International Journal of Education, Vocational and Social Science
https://e-journal.citakonsulfindo.or.id/index.php/IJEVSS
E-ISSN : 2963 4954
IJEVSS

# Exploring Postgraduate Students' Challenges And Coping Strategies In An Extensive English Course: A Phenomenological Study

**Siti Khairunnisa**
Magister Pendidikan Bahasa Inggris Universitas Jambi
**Mukhlash Abrar**
Magister Pendidikan Bahasa Inggris Universitas Jambi
**Nely Arif**
Magister Pendidikan Bahasa Inggris Universitas Jambi

Corresponding Author: skhairunnisa511@gmail.com

**Abstract**

*This study explored postgraduate students' lived experiences in an Extensive English course at Universitas Jambi. It focused on three issues: the challenges students experienced in extensive reading and extensive writing, the strategies they used to overcome those challenges, and their perceptions of the course for academic literacy development. A qualitative phenomenological design was employed to capture participants' experiences in depth. Five postgraduate students from the Master of English Education program who had taken the Extensive English course participated voluntarily. Data were collected through reflective journals and Focus Group Discussions and were analyzed using thematic analysis. The findings showed that students faced reading challenges related to unfamiliar vocabulary, complex academic language, low motivation, weak concentration, limited reading habits, time constraints, heavy reading loads, long academic texts, and difficulty finding suitable materials. Writing challenges included grammar problems, limited academic vocabulary, low confidence, difficulty starting writing, weak argument development, procrastination, limited revision time, paraphrasing and summarizing problems, and heavy writing tasks. Students responded through technological support, self-regulated learning, peer discussion, and lecturer feedback. They used AI tools, online dictionaries, rereading, note-taking, outlining, repeated revision, model texts, and collaborative discussion. The course was perceived as necessary because it supported thesis preparation, article writing, research readiness, vocabulary growth, critical thinking, and postgraduate academic literacy. The study suggests that extensive reading and writing courses for postgraduate learners should provide challenging,*



Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

*research-oriented, and academically meaningful tasks.*

**Keywords: academic literacy; extensive reading; extensive writing; phenomenology; postgraduate students**

## INTRODUCTION

Postgraduate education requires students to work with complex academic texts and produce scholarly writing. In English Education programs, this demand becomes more visible because students need English not only as a subject of study, but also as a tool for reading research, discussing theory, writing theses, and preparing manuscripts for publication. Extensive reading and extensive writing are therefore important components of postgraduate academic literacy. They help students build language fluency, develop confidence, and participate more actively in academic discourse.

Extensive reading refers to the practice of reading large amounts of accessible and meaningful texts for general understanding, fluency, and language development. Day and Bamford (2002) emphasize that extensive reading should involve large-scale reading, appropriate materials, and positive reading experiences. Krashen's input hypothesis also explains that language development improves when learners receive abundant comprehensible input in low-anxiety conditions. In postgraduate contexts, the reading materials are often academic, dense, and discipline-specific. Students must understand journal articles, theoretical frameworks, and empirical reports. This makes extensive reading both necessary and demanding.

Extensive writing complements extensive reading. While reading provides input, writing requires students to transform that input into organized ideas, arguments, summaries, reflections, and academic texts. Academic writing is not simply a matter of grammar. Hyland (2003) explains that academic writing requires awareness of audience, discipline, genre, and rhetorical conventions. Postgraduate students need to synthesize sources, paraphrase responsibly, construct arguments, and revise drafts. These tasks require repeated writing practice and clear support.

At Universitas Jambi, the Master of English Education program introduced an Extensive English course in the revised 2024 curriculum. The course integrates extensive reading and writing as a compulsory first-semester subject. It aims to strengthen students' ability to read academic texts and produce research-based writing. This curricular decision responds to the need for stronger academic literacy among postgraduate students, especially because they must complete



Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

theses, research articles, and other scholarly assignments.

Previous studies have reported the benefits of extensive reading and writing in higher education. Extensive reading can improve reading fluency, vocabulary development, motivation, and comprehension (Fitriasti et al., 2024; Hayanun, 2023; Octavianti et al., 2023). Extensive writing can increase writing fluency and confidence through continuous practice (Rodliyah, 2019; Sun, 2010). However, many studies focus on undergraduate students or discuss reading and writing separately. Less attention has been given to how postgraduate students experience both skills within one integrated course.

This gap is important because postgraduate learners face different academic pressures from undergraduate students. They often read more advanced materials, write more research-based texts, and manage academic responsibilities alongside professional roles. Their challenges may include time pressure, complex academic language, limited confidence, and difficulty translating reading input into writing output. At the same time, their strategies may involve self-regulation, technology, peer support, and lecturer guidance.

Therefore, this study explores postgraduate students' experiences in an Extensive English course. It asks the following questions: (1) What challenges do postgraduate students face in extensive reading? (2) How do they overcome those challenges? (3) What challenges do postgraduate students face in extensive writing? (4) How do they overcome those challenges? and (5) To what extent is the Extensive English course necessary for supporting postgraduate academic reading and writing?

## LITERATURE REVIEW

### Extensive Reading and Postgraduate Academic Literacy

Extensive reading has a strong theoretical connection with input-based language learning. Krashen (1985) argues that language acquisition develops when learners receive meaningful and comprehensible input. Nation (2001) also explains that repeated exposure to vocabulary through reading supports vocabulary growth and reading fluency. These perspectives show why extensive reading matters in English language learning. It exposes students to vocabulary, grammar, discourse patterns, and argument structures in meaningful contexts.

In postgraduate education, extensive reading has a broader role. It supports academic literacy by helping students understand how knowledge is constructed in scholarly texts. Students learn how authors introduce problems, position arguments, review literature, justify methods, present findings, and discuss implications. This exposure also helps students develop disciplinary


Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

knowledge. Through repeated reading of journal articles and academic books, postgraduate students become more familiar with the language and structure of research.

However, extensive reading at postgraduate level is not easy. Students often encounter unfamiliar vocabulary, complex sentences, theoretical terms, and long articles. Studies in EFL contexts show that students' reading engagement may decrease when the materials are too difficult or not aligned with their interests (Fitriasti et al., 2024; Harimurti et al., 2025). Time constraints also limit reading habits, especially for students who balance study and work. These challenges indicate that extensive reading needs careful course design and continuous support.

**Extensive Writing and Academic Text Production**

Extensive writing encourages students to write regularly and meaningfully. Unlike writing tasks that focus only on accuracy, extensive writing emphasizes fluency, idea development, and continuous practice. Sun (2010) found that writing through blogging can increase students' engagement and sense of ownership. Rodliyah (2019) also reported that journaling helps students express ideas and build writing confidence.

For postgraduate students, writing involves high cognitive and linguistic demands. Students must use academic vocabulary, organize ideas, integrate sources, and write coherent arguments. Hyland (2003) explains that academic writing requires students to understand disciplinary conventions and the expectations of academic communities. This is particularly relevant for thesis and article writing, where students must show critical engagement with research.

Writing difficulties among postgraduate learners often include grammar, vocabulary, paraphrasing, summarizing, argument development, and confidence. These difficulties may become stronger when students have limited time for planning, drafting, and revising. Wischgoll (2017) highlights the value of writing strategy training and feedback for both undergraduate and postgraduate writers. This suggests that extensive writing should include structured support, not only writing assignments.

**Strategies for Reading and Writing Development**

Students use different strategies to manage reading and writing challenges. In reading, they may reread, identify main ideas, take notes, underline vocabulary, discuss texts with peers, and use digital tools. Teacher guidance also plays an important role because students may need help selecting appropriate materials and interpreting difficult academic texts. Gopal et al. (2022)


Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

show that peer response and discussion can deepen students' understanding of reading materials.

In writing, students may create outlines, draft gradually, revise repeatedly, learn from model texts, and seek feedback. Peer support can reduce isolation and help students test their ideas before writing. Lecturer feedback can guide students toward clearer organization and stronger academic arguments. Recent studies also show that students increasingly use AI tools and grammar checkers in academic writing. These tools may support idea generation, vocabulary choice, grammar checking, and revision, but they also require ethical awareness and critical use (Liu, 2025; Phuong et al., 2025; Renandya & Floris, 2025).

## METHOD

### Research Design

This study used a qualitative phenomenological design. The design was appropriate because the study aimed to explore how postgraduate students experienced, interpreted, and responded to extensive reading and writing activities. A phenomenological approach allowed the researcher to focus on participants' lived experiences rather than measuring learning outcomes numerically. The study also applied bracketing through researcher reflection to reduce personal bias during data collection and interpretation.

### Research Setting and Participants

The study was conducted at Universitas Jambi. The participants were postgraduate students enrolled in the Master of English Education program who had taken the Extensive English course in the 2024 or 2025 academic years. Thirty-one students met the initial criteria, but five students were selected as final participants based on purposive sampling and voluntary participation. The selection criteria required participants to have taken the course, obtained grades from A to C, and be able to express their experiences clearly in written or spoken form. The small number of participants was suitable for phenomenological inquiry because the study prioritized depth of experience rather than statistical generalization.

### Data Collection

Data were collected through reflective journals and Focus Group Discussions. Reflective journals were used first to allow participants to describe their experiences personally and in detail. The prompts asked students to recall difficult reading and writing moments, explain their feelings, describe the strategies they used, and reflect on the course's importance. This method helped


Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

capture individual experiences before participants entered group discussion.

After the reflective journals were reviewed, Focus Group Discussions were conducted to clarify and deepen participants' written responses. The FGD questions were aligned with the research questions and the issues that emerged in the journals. The discussions allowed participants to explain their experiences, respond to peers' ideas, and confirm patterns found in the written data. Participants were identified as P1, P2, P3, P4, and P5 to maintain anonymity.

**Data Analysis and Trustworthiness**

The data were analyzed using thematic analysis. The researcher read the reflective journals and FGD transcripts repeatedly, generated initial codes, grouped related codes, developed themes, reviewed the themes, and wrote the findings. The analysis focused on recurring meanings related to reading challenges, writing challenges, coping strategies, and perceptions of course importance.

Trustworthiness was strengthened through triangulation, member checking, audit trail, reflexive journaling, and direct quotations. Triangulation was conducted by comparing patterns from reflective journals and FGD data. Member checking helped confirm whether the interpretations represented participants' intended meanings. Ethical considerations included informed consent, voluntary participation, confidentiality, anonymity, and secure use of research data.

**FINDINGS AND DISCUSSION**

The analysis produced five major areas: challenges in extensive reading, strategies in extensive reading, challenges in extensive writing, strategies in extensive writing, and students' perceptions of the importance of the course. The themes show that students experienced reading and writing as connected academic practices. They used reading to understand academic texts and writing to transform that understanding into scholarly output.

**Table 1. Emergent themes and subthemes**

| Research focus | Theme | Subthemes |
|---|---|---|
| Challenges in extensive reading | Linguistic, internal, time management, and external factors | Unfamiliar vocabulary; complex academic language; low motivation; weak concentration; limited |



Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

| | | |
|---|---|---|
| | | reading habits; balancing study and work; limited time; heavy reading load; long academic texts; difficulty finding suitable materials |
| Strategies in extensive reading | Technological support, self-regulated learning, and social support | AI tools; Google Translate; online dictionaries; online resources; rereading; identifying main ideas; note-taking; vocabulary recording; schedule management; peer discussion; lecturer feedback |
| Challenges in extensive writing | Linguistic, internal, time management, and external factors | Grammar difficulty; limited academic vocabulary; fear of mistakes; low confidence; difficulty starting tasks; weak argument development; procrastination; limited revision time; paraphrasing and summarizing problems; heavy writing workload |
| Strategies in extensive writing | Technological support, self-regulated learning, and social support | AI tools; grammar checkers; online writing resources; outlining; drafting; repeated revision; learning from model texts; peer feedback; lecturer guidance |
| Perceptions of course importance | Academic development, literacy development, and future expectations | Thesis and article writing; research preparation; vocabulary growth; critical thinking; more research-oriented activities; more |


Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

| | | |
|---|---|---|
| | | advanced tasks; stronger connection to academic needs |

**Challenges in Extensive Reading**

Students reported that extensive reading was difficult mainly because of linguistic complexity. Unfamiliar vocabulary appeared as the most common barrier. Academic articles contained terms that students did not meet in daily English use. When several unfamiliar words appeared in one paragraph, students needed more time to infer meaning and often lost the flow of reading. Complex academic language also created difficulty because journal articles often used long sentences, abstract concepts, and discipline-specific terminology. These findings support Nation's (2001) view that vocabulary coverage is central to reading comprehension.

Students also experienced internal challenges. Some participants felt low motivation and low confidence when reading long English academic texts. They worried that they could not understand the text accurately. Others had difficulty maintaining concentration, especially when the reading material was long or unfamiliar. Limited reading habits also affected their ability to read consistently. These internal barriers show that extensive reading is not only a linguistic activity. It also depends on affective and behavioral readiness.

Time management was another major issue. Several students had to balance coursework, employment, family duties, and other academic assignments. As a result, reading was often postponed or completed in short periods. This disrupted reading continuity and reduced comprehension. This finding aligns with Hayanun (2023) and Fitriasti et al. (2024), who report that time constraints often reduce students' engagement in extensive reading.

External factors also shaped the reading experience. Students found the reading load heavy and some articles too long. They also reported difficulty finding materials that were both relevant and understandable. This issue matters because extensive reading requires appropriate texts. When materials are too difficult, students may feel frustrated. When materials are too simple, they may not support postgraduate academic development.

**Strategies in Extensive Reading**

Students responded to reading challenges through technological support, self-regulated learning, and social support. Technology became the most immediate strategy. Participants used AI tools to clarify meanings, summarize articles, and check difficult ideas. One participant stated, *"Usually, I directly use AI for assistance"* (P2). Another participant explained that AI was influential


Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

and helpful when understanding reading materials. Students also used Google Translate, online dictionaries, digital annotations, and online resources to support comprehension.

Although technology supported comprehension, students did not depend on it alone. They also used self-regulated strategies. Rereading helped them identify main ideas and understand difficult sections. Note-taking and vocabulary underlining helped them record important information. Some students managed schedules by prioritizing tasks and dividing reading into smaller parts. These strategies show that students tried to control their own learning process, especially when time was limited.

Social support also played an important role. Peer discussion helped students compare interpretations and clarify difficult concepts. Lecturer explanation and feedback helped students understand the purpose of reading tasks and the meaning of academic texts. This supports social constructivist views of learning, where understanding develops through interaction. For postgraduate students, discussion can also reduce anxiety because reading academic texts becomes a shared learning process rather than an isolated task.

**Challenges in Extensive Writing**

Writing challenges were closely related to linguistic, cognitive, and contextual demands. Students struggled with grammar and limited academic vocabulary. They found it difficult to choose formal words, use academic expressions, and create grammatically accurate sentences. These problems affected the clarity and confidence of their writing. For postgraduate learners, the challenge was not only to write in English, but to write in an academic style that met disciplinary expectations.

Students also faced internal barriers. Some participants reported fear of making mistakes and low confidence in writing. They hesitated because they were unsure whether their writing was clear, grammatical, or academic enough. One participant described the difficulty of beginning a task by saying, *"The difficulty was deciding how to begin the writing"* (P1). This shows that writing anxiety can start before the drafting process. Students also found it difficult to develop ideas into academic arguments. They could write general ideas, but struggled to connect those ideas with evidence and critical reasoning.

Time management problems appeared strongly in writing. Students reported procrastination, limited time for revision, and pressure from multiple academic deadlines. Revision was especially difficult because students needed enough time to reread, reorganize, edit, and improve their drafts. When revision time was limited, students often submitted drafts before


Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

they felt satisfied with their work.

External writing challenges included paraphrasing and summarizing academic texts, as well as the writing workload. Paraphrasing was difficult because students needed to preserve the original meaning while changing vocabulary and sentence structure. Summarizing was also difficult because students needed to select essential information and avoid copying. These challenges are central to postgraduate academic writing because thesis and article writing require source integration and responsible academic practice.

**Strategies in Extensive Writing**

Students used technological support to manage writing problems. They used AI tools, grammar checkers, and online writing resources to generate ideas, revise sentences, check grammar, and improve vocabulary. One participant stated, "*AI helps when I am confused about how to write or develop sentences*" (P3). This finding reflects a recent shift in academic writing practices, where digital tools support drafting and revision. However, students still need critical and ethical awareness so that technology supports learning instead of replacing their own thinking.

Self-regulated writing strategies also appeared clearly. Students created outlines before drafting, revised and edited repeatedly, and learned from journal articles and model texts. Outlining helped them organize ideas before writing full paragraphs. Repeated revision helped them improve clarity and coherence. Learning from model texts helped students understand how journal articles present background, methods, findings, and discussion. These strategies are important because academic writing develops through practice and reflection.

Students also relied on social support. Peer discussion allowed them to test ideas and receive informal feedback. Lecturer feedback helped them identify weaknesses in organization, content, and language. Feedback was especially valuable because it gave students direction for revision. This supports Wischgoll's (2017) finding that strategy training and feedback can improve academic writing. In this study, social support helped students move from uncertainty to clearer writing decisions.

**Students' Perceptions of the Course**

Participants perceived the Extensive English course as necessary for postgraduate academic development. They stated that the course supported thesis writing, academic article WRITING, research activities, and publication preparation. They also perceived that extensive


Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

reading and writing improved their vocabulary, reading comprehension, writing fluency, and critical thinking. One participant stated, "*The habit of reading English texts also helped me expand my vocabulary*" (P2).

An important finding was that students did not simply ask for easier tasks. Instead, they expected more challenging, research-oriented, and postgraduate-level activities. They wanted assignments that connected more directly with thesis development, article writing, and research publication. This expectation shows that postgraduate students may value difficulty when it is meaningful and relevant to their academic needs.

The course therefore needs to balance support and challenge. Students need scaffolding for vocabulary, reading comprehension, writing organization, paraphrasing, summarizing, and revision. At the same time, they need advanced tasks that match postgraduate expectations. A course that is too easy may not develop academic readiness. A course that is too demanding without support may increase anxiety. The strongest design is one that provides relevant materials, clear guidance, peer interaction, feedback, and opportunities to connect reading with writing.

**DISCUSSION**

The findings show that extensive reading and extensive writing are deeply connected in postgraduate academic literacy. Reading challenges affected writing because students needed academic texts as input for thesis and article writing. When students struggled to understand vocabulary, arguments, and theoretical language, they also found it harder to synthesize sources and develop written arguments. This supports the view that reading provides meaningful input for writing development (Fitriansyah et al., 2020).

The study also shows that postgraduate learners need more than exposure to English texts. Extensive reading and writing require systematic support. Students need help selecting suitable materials, reading strategically, recording vocabulary, understanding research articles, creating outlines, paraphrasing sources, and revising drafts. These supports can help students transform extensive activities into academic literacy development.

Technology emerged as a major strategy in both reading and writing. Students used AI tools and online resources to manage comprehension and drafting problems. This finding is relevant to recent discussions about AI in language education. AI can reduce barriers by providing explanations, summaries, and sentence-level support. However, ethical use is essential. Students need guidance on how to use AI critically, cite responsibly, protect originality, and avoid


Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

overdependence.

The findings also suggest that postgraduate students value relevance. They wanted the course to connect with thesis writing, research articles, and publication preparation. This means that extensive English courses at postgraduate level should not rely only on general reading and writing tasks. They should include research-based reading logs, annotated bibliography tasks, article response writing, literature review synthesis, paraphrasing workshops, and staged manuscript drafting.

## CONCLUSION

This study explored postgraduate students' challenges, strategies, and perceptions in an Extensive English course. The findings show that students faced extensive reading challenges related to linguistic complexity, internal factors, time constraints, and external material demands. They struggled with unfamiliar vocabulary, complex academic language, low motivation, weak concentration, limited reading habits, heavy reading loads, long texts, and difficulty finding suitable materials.

Students also faced extensive writing challenges related to grammar, limited academic vocabulary, fear of mistakes, low confidence, difficulty starting writing, weak argument development, procrastination, limited revision time, paraphrasing and summarizing problems, and heavy writing tasks. These challenges show that postgraduate writing requires linguistic ability, cognitive control, time management, and academic support.

To overcome these challenges, students used technology, self-regulated strategies, and social support. They used AI tools, online dictionaries, grammar checkers, digital resources, rereading, note-taking, outlining, repeated revision, model texts, peer discussion, and lecturer feedback. These strategies helped them manage academic pressure and develop reading and writing confidence.

The participants perceived the Extensive English course as necessary for postgraduate academic literacy. The course supported thesis writing, article writing, research readiness, vocabulary development, critical thinking, and academic confidence. At the same time, students expected more research-oriented and postgraduate-level tasks. The study concludes that extensive reading and writing courses should combine clear scaffolding with challenging academic tasks that directly support thesis and publication needs.

## REFERENCES



Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Ahmed, S. K., Mohammed, R. A., Nashwan, A. J., Ibrahim, R. H., Abdalla, A. Q., Ameen, M. A., & Khdhir, R. M. (2025). Using thematic analysis in qualitative research. Journal of Medicine, Surgery, and Public Health, 6, Article 100198. https://doi.org/10.1016/j.glmedi.2025.100198

Arai, Y., & Takizawa, K. (2025). Day and Bamford's ten principles for teaching extensive reading revisited: A methodological synthesis of research practice. 37(1), 1-23.

Basri, B. (2024). Exploring undergraduate students' perceptions toward extensive reading course. Formosa Journal of Sustainable Research, 3(8), 1703-1712. https://doi.org/10.55927/fjsr.v3i8.10957

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. Qualitative Research in Psychology, 3(2), 77-101.

Creswell, J. W. (2009). Research design: Qualitative, quantitative, and mixed methods approaches (3rd ed.). Sage Publications.

Day, R. R., & Bamford, J. (2002). Top ten principles for teaching extensive reading. Reading in a Foreign Language, 14(2), 136-141.

Fitriansyah, N., Raya, I. P., & Miftah, I. M. Z. (2020). Positive connection of extensive reading and writing fluency in EFL learning. LET: Linguistics, Literature and English Teaching Journal, 10(2).

Fitriasti, A., Setyaningsih, E., & Sulistyawati, H. (2024). Understanding extensive reading implementation issues: Insights from Indonesian tertiary EFL students' experiences. Al-Ishlah: Jurnal Pendidikan, 16(1), 135-144. https://doi.org/10.35445/alishlah.v16i1.4297

Gopal, T., Maniam, M., Benjamin, J., & Singh, C. K. (2022). Examining the utilisation of extensive reading from the perspective of ESL students' reader response. World Journal of English Language. https://doi.org/10.5430/wjel.v12n5p176

Guba, E. G., & Lincoln, Y. S. (1985). Naturalistic inquiry. Sage Publications.

Harimurti, K. F., Wulyani, A. N., & Setyowati, L. (2025). Exploring extensive reading implementation in higher education: A TPACK-based analysis. Journal on English as a Foreign Language, 15(1), 1-29. https://doi.org/10.23971/jefl.v15i1.8638

Hayanun. (2023). Students' interest in extensive reading at the higher education level. Journal of Southeast Asia Psychology, 11(1), 23. https://doi.org/10.51200/sapj.v11i1.4888

Hyland, K. (2003). Second language writing. Cambridge University Press.

Krashen, S. D. (1985). The input hypothesis: Issues and implications. Longman.

Krueger, R. A., & Casey, M. A. (2015). Focus groups: A practical guide for applied research (5th



Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

ed.). Sage Publications.

Liu, Y. (2025). ChatGPT applications in academic writing: A review of potential, limitations, and ethical challenges. Arquivos Brasileiros de Oftalmologia, 88(3), 1-9. https://doi.org/10.5935/0004-2749.2024-0269

Moon, J. A. (2006). Learning journals: A handbook for reflective practice and professional development. Routledge.

Nation, I. S. P. (2001). Learning vocabulary in another language. Cambridge University Press.

Octavianti, Z. D., Retnaningdyah, P., & Munir, A. (2023). Undergraduate students' perception of using extensive reading strategy in vocabulary mastery. International Journal of Recent Educational Research, 4(5), 620-631. https://doi.org/10.46245/ijorer.v4i5.402

Phuong, N. T. Y., Ti, N. N., & Hoa, N. K. (2025). The challenges of applying ChatGPT in the academic writing of postgraduate students in English major at IUH. International Journal of AI in Language Education, 2(1), 20-37. https://doi.org/10.54855/ijaile.25212

Renandya, W. A., & Floris, F. D. (2025). Extensive reading in the age of artificial intelligence. International Journal of TESOL Studies, 1-12. https://doi.org/10.58304/ijts.250902

Rodliyah, R. S. (2019). Extensive writing activity through journaling: Students' voices. In Proceedings of the International Conference on Language, Literature, Culture, and Education, 257, 197-200. https://doi.org/10.2991/icollite-18.2019.43

Sun, Y. C. (2010). Extensive writing in foreign-language classrooms: A blogging approach. Innovations in Education and Teaching International, 47(3), 327-339. https://doi.org/10.1080/14703297.2010.498184

Wischgoll, A. (2017). Improving undergraduates' and postgraduates' academic writing skills with strategy training and feedback. Frontiers in Education, 2, 1-15. https://doi.org/10.3389/feduc.2017.00033

Yamashita, J. (2013). Effects of extensive reading on reading attitudes in a foreign language. Reading in a Foreign Language, 25(2), 248-263.



Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License