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.* | |
| **Keywords** | learner autonomy, learning engagement, virtual space, technology-supported learning space, EMI |
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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.

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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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***Initiating***

***Monitoring***

***Evaluating***

**LEARNER AUTONOMY**

: Controlling direction

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

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