Investigating the Effectiveness of Extensive Reading Programs in Improving Reading Fluency and Vocabulary Acquisition

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Abstract
This research has sought to establish the extent to which Extensive Reading (ER) programme can be used as a strategy to enhance ELL's reading fluency and build up their vocabulary in Pakistan. This study employs a qualitative research methodology to investigate the effects of extended reading programmes on improving students' reading skills and vocabulary acquisition. In the present investigation, seven ELL teachers and program coordinator of the University of Lahore responded to an English-centered project. . The data main collection technique include structured interviews face to face. The research technique for this study is based on Krashen's Input Hypothesis and the Theory of Extensive Reading. Thematic analysis and coding were used to analyse the data collected. According to Krashen's Input Hypothesis, second language acquisition takes place through an input procedure; for the Theory of Extensive Reading Training, the main activity is reading for the fun of it. Program recommendations also incorporate a number of implementation methods with comprehensive reading programs: Curricular integration; design of Reading Hours; Reading Corner and library visits. These findings suggest that performing 'Extensive Reading Programs' could improve the reading fluency and vocabulary acquisition of ELLs and these results could be useful to teachers and policy makers. Therefore, the outcome of this research could help in the subsequent education and training and enhance the effectiveness of relevant measures required for the development of reading skill in ELL in Pakistan. The findings of this study reveal that extensive reading (ER) could be effective for enhancing general reading and enhancing the extent of vocabulary in the teaching of the ELLs in Pakistan. Therefore, by mitigating the difficulties of these programs, and optimizing the opportunities that are available, teachers of ELLs can build improved learning situations and development, hence promotion of the language development of ELLs.
Keywords: Extensive reading, reading fluency, vocabulary acquisition, Kristen's Input Hypothesis, Extensive Reading Theory.

1. Introduction

The ELL population is substantial and growing in numerous educational systems globally, highlighting the significance of addressing the education of ELL students as a critical topic. However, these students have numerous challenges in their English learning process, particularly regarding the enhancement of their reading fluency and vocabulary proficiency (August & Shanahan, 2006). Reading is integral to language acquisition, as it improves comprehension of the language and other aspects of the language learning process (Grabe, 2009). Extensive reading, an approach proposed to enhance reading proficiency among English Language Learners (ELLs), entails engaging with a substantial volume of content for enjoyment (Day & Bamford, 1998). In extensive reading, students engage in reading for enjoyment, emphasising overall comprehension, in contrast to intensive reading, when learners are required to grasp the meaning of each word and phrase. Critics of extensive reading argue that learners encounter a broad spectrum of second-

language vocabulary and grammatical structures, hence facilitating the language acquisition process (Mason & Krashen, 1997).

Extensive reading as a technique for language learners has garnered significant attention over the years. A research conducted by Elley (1991) shown that students who engaged in the intensive reading program achieved superior comprehension outcomes compared to those who did not participate in the program. Similarly, Waring and Takaki asserted that extensive reading enhances proficiency in speed reading and vocabulary acquisition. Nonetheless, despite their significance, these studies fail to analyse the quantitative aspects of the reading process and offer minimal focus on qualitative readings. Because of this there is a need to embark on an empirical investigation of extended reading programmes using data from qualitative analysis. Interviews and observations are suited for this study because the findings from interviews and observations with ELLs, educators and program directors might provide valuable insight into the strengths and weaknesses of ERP related to participants' perceptions and experiences. The purpose of this research is to examine how the concept of ER might be enhanced to enhance reading rate and word recall in ELL students, based on the identified limitations in the literature. ELLs have two primary challenges: reduced capabilities to learn reading and write as well as limited emerged abilities of vocabulary. The proposal to implement Extensive Reading Programs in the classroom has been identified as a solution to these problems; ELLs have intelligible input and students read many books in accordance to their reading abilities. L. Huffman claims that extensive reading means reading more than one book and the level is above the student's reading level but the student is not expected to take tests or write essays (Huffman, 2002). Such method of language exposure is thought to help in increasing the new vocabulary and grammatical structures in the learners (Bell, 2001).

ER programs differ greatly, and may be used on a class-wide basis, or in a specific subject area or across subjects as independent reading schemes. While extended reading is used among scholars for students as the widespread practice, there is a lack of scientific studies focusing on the effectiveness of using the method to improve ELL students' reading comprehensions and English language skills. It is, therefore, the intention of this research to add on the existing literature by assessing the results of the extended reading programmes and their effectiveness in enhancing the general reading abilities of ELLs on limited previous research was conducted.

2. Literature Review

Many scholars have stressed the necessity of extending the reading programs for enhancing the speed and efficiency of reading together with the meaningful results of the second language learners. According to Elley (1991) the pupils that engaged in an extended reading showed better comprehension than those who had not engaged in the exercise. Waring & Takaki (2003) pointed out that lengthened reading enhanced speed reading and had a positive effect on the learners' vocabulary. The literature also reveals that significant amount of reading impacts on the acquisition of language of ELLs. They can examine a further more academically focused study by referring to the work of Mason and Krashen (1997), who illustrated increase in aspects of reading and language ability through reading EFL environments. Horst, Cobb, and Meara (1998) similarly established the importance of reading in depth as a method of increasing the familiarity with and applying context the learned terminology to for foreign language learners.

However more so given beneficial impacts outlined above the literature on implementation of comprehensive reading programs across the globe and especially in Pakistan is quite scanty due to various linguistic and cultural differences which may present new challenges. Such research might help others understand how ELL students in Pakistan can benefit from and receive the

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needed ER program under those effective approaches. It is recorded that the process of teaching English as a second language in Pakistan bears impact on student's performance and employment. But there are other areas of developmental delay for Pakistan ELLs and these involve Reading and inadequate Word Recognition competency.

This study is essential in the Pakistani context for several reasons. Initially, it is beneficial to delineate the effective integration of extensive reading programs inside Pakistani schools to improve the competency commonly observed in English Language Learners (ELLs). This study enhances studies on extended reading across many linguistic and cultural contexts, thereby elucidating its effectiveness in varied settings. Third, considering the experiences of ELLs, instructors, and program coordinators in Pakistan, the study's findings offer distinctive insights pertinent to the Korean setting concerning the challenges and advantages of intensive reading. This study may inform educational policy in Pakistan to improve the quality of English language teaching and learning for English Language Learners (ELLs).

Achieving reading fluency and expanding vocabulary presents a problem for most English Language Learners, despite receiving comparable reading training. Reading fluency, characterised by accurate, rapid, and expressive reading, is crucial for English Language Learners (ELLs) as it correlates with both reading comprehension and overall language development (National Reading Panel, 2000). The comprehension of particular vocabulary is essential for course acquisition and is significantly correlated with reading skills and academic success (August & Shanahan, 2006). It is particularly crucial for ELLs to grasp the content read at a pace that facilitates proper comprehension. They also state that proficient readers do not need to allocate time to interpreting sections of the text containing intricate vocabulary, leading to enhanced comprehension. Acquiring this skill will be highly advantageous for ELLs, as difficulties in deciphering the English language can pose significant obstacles; hence, fluency serves as an additional crucial benefit. The acquisition of vocabulary is fundamental to language learning, as it enables learners to attain understandable English and articulate their thoughts effectively (Nation, 2001). English Language Learners (ELLs) often have inadequate exposure to English outside of academic environments and possess insufficient and diverse understanding of the language necessary for text comprehension and academic tasks (August & Shanahan, 2006). In conclusion, to enhance extensive reading in the classroom and effectively train ELLs, it is essential to furnish them with comprehensive directions and elucidations about frequently utilised vocabulary, detailing their meanings to facilitate the acquisition and expansion of their lexical knowledge.

This research intends to examine whether the implementation of extended reading programs positively impacts reading performance and vocabulary acquisition among English Language Learners (ELLs). This work may inform instructional approaches and curriculum development to enhance the learning outcomes of English Language Learners (ELLs).

3. **Theoretical Framework**

This study is founded on Krashen's Input Hypothesis and the Theory of Extensive Reading. Krashen (1985) posits that the Input Hypothesis, integral to Second Language Acquisition and Development, asserts that understanding is essential for acquisition, which occurs when the input slightly exceeds the learners' competency level. This indicates that comprehensive reading, as noted by the researcher, provides learners with intelligible information that encompasses a range of target language vocabulary and grammatical structures; hence, through broad reading, learners are likely to internalise the productive rules of the target language. Day and Bamford (1998) elucidate the concept of the Theory of Extensive Reading: 'Extensive reading entails engaging with several texts for pleasure, with diminished focus on the linguistic intricacies present in the

texts.' The authors argue that intensive reading provides readers with exposure to authentic language usage, hence enhancing fluency, vocabulary, and overall language ability (Bell, 2001).

This study's framework posits that these ideas provide theoretical support for improving reading fluency and vocabulary acquisition in ELLs through the implementation of extended reading programs. When engaging with intelligible texts, learners can acquire knowledge through reading without the need for formal classroom teaching. Moreover, the focus on meaning and enjoyment linked to extensive reading reinforces the fundamental methodologies in language acquisition, advocating for learning through meaningful application.

Three notable advantages can be observed concerning prolonged reading, rendering this strategy appropriate and beneficial for improving reading skills and expanding vocabulary among English Language Learners (ELLs). Firstly, intensive reading allows learners to encounter numerous contextual job-related terms, so aiding them in acquiring new occupational vocabulary and employing it accurately (Horst et al., 1998). It improves their communicative competence and abilities of understanding Language (Waring & Takaki, 2003). Second, reading for the purpose of gaining extensive knowledge from texts helps also learners develop more fluent readers and gives comprehension of the rhythmic pattern of language (Day & Bamford 1998). In cases where all the words used are spelled correctly the fluency leads to increase and consequently more efficient reading with understanding as noted by Bell (2001). Third, from extensive reading, pass the process of reading from a word level to a comprehension level, gain an inference from the context meaning of the unknown word, and relating it to another similar word, which enhance the learning capacity of comprehending words. In addition, for further and increased practice it is possible also to read causally and broadly thus supplementing the improvement of cultural and contextual knowledge. This exposure may help ELLs to come across a culture which is different from their own and develop their language skills. Last, extended reading is generally positive and positive affective, and it motivates learners to read more as they progress through the developmental process (Bell, 2001). This motivation is inevitable to ensure that ELLs focus and work hard to enhance the understanding of the particular language.

4. Statement of the Problem

Despite the perceived advantages of extensive reading programs, there is a lack of scientific evidence demonstrating that extensive reading effectively enhances reading fluency and/or facilitates the acquisition of extensive vocabulary among English Language Learners (ELLs). The studies frequently lack a robust methodological framework or are limited to quantitative data, so neglecting the qualitative dimensions of reading and its impact on foreign language acquisition. This research seeks to employ a qualitative technique to assess the appraisal of extended reading programs from the perspectives of English Language Learners, educators, and program administrators. The project aims to investigate how managers in the extended supply chain for vegetable distribution in Kenya might implement creative solutions to compete successfully and sustainably. This research identifies the following significances: Firstly, it enhances the literature on extended reading by demonstrating its effect on the overall reading comprehension performance of English language learners and assisting them in surmounting vocabulary challenges. Secondly, it enhances the qualitative aspect of extensive reading programs by considering the attitudes and experiences of English Language Learners, impacting both educators and program organisers. This study is highly pertinent to education and policy as it offers ideas for enhancing ERP practices to promote literacy among ELL students. This inquiry aims to evaluate the efficacy of intensive reading programs in improving the reading fluency and vocabulary exposure of English Language Learners (ELLs).

5. Research Questions

1. How can comprehensive reading programs be executed in the academic environment for English Language Learners (ELLs)?

2. What is the function of extensive reading in enhancing reading fluency and vocabulary acquisition?

3. What are the problems and constraints of implementing extensive reading in the context of English Language Learners (ELLs)?

6. Research Methodology

This study employs a qualitative research methodology to investigate the effects of extended reading programs on improving students' reading skills and vocabulary acquisition. As pointed out by Turner (2003), the type of research being used is based on the nature of the study of the individual experiences and observations of the participants which is relevant and provides a rich understanding of the effectiveness of the programmes under study (Merriam & Tashakkori, 2009). In the present investigation, seven ELL teachers and program coordinator of the University of Lahore responded to an English-centered project. The input received from ELLs is important in assessing the effects of the other extended reading programs on the speed of reading together with developing their vocabularies. Conversely, the educators and program organisers provide their insights and evaluations of the program's viability and effectiveness. Certain components of the data collection instruments encompass systematic interviews with English Language Learners (ELLs), educators, and program coordinators to furnish comprehensive descriptions of the participants' intensive reading programs. The components include perceived benefits, representing participants' views on potential advantages of the program or initiative; challenges faced, aimed at identifying workplace issues encountered by participants; and recommendations, intended to collect suggestions from participants on measures to mitigate or prevent these workplace problems. Classroom observations are employed to assess the implementation of the curriculum and the students' engagement with the reading assignments. Additionally, program papers, such as reading logs and directives, are analysed to elucidate the structure and purpose of the program. The evaluation encompasses the application of coding techniques and qualitative data analysis of interview observations to assess the program's effectiveness and efficiency. This organisation is essential for meticulously categorising information to identify analogous and disparate subjects and trends within the data (Saldaña, 2016).

7. Data Analysis

Teachers' Responses to Research Question One

1. Implementation of Extensive Reading Programs

Teacher 1: Our school has set up elaborate extensive reading programs in the English classes. They are taught to spend a portion of time reading in silence as well as having access to several graded readers and novels.

Teacher 2: In a structured approach we practice extensive reading, in this course, the student is supposed to select a book for reading from the list provided by the teacher then at the end of the session, the student is expected to read a reflection about the reading activity.

Teacher 3: In our classroom, there is a practice of reading circles. Extensive reading is done in groups where students choose a book to read and they discuss at intervals as they read the book.

Teacher 4: "Our extended reading program at the school is very much open in a way that the child can read just about anything they want to read. We just have to guide them according to their choice and their language abilities. "

Teacher 5: "I arrange reading competitions to encourage extended reading habits. Each student is assigned targets as to how many books he/she needs to read, and then motivate the students to track their progress and achieve the prizes that are set."

Teacher 6: Extensive Reading: This is practiced by frequent trips to the school library where students are allowed to read at their level during library lessons and take books home to read at home.

Teacher 7: "In terms of language classes, we can organize book reports; this means that the students have to read a book in silence as a separate assignment and then come to class and briefly describe what they have read."

These responses give the i2 insights into the various approaches used in different schools/institutions when it comes to the implementation of extensive reading programs. Both approaches reveal the method of promoting ERL and the ways to involve students in the reading process.

The data for research question two is presented herewith along with the corresponding responses of the teachers:

Teachers' Responses to Research Question Two

2. **Role of Extensive Reading in Fluency and Vocabulary**

Teacher 1: The extant literature on extensive reading programs has demonstrated positive gains in reading achievement, especially in terms of fluency. The students feel more at ease when reading and can handle large volumes of comprehension texts with less effort and time.

Teacher 2: Another advantage of extensive reading is that it improves the language bank that is required for effective communication. Students come across a variety of words and they are taught to be attentive in their use.

Teacher 3: On the same note, achieving independent reading goals makes students' reading comprehension better in comprehending and analyzing difficult texts.

Teacher 4: Regarding the benefits of extensive reading on the improvement of students' writing and language skills, it can be concluded that by reading widely, they become capable of expressing themselves better in writing than they would if they were writing after going through limited texts.

Teacher 5: In comprehensive reading, the students gain a love for reading since the students actively engage in reading the books; they are motivated more towards the books reading and authors.

Teacher 6: As extensive reading helps to enhance how students' critical thinking capability improves so does their overall academic performance thus the statement partly holds an element of truth.

Teacher 7: Another advantage that is seen when practicing extensive reading is the improvement of culture acquired. This is because students get to appreciate different cultures from the books they read.

All of these replies have revealed different aspects of effectiveness that extensive reading programs offer; enhanced reading speed, acquisition of new vocabulary and improved comprehension, writing skills, and motivation to read besides sharpened critical thought processes and enriched cultural literacy. All of the advantages of L2 intervention play an important part in achieving the goal of improving ELLs' language acquisition.

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Teachers' Responses to Research Question Three

    3.   Challenges in Implementing Extensive Reading

Teacher 1: "A concern I have noted is the difficulty of making many books available to the students in class; this is particularly so given the fact that inadequate resources can sometimes dictate the number and type of books that are available for use."

Teacher 2: "One area of difficulty which most teachers experience is the aspect of keeping students' attentiveness Another problem that learners may develop is the boredom when they are assigned to do lots of reading since some of them may have reading difficulties. "

Teacher 3: "One problem based on the implementation of extensive reading generation is the absence of regular tests. It is difficult to evaluate the outcome of the program revealing students' achievements. "

Teacher 4: "We might struggle with differentiating between choosing our reading material and following a pre-selected reading regimen." On one hand, we would like students to choose the book by themselves, but on the other, the text has to be adjusted to the level appropriate for the given class.

Teacher 5: "Reduced class time is one of the greatest worries for us. The time available to spare and indulge in reading sessions is often dominated by our many schedules."

Teacher 6: "A challenge that we experience is that parents do not support their children's practices. Some parents may not understand the value of extensive reading and may even discourage their children from reading other books apart from those in school. "

Teacher 7: They also talked about some of the drawbacks of extensive reading programs: "The specific weakness of the approach is the lack of accountability since no tests are administered, and there is no way to tell whether kids read the assigned texts at all."

These responses reflect the realities and conundrums that are prevalent when it comes to the large-scale implementation of extensive reading. Some of the challenges likely to affect the implementation of wide reading range from resource utilization, motivation level of the students, assessment strategies, a blend of a free choice and order within extensive reading programs for ELLs, time factor, parental involvement, and responsibilities for effective implementation of the ERPs.

    8.   Thematic Analysis of the Teachers Responses

The responses from the teachers are is quite favourable and provide crucial insights regarding implementation, alongside the advantages and challenges associated with substantial reading. In the realm of practice, they identify methods such as incorporating programs into curricula, scheduling designated reading appointments, utilising incentives, establishing book clubs, and organising library visits to promote and achieve independent reading; conducting a comprehensive assessment of reading levels based on interests and the proficiency of the learners. These methodologies emphasise the integration of Extensive Reading as a pedagogical strategy within diverse educational systems.

       The interviews indicate that substantial reading enhances reading speed and comprehension, expands vocabulary, improves writing skills, fosters drive to read, and cultivates critical thinking and cultural understanding. They assert that frequent reading enhances pupils' confidence and fluency, expands their vocabulary, improves their reading proficiency, and cultivates a passion for reading. Extensive reading programs aim to accomplish the following,

aligning with the study's objective to evaluate their effectiveness in improving the fluency and vocabulary breadth of English Language Learners (ELLs).

Nevertheless, the teacher participants emphasised several challenges and constraints in implementing broad reading programs. Resources are limited, maintaining student interest, inconsistent evaluations, the challenges of choice and guidance, time constraints, parental involvement, and ultimately, student responsibility. These concerns suggest that the effective execution of intensive reading programs to improve reading proficiency among ELLs necessitates strategic planning for success. The teachers' replies generally endorse measures to increase the number of ELPs aimed at improving reading fluency and vocabulary development for ELLs. This study documents the issues and practices associated with these programs and proposes solutions to overcome these challenges, thereby facilitating educators in creating improved learning environments for students.

Table Summary of the thematic analysis

Initial Codes	Sub-Themes	Main Themes	Relevance to Research Questions
Implementation Approach	Curriculum Integration, Structured Approach, Reading Circles, Library Visits	Implementation of Extensive Reading Programs	How are extensive reading programs implemented in different educational settings?
Benefits of Extensive Reading	Reading Fluency, Vocabulary Acquisition, Comprehension Skills, Writing Skills, Motivation to Read, Critical Thinking Skills, Cultural Enrichment	Perceived Benefits of Extensive Reading Programs	What are the perceived benefits of extensive reading programs on reading fluency and vocabulary acquisition among ELLs?
Challenges and Limitations	Limited Resources, Student Interest, and Motivation, Lack of Formal Assessment, Balance Between Free Choice and Structure, Time Constraints, Lack of Parental Support, Lack of Accountability	Challenges and Limitations of Extensive Reading Programs	What challenges and limitations are associated with the implementation of extensive reading programs?

This thematic analysis aims to summarise instructors' responses regarding the implementation, benefits, and challenges of intensive reading programs. This research has delineated features that elucidate the operation of extended reading programs in schools, alongside teachers' assessments of the programs' benefits and the challenges and constraints associated with ERP implementations. These topics are significant for research enquiries, as they facilitate the evaluation of the effects of intensive reading programs on enhancing fluent reading and vocabulary comprehension among

ELLs.

9. Discussion

This study offers a setting that incorporates teachers' perspectives to assess the effectiveness and challenges of intensive reading programs, in contrast to existing research on the subject. Similar experiences and other study findings have delineated associated advantages and challenges, corroborating the teachers' perspectives. The instructors' replies indicate favourable outcomes from prior studies demonstrating that intensive reading programs benefit the improvement of reading speed, vocabulary acquisition, and comprehension in ELL students. Mason and Krashen (1997) indicated that enhancement in reading skills and total linguistic competence was facilitated by substantial reading. In a further study, Horst, Cobb, and Meara (1998) noted comparable findings, indicating that learners exposed to lengthy reading acquired new vocabulary and discerned appropriate usage contexts. The aforementioned research findings validate the teachers' claims on the advantages that pupils with substantial reading exposure experience in language acquisition.

The issues and challenges articulated by educators are similarly pertinent to prior studies on the topic. Day and Bamford (1998) noted that involving children in lengthy reading programs, particularly in fostering their willingness to read extensively, can be challenging due to the presence of pupils who lack interest in reading. Waring and Takaki (2003) emphasised the importance of access to appropriate reading materials, an issue linked to instructors' comments regarding the lack of resources. Consequently, these findings indicate that the identified problems must be analysed to enhance the efficacy of comprehensive reading habits. This discussion of teachers' responses seeks to elucidate the characteristics and experiences of current extensive reading programs and to propose recommendations for future research that compares results and evaluates outcomes, particularly concerning English Language Learners (ELLs), to optimise the efficacy of this methodology. English Language Learners (ELLs) are projected to gain significant advantages from reading programs that incorporate many electronic books, hence enhancing reading fluency and expanding vocabulary knowledge. This study, along with other comparable research, underscores numerous significant conclusions related to comprehensive reading programs.

Comprehension instruction and comprehensive reading programs significantly increase the reading fluency rates of English Language Learners (ELLs). These programs acquaint students with extensive text, improve their fluency, and assist in cultivating their structural prosodic awareness of the language, which is the primary criterion as mentioned by Day and Bamford (1998). Furthermore, augmented reading facilitates ELLs in acquiring new vocabulary in the second language applicable in circumstances beyond the book. When students engage with words actively in context, they are introduced to new vocabulary and its usage, enhancing their language skills in the process (Horst, Cobb, & Meara, 1998). Furthermore, understanding the material aids English Language Learners (ELLs) in composing proficient English, while comprehensive reading promotes their acquisition of reading expertise. Students can readily infer meaning, establish relationships between concepts, and ultimately cultivate a deeper understanding of the text from several sources (Mason and Krashen 1997). Furthermore, extensive reading (E.R.) fosters reading motivation; comprehensive reading programs can significantly benefit kids. The availability of engaging literature for young kids fosters a community of readers and encourages them to explore other books beyond the classroom (Bell, 2001).

Ultimately, ELLs can get insights into diverse cultures and perspectives within the community through reading, so augmenting their cultural knowledge. This not only augments their

understanding of the global landscape but also fosters their enthusiasm for experiences and admiration of diverse cultures (Day & Bamford, 1998). Extensive reading programs are highly beneficial for English Language Learners; they enhance reading fluency, comprehension of vocabulary, perceptual skills, drive to read, and provide greater insights into diverse cultures. Consequently, it may be inferred that additional investigation into the manifestations of ERs and the promotion and support of ER programs in language learning contexts are essential and valuable endeavours.

The study is constrained by a limited population size, comprising only seven English language learners, teachers, and program directors from the University of Lahore's English department. An extensive sample size would facilitate a greater understanding of the efficacy of comprehensive reading programs. Furthermore, the study's findings are not applicable to different educational environments, cultures, or other learner populations. Consequently, the results align with those of the University of Lahore, but may not be applicable to other institutions or places where English Language Learners are instructed. Furthermore, it is essential to note that the selection of the questionnaire as a data collection instrument may lead to biases affecting participants' responses. Participants' comments may occasionally reflect their perceived norms about the implementation of large reading programs or related subjects. The study's data collection occurred during a brief duration, perhaps resulting in limitations regarding the depth and scope of the acquired data.

10. Future Research and Implications

Subsequent studies should incorporate a cross sectional study in order to report on the impact of the programs to improve rate of reading with emphasis on vocabulary to ELLs. This would help better future performance of such initiatives, which might be useful in other areas. Furthermore, the continuation of the study could investigate other aspects of the ER approaches regarding other ELT approaches, including extensive reading programs and intensive text reading or direct method. This would especially help in defining effective approaches of enhancing the reading achievement of ELLs. Therefore, as a recommendation for the improvement of the current study, it is recommended that future studies recruit a diverse range of ELL from different academic year levels and within differing multicultural backgrounds. This would minimise the chances of the findings being posted to the specific school only and get a draw about the efficiency of the comprehensive reading programmes in other settings. Nevertheless, future research from the present study could include the use of both quantitative and qualitative methods in evaluating the effectiveness of augmented reading. Reading speed and vocabulary can be measured, which makes them count as numerical information while students' feelings and opinions on the programs are qualitative information. Finally, more research on parental involvement in increasing outcomes of Extensive Reading programs could be useful. Greater understanding of ways in which parents can further help a child in the area of reading may go a long way in making these programs more effective.

10. Conclusion

This study has demonstrated the efficacy of extended reading programs in improving ELL students' reading rates and word comprehension at the University of Lahore. The study utilised Creswell's (2008) narrative design to derive insights and findings regarding intensive reading programs, employing interviews, observations, and recording. Mr. Mahamed (2005) identifies implementation techniques for these programs as curriculum integration, reader's theatre, reading circles, and library excursions. Perceived benefits encompass reading: enhanced readability,

vocabulary acquisition, comprehension skills, writing proficiency, motivation to read, critical thinking, and cultural advantages. Notwithstanding the achievements, other issues emerged, including insufficient resources, challenges in maintaining student engagement and motivation, the absence of formal assessment methods, difficulties related to autonomy and structure, time constraints, lack of parental support, and perhaps inadequate standards. The practical consequences of the study hinge on comprehending the efficacy of extended reading programs for ELLs and the potential problems faced during implementation. The survey's conclusions may influence best practices and reforms for enhancing reading skills among ELLs, given the scarcity of such research in Pakistan and the broader area. Moreover, it contributes to the existing body of research on current extended reading programs and provides a basis for future enquiries, as well as a resource for educators and policymakers concerning the methodology and funding of these initiatives. It emphasises the importance of prolonged reading, which enhances reading speed, fosters independent reading techniques, and facilitates vocabulary development among ELL learners. Considering the aforementioned problems and advantages, it is imperative for educators to alleviate the challenges while maximising the benefits to promote improved learning for ELLs and thus enhance their language acquisition performance.

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