agreed that the technique improved the fluency of the learners. An English subject teacher related fluency with repetition. She said, "Yes they were fluent because they had read that story and that passage before." When asked about comprehension, she had a mixed idea. She was of the opinion, that they had an overall concept of the story before formal English language class and "they were able to tell the main idea of the story in 2-3 lines.

Moreover, she iterated that it made her work during comprehension lesson easier. The learners needed less input, they already had an idea and needed just a few confirmations or rejections of what they had already grasped in Reading class. The other English Language teacher was more positive about the technique in developing reading skill of the learner. She said, "I was surprised during teaching the lesson in English class. Students were already answering all comprehension questions that I asked during reading." This implies that repetitive interaction of the text makes the learner, grasp the overall idea of the text. All learners for sure, need a formal language input class, but

Read Ahead sets the ground well. When probed about certain examples, English teacher said, “..... As I give u example of Ayesha who reads in one class.... She could not read anything before this technique but now the girl reads very easily, she is good in reading just because of Read Ahead.” She continued that, as per her experience of teaching English for six years, a fluent reader comprehends the text better. She related comprehension to repetition and confided that “Yeah, meanings also attach because they had already read the text several times.”

Both English subject teachers confirmed that Read Ahead does not just make the learner fluent but it improves comprehension too as indicated in this statement. “Yes, almost they know the theme of the story.” One of them said, that usually at the beginning of a class, for any lesson, the students have no idea of what they are going to read. But ever since they started Read Ahead in school, in each lesson students already knew the “theme” of the lesson. It happened because of read Ahead. One teacher said that she had not experienced it in her teaching career ever, “it was magical. The students were making meaning of their own.”

The English teachers however, indicated that it worked better for adult learners from grade 4-6. “The younger learners found it difficult to attach meaning themselves. But the learners from grade 4-6 could do it properly.” The younger learners of grade 1-3 became fluent but in terms of comprehension, they didn’t improve as much as the adult learners. A nursery class teacher also was of the same opinion, she said, ‘they didn’t know meaning but had an idea, so teaching meaning became easier.’

Hence, we can say that Read Ahead improves fluency at all grades. However, the comprehension of adult learners improves more than the younger learners.

4.2 Listening

The second receptive skill of language is listening. Though Read Ahead is meant to be a reading technique but it serves the double purpose. Since the lesson is read by the teacher, it becomes the listening material also. The learner listens to the lessons in his book from the teacher quite extensively and hence all the innate processes that happen by oral language exposure happens in the technique. The learner gets an exposure of the language above his level by his teacher repetitively and gets ample time to process the language.

The findings of teachers’ interviews reveal a similar result. The teachers agreed that students listening comprehension improved overall and they relate it to Read Ahead. A teacher remarked that such an improvement in these four months can only be related to Read Ahead. Since the language teacher is the same, all other circumstances are same but students never showed the progress like this ever. She added, “they understand when I explain the story in English, earlier I needed to translate it in Urdu.” An English teacher said that it worked for below average students also.

4.3 Writing

When asked about the impact of Read Ahead on the writing skills of the learners, all the teachers and co-ordinator confided that the writing skill of the learners improved because of exposing the text for a long time. The teachers of early grades opined that their students can write the formation of letters better, because they have created a visual image of the letter or a short sentence, by exposure every day for over a month. The KG teacher said that students could write “this is a cat” easily, and I think it is because

they had been reading the unit almost a month before the writing task. She said “when students read a sentence repetitively, they learn and they write easily.”

In addition, the English language teachers also felt that the writing skill of the students improved for adult learners. One of them related it with the vocabulary saying, “as the vocabulary improved because of Read Ahead, they could write better using that vocabulary.” She elaborated through an example as when she gave grade 5 students a writing task to ‘share their 24 hours routine’ after the lesson on ‘personal diary’. She said that the students had used vocabulary and ideas from the lesson. She even noticed that because of repetitive exposure of the lesson, students improved in their language structure and grammar also.

The second English subject teacher said, “yes, they improved a lot, they were able to write the answers of the stories by themselves because of this technique. Before this, they were not able to write even a single sentence without guidance.” The co-ordinator of the school gave the most affirmative response by saying that “creative writing skill improved since they get a lot of ideas from the book.”

4.4 Speaking

The interviews revealed a positive effect of Read Ahead on the speaking ability of the learners as well. A teacher remarked, “they speak what they read repetitively. Both single words and sentences.” The teachers confirmed that the students improved in their verbal answers to the comprehension questions. When probed deeply for examples, the English teacher remarked that grade 2 students have recently started over use of has and have sentences in their speaking as the lessons of reading focussed on has and have. The coordinator connected speaking with the improvement in structure of the language. She was of the opinion that learners improved in speaking because they improved in their language structure because of Read Ahead.

Speaking is the most difficult and neglected skill of language in Pakistani context. It comes last after writing. Students may be able to express themselves in writing, but when it comes to speaking, they turn mute. This is one very interesting finding of Read Ahead that the input learners got in the form of reading, improved their productive skill. Hence, we can conclude that the input got transferred into output, as the learner repeatedly processed the language with every exposure and in turn improved in not just reading, writing and listening but also speaking.

4.5 Grammar

Read Ahead works on grammar as a top-down process. The English teacher reported that the impact on grammar learning was very strong. The students improved in sentence structure and parts of speech as well. She explained that the students in grade 6 were able to pick adjectives from a passage on their own and it came as a surprise for her. She related it with teaching of the same lesson one year back to grade 6. She said that it was quite difficult to explain them how to identify adjectives, but this year the students found the activity very easy. She opined that the only difference among the two classes was Read ahead as this year class was getting treatment of Read Ahead. She anticipated it to be a difficult lesson but the students did it quite easily even when they were not taught very deeply. The teacher seemed surprised as how can just a reading technique lead to grammar identification.

A teacher from a junior class told, “Yes, students learnt automated grammar. By repetitive reading students capture the sentences in their minds. Like in junior classes this is a book, this is a table etc. These were automated learnt structures.” The teacher iterated that the structure became productive in the learners’ language as they could use it for objects that were not in the book.

4.6 Pronunciation

The effect of Read Ahead was very good for the improvement of pronunciation. A teacher told, “pronunciation improved because they read after teacher and they copy their teachers so good.” Another teacher said, “although pronunciation is more linked with speaking but reading everyday also helped the students to improve the pronunciation by doing reading practice every day.” The English teacher very excitedly told, “yeah they can pronounce difficult words easily.” The impact of Read Ahead on improvement of pronunciation is very evident and the teachers linked it with repetition and listening of correct pronunciation of new words by the reading teacher.

4.7 Motivation and Interest

This theme emerged out of thematic analysis as almost all the sample teachers pointed it out as the reason of Read Ahead’s efficacy. The English teacher said, “Yes, students enjoy their reading class. This technique creates interest of reading variety of books other than curriculum books. Students also get motivation of knowing the different facts and stories.” She affirmed that the interest of her students in English subject class improved because of Read Ahead. When probed for the reason, she was of the view that Read Ahead improved the language of students overall, hence English is not as difficult to learn for them now as before, hence the interest in English subject class improved.

Read Ahead increases learner motivation towards language learning, and a motivated learner’s efficacy is always much better than an unmotivated learner.

4.8 Overall Impact of Read Ahead

All the teachers of English and the school co-ordinator agreed that the technique worked for their students. English subject teacher reported that “It was a good technique for the students” while the second Subject teacher called it a “a good experience as it was a new technique for students.” The co-ordinator’s remarks were, “because we wanted to check what is the impact on our results? When we started this, we got our results even with in first month. Students thinking and mental ability got improved especially in senior classes, students’ creativity improved.” One of the teachers gave a simple affirmative sentence with very clear articulation. She said “yes, the language improved”. Another teacher replied that “students don’t face as much problem in reading as earlier. It has become easier”. The nursery class teacher remarked, “it went so well” and claimed that it is “helpful” for overall learning in the class. Hence the teachers and coordinator agreed that Read Ahead is a promising technique for language learning.

4.9 Recommending Read Ahead

In the end of the interview, each teacher was asked whether she would recommend a Reading class in the coming term after the project is over. All of the teachers and the coordinator admired the efficacy of technique and recommended to carry it on in their time table for the next term.

Another unexpected finding came from the coordinator who while explaining the efficacy gave a reason that, “this technique is feasible for teachers. They don’t need any activity or extra material for reading class. They just need their reading books and they enjoy their class.”

The final finding of the research comes from the coordinator too she said, “It’s very good approach and it must be arranged by home teacher for half an hour on daily basis. We used this approach for Social Studies and Science readings too.”

When the school scheduled the Reading class in their time table for the whole term, four times a week, the coordinator told that the students became fluent readers for the whole terms’ English syllabus in the first two months. Hence, she extended it for reading of Social Studies and Science lessons. She said that the students’ comprehension in social studies and science classes also improved by incorporating Read Ahead in their schedule. The study recommends the use of all textbooks in English language, i.e. Science, Social studies, Computers etc. Moreover, the technique can be extended to learning of all languages.

5. Discussion

This section discusses the findings of our research study in the light of recent researches that have proven efficacy of fluency, comprehension, vocabulary, pronunciation, grammar, language skills, motivation and interest on overall language learning. Let’s have a look at them one by one.

The foremost finding of the research is that the fluency and pronunciation of the students improved immensely during Read Ahead intervention. Nation and Waring (2019, p. 33) points out that “learner should re-read the text they have read before,” so even for extensive reading, Nation does support that re-reading the text is beneficial. Beglar, Hunt, and Kite (2012) studied the effect of extensive reading on reading fluency development. They found out that the more you read, the fluent you become. The re-reading or 4-8 repetitions of the text as proposed in Read Ahead worked to improve the reading fluency and pronunciation of the learners.

Waring and Takaki (2003) further supports repetition in the learning of a language while studying extensive reading. They write that repetition of words help learning and one way of doing this is re-reading. They are of the opinion that the learning needs to be strengthened by further reading within a few days to avoid forgetting. In Read Ahead, the learner meets the text four times a week in quick reading sessions that makes him process the word to long term memory. In another study a few years later, Brown, Waring, and Donkaewbua (2008) enhanced the importance of repetition in language learning. Pigada and Schmitt (2006) revealed that repetition helps learning and improves the form-meaning connection and grammar through repeated meetings with words. However, they studied reading independently in extensive reading research.

Nation and Waring (2019) opine that when the reading speed of learners increase, their reading comprehension improves, hence learners who read faster have better understanding of the text and this better understanding leads to enjoying the act of reading. McLean and Rouault (2017) report that the reading fluency can lead to better comprehension. Hence research in the field proves the relationship of fluency and comprehension. If a second language reader becomes a fluent reader, it will have a positive effect on his comprehension. Similarly, the English language teachers and

coordinator reported the improvement of comprehension specially in adult learners due to Read Ahead intervention.

The proponents of extensive reading propagate that vocabulary learning in extensive reading "occurs as a result of repeated meetings with words, word families, and lexical phrases in context" (Nation & Waring, 2019, p. 43). However, extensive reading relies on incidental learning of vocabulary whereas, Read Ahead relies on deliberate exposure of vocabulary. Mondria (2003), Min (2008), and Wesche, Paribakht, and Haastrup (2010) found out that deliberate learning outclasses incidental learning because it is focussed and intentional (Barcroft, 2004, 2015). Read Ahead works on deliberate exposure with repeated meetings and hence becomes a promising technique for vocabulary learning. Moreover, Nakata (2015) writes that it works best when the repetitions are spaced rather than massed. The spacing refers to the time within and between the learning sessions. Read Ahead also works on spaced practice of language. 16 repetitions of 15 minutes each (spaced practice) is equal to 4 repetitions of 60 minutes each (mass practice) and it can be implied that spaced practice works better hence Read Ahead employs spaced repetitions and proposes 16 Read Ahead sessions of 15 minutes in 4 weeks.

Pellicer-Sánchez and Schmitt (2010) reports that vocabulary learning process is a combination of learning previously unknown words and enhancing knowledge of known words. Suk (2017) reports that extensive reading leads to reading comprehension, reading fluency and vocabulary knowledge. Hence the three variables are interlinked, gain in one will lead to the gain in the other. During Read Ahead intervention reading fluency, comprehension and vocabulary improved side by side. Hence Read Ahead is as effective as extensive reading since it off-shoots from extensive reading but slightly varies at implementation level.

Fluency in reading improves comprehension and makes the learner motivated. Motivation, according to Cook (2016), is a cyclic process. When a learner is motivated, he learns better and this improved learning increases his motivation that again flourishes learning. So once this cycle begins, we can achieve miraculous results in language learning. Developing fluency by making the learner read and re-read the text higher than his level in Read Ahead, improves his motivation and he becomes a better learner.

It can clearly be inferred with reference of the above researches that various skills of language are linked with each other. Teaching one leads to the learning of the other and Read Ahead not only turned out to be very effective in improving all components of language but it can be said that it is also very feasible to implement in Pakistan school context.

6. Conclusion

It can be concluded that Read Ahead improves language learning. It has remarkable impact on fluency development and pronunciation. The fluency leads to better reading comprehension as the spaced repetitions over a period of time allows the learners to construct meaning of his own. The study reveals that the productive skills, speaking and writing improved. The grammar patterns through repetitive exposure are internalised and input (both reading and listening) converts to output. It is believed that if Read Ahead is incorporated as a reading program in schools, the English language teaching and learning scenario in Pakistan will experience a tangible and enduring

improvement. It is proposed that experimental and qualitative studies should be conducted to assess the impact of Read Ahead technique for teaching Urdu and other non-English languages in schools in the same grades.

References

- Adams, M. J. (1990). *Beginning to read*: Cambridge.
- Barcroft, J. (2004). Effects of sentence writing in second language lexical acquisition. *Second Language Research*, 20(4), 303-334.
doi:<https://doi.org/10.1191/0267658304sr233oa>
- Barcroft, J. (2015). *Lexical input processing and vocabulary learning*: John Benjamins.
- Beglar, D., Hunt, A., & Kite, Y. (2012). The effect of pleasure reading on Japanese university EFL learners' reading rates. *Language learning*, 62(3), 665-703. doi:<https://doi.org/10.1111/j.1467-9922.2011.00651>.
- Cook, V. (2016). *Second language learning and language teaching*: Routledge.
- Dogar, M. F., & Shah, S. K. (2024). Read Ahead- An Indigenous Reading Program And Its Theoretical Underpinnings. *Kurdish Studies*, 12(1), 5011-5016.
doi:DOI: 10.53555/ks.v12i1.3001
- Dogar, M. F., & Shah, S. K. (2024). Exploring Classroom Practices for Developing Reading Fluency in Public Schools. *Pakistan Journal of Educational Research and Evaluation (PJERE)*, 11(2).
- Fuchs, L. S., Fuchs, D., Hosp, M. K., & Jenkins, J. R. (2001). Oral Reading Fluency as an Indicator of Reading Competence: A Theoretical, Empirical, and Historical Analysis. *Scientific studies of reading*, 5(3), 239-256.
doi:10.1207/S1532799XSSR0503_3
- Kuhn. (2005). A comparative study of small group fluency instruction. *Journal of Investigative Surgery*, 26(2), 127-146.
doi:<https://doi.org/10.1080/02702710590930492>
- McLean, S., & Rouault, G. (2017). The effectiveness and efficiency of extensive reading at developing reading rates. *System*, 70, 92-106.
- Min, H. T. (2008). EFL vocabulary acquisition and retention: Reading plus vocabulary enhancement activities and narrow reading. *Language learning*, 58(1), 73-115. doi: <https://doi.org/10.1111/j.1467-9922.2007.00435.x>
- Mondria, J.-A. (2003). The effects of inferring, verifying, and memorizing on the retention of L2 word meanings: An experimental comparison of the "meaning-inferred method" and the "meaning-given method". *Studies in second language acquisition*, 25(4), 473-499.
- Nakata, T. (2015). Effects of expanding and equal spacing on second language vocabulary learning: Does gradually increasing spacing increase vocabulary learning? *Studies in second language acquisition*, 37(4), 677-711.
doi:<https://doi.org/10.1017/S0272263114000825>[Opens in a new window]
- Nation, P. (1997). *The language learning benefits of extensive reading*.
- Nation, I. S. P., & Newton, J. (1997). *Teaching vocabulary*. In J. C. Richards & W. A. Renandya (Eds.), *Methodology in language teaching* (pp. 100-114). Cambridge University Press.
- Nation, P. (2014). How much input do you need to learn the most frequent 9,000 words? doi:<http://hdl.handle.net/10125/66881>
- Nation, P., & Waring, R. (2019). *Teaching extensive reading in another language*: Routledge.

- Nelson, J. K. (2018). Reading As Active Learning: Exploring pedagogical practices in a dual-classroom model. *Family Science Review*, 22(4).
- Paige, D. D. (2011). Engaging struggling adolescent readers through situational interest. *Journal of Adolescent & Adult Literacy*, 54(5), 332-341.
- Panel, N. R. (2000). Report of the National Reading Panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. Retrieved from <https://www.nichd.nih.gov/sites/default/files/publications/pubs/nrp/Documents/report.pdf>
- Pellicer-Sánchez, A., & Schmitt, N. (2010). Incidental vocabulary acquisition from an authentic novel: Do things fall apart? doi:<http://hdl.handle.net/10125/66652>
- Pigada, M., & Schmitt, N. (2006). Vocabulary acquisition from extensive reading: A case study. *Reading in a foreign language*, 18(1), 1-28.
- Rasinski, T. (2019). Introduction to Special Issue of Reading Psychology on Reading Fluency*. *Reading Psychology*, 40:4, 325-328.
- Rasinski. (2010). The fluent reader. New York: NY: Scholastic.
- Rasinski, Padak, N., & Fawcett, G. (2010). Teaching children who find reading difficult: Allyn & Bacon Boston, MA.
- Suk, N. (2017). The effects of extensive reading on reading comprehension, reading rate, and vocabulary acquisition. *Reading Research Quarterly*, 52(1), 73-89. doi:<https://doi.org/10.1002/rrq.152>
- Waring, R., & Takaki, M. (2003). At what rate do learners learn and retain new vocabulary from reading a graded reader? *Reading in a foreign language*, 15(2), 130-158.
- Wesche, M. B., Paribakht, T. S., & Haastrup, K. (2010). Research on the lexical inferencing Process and its outcomes Lexical inferencing in a first and second language: Cross-linguistic dimensions (pp. 3-31): *Multilingual Matters*.