Exploring the Effectiveness of Extensive Reading

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| **Abstract** | |
| *This research aims to determine. This research aims to determine. This research aims to determine. This research aims to determine. This research aims to determine. This research aims to determine. This research aims to determine. This research aims to determine. This research aims to determine. This research aims to determine. This research aims to determine. This research aims to determine. This research aims to determine. This research aims to determine. This research aims to determine. This research aims to determine. This research aims to determine. This research aims to determine. This research aims to determine.* | |
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# INTRODUCTION [HEADING LEVEL 1]

Extensive reading (ER) is a valuable instructional method for enhancing foreign or second language. Extensive reading (ER) is a valuable instructional method for enhancing foreign or second language. Extensive reading (ER) is a valuable instructional method for enhancing foreign or second language.

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# LITERATURE REVIEW [HEADING LEVEL 1]

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## Extensive Reading [Heading Level 2]

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### Incidental vs. intentional vocabulary learning [Heading level 3]

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## Intensive Reading [Heading Level 2]

**Table 1**. *Students’ Pre-Test Reading Result in Control and Experimental Group*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Test One** | **Definition** | | **Picture** | |
| Variables | Control | Experimental | Control | Experimental |
| Mean score | 1.61 | 1.3 | 2.21 | 1.25 |
| Standard Deviation | 0.73 | 0.7 | 1.01 | 0.73 |

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**Figure 1**. *Processes of Learner Autonomy (adapted from Dang & Robertson, 2010)*

***Initiating***

***Monitoring***

***Evaluating***

**LEARNER AUTONOMY**

: Controlling direction

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