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**Book Review Podcasting in the Implementation
of Extensive Reading: Exploring the Students'
Benefits**

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Abstract

Book review podcasting is one of the alternatives follow up activities in extensive reading. This type of activity is a result of integrating book review, a common post-reading assignment, and podcasting, a digital recording in a share-comment internet platform. This research aims to discuss the benefits that the students get from the activity in the implementation of extensive reading. This research belongs to qualitative research and took place in one English language education department of a university in Indonesia. The researchers collected the data by interviewing four first-year students who joined a reading-writing class where the lecturer

implemented extensive reading. To gain answers from different perspectives, the researchers involved two participants with high reading interest and two others with low interest in that activity. Those four participants who were all female were chosen based on the recommendation from the lecturer. The result pointed out that book review podcasting could enhance students' reading interest, improve language skills, get a recommendation of good books from friends, and get parents' support to cultivate reading habits. The conclusion drawn from the finding is that creating a book review podcast as the follow-up activity after the extensive reading has a positive impact on the students.

Keywords: extensive reading; book review podcasting; benefits of book review podcasting

Introduction

Extensive reading plays a significant role in assisting students in improving their language skills. By highlighting a large number of books to read and reading for pleasure as the goal, the approach offers habit formation to improve reading interest and language input to enhance students' language proficiency. This phenomenon also happens in English as a Foreign Language (EFL) context. The approach has been extensively implemented to get students' interest in reading and to improve their English as a new language that they learn.

Like other reading instructions, in the implementation of extensive reading, a teacher usually gives some follow-up activities that the students should do. On the same side, Jacob and Renandya (2014) also suggest follow up activities after reading in the implementation of extensive reading. They add that the activities make the

approach implementation more student-centered. If the students are actively joining the class, they will feel engaged. The engagement itself is a seed that will grow to be a giant interest in reading. However, one point to consider, the basic principle of extensive reading that focuses on assessment is that the teacher is not allowed to give students an assignment that demands their detailed understanding of a text. This opinion is in line with Stein (2018). He argues that there is no comprehension question or test for examining extensive reading. So, the activities should be fun and center on a general understanding of what they read.

A book review can be a thoughtful idea for that main goal. In this activity, students only tell what they read in brief and give a general comment on their reading. This type of activity was once implemented by a teacher to teach Japanese as a foreign language (Kirchhoff, 2015). Besides giving a

book talk, the teacher also asked the students to share the talk on the internet so other people who learned Japanese could drop by, listen, and get book recommendations to learn the language.

In an EFL context, a similar activity named book review podcast also exists in a reading and writing class. In this activity, after reading a book, students were asked to make an audio of a book review. Then they shared the audio to a free accessed podcast platform. After that, they had to comment on each other. Podcast itself is a digital audio recording that people can share or upload their recordings on the internet (Rajic, 2013). It is a new platform to make book reviews in audio form because, commonly, a book review is in a written form. By integrating a book review with social media with a review recording, the students enjoy the activity more since they can access other students' work and get a recommendation for interesting and compelling books. Besides giving students a recommendation, the goal of this assignment is making the students more active and involved. By being so, they would be more engaged in the activity, and it could have a positive impact on their reading interest.

Since being presented in the form of audio, podcast works as a source of students' language input in listening. In common

classrooms, students are asked to listen to a podcast with a specific topic. Then they answer questions related to the audio after listening. However, in the reading class mentioned above, the podcast is applied for reading. The students read their self-selected book, reviewed the book, and recorded their voice while reviewing. After that, they uploaded the review to a podcast platform and commented on each other's work. Seeing the detailed activity, book review podcast here has double functions as a language input when the students listen to their friends' works and as a medium to show their speaking ability. Due to its double roles, the activity may give more benefits to the students as well.

It is a thoughtful innovation to integrate between reading and speaking skills as what the teacher in this research did. Interestingly, based on the researcher's preliminary interview, one of the students in this reading class was not keen on reading, but after having the book review podcasting assignment in her reading class, she enjoys her reading even more. Due to the elaboration closed with the students' positive testimonial about the activity, this phenomenon of using a podcast in reading class for book reviewing is worth to discuss further. The center of this research is on digging out the benefits that the students get

form book review podcasting in the implementation of extensive reading.

Extensive Reading

Extensive reading is an activity in which the goal is reading for pleasure, not for pressure. Students have their freedom to choose any book they want to read. It does not matter what kind of book or genre the students want to read as long as they enjoy their reading; it is extensive reading. Keegan and Stein (2015) state that the most important principle in extensive reading is students reading in pleasure for comprehension. Extensive reading has become a popular term implemented by teachers to increase students' reading habits. As supposed to intensive reading conducted inside the classroom, teachers rarely implement extensive reading as the main subject in the classroom. It is because an extensive reading application needs more time than other approaches to read instructions. Students should wander, finding out the right book. The journey of choosing the book is not an instant process. Some students need to experiment, try, and error. After a long time for picking and dropping, they finally find the engaging ones. However, the mission is not over yet since they still have homework to find where and when that they are convenient to read.

Some of them may not be able to read in a crowded place and choose to enjoy books alone in their rooms. Also, reading interest, one important aspect of this approach, cannot be successfully built-in a short time. That is why extensive reading will be quite challenging to be applied inside the classroom with limited time given.

Extensive reading has principles that must be obeyed by both teachers and students. Based on Day and Bamford, as cited in Mori (2015), extensive reading can be implemented when students can choose what they want to read from a variety of easy materials provided by their teacher. Students can also read silently and individually for getting information but in pleasure, reading for a large number of books. Students should read books within their language competence to avoid the difficulty and boredom in the reading process. Reading speed also matters in extensive reading. Using a dictionary when students find unfamiliar vocabulary is wasting time. They will have a mode of read-stop-open the dictionary repeatedly, hustling their concentration on reading, and leading to hampering their comprehension at last. By being speedy in reading, they could focus on what they read, get possibilities to maximum information absorbance, and have more language models to meet and learn.

The reward of extensive reading is reading itself. It means that in this approach, when students read, they wander page by page of the book and decline to drop the book down until finished; they get the pleasure. In that condition, they are engaged with their book and have a feeling of pleasure. Additionally, reading is an activity where students become a sponge to absorb the knowledge that the book gives. For instance, somebody who never knows about culture in a certain area constructs prior knowledge about the culture through reading. Then he becomes an expert in that culture due to the knowledge and information that the book gives. The other case is about when a student is so tired after a final exam, and he needs entertainment by reading comics. The sweet escape with comics works to sweep his tiredness and feels entertained after doing the activity. So, in brief, engagement, pleasure, knowledge, and amusement after reading are the rewards. A reading closely connected to the pleasure principle and easy material is the necessity for the student to have a reading comfort zone (Keegan & Stein, 2015).

In extensive reading, the principles are not only for students but also for the teacher. A teacher plays several roles in the implementation of extensive reading. First, she becomes a role model of reading. Since

the teacher asks students to read, she should do the talk by putting that activity into her list to do regularly. Witnessing the teacher read will drive the students to read more. They will not think of themselves as an object for the teacher's project, but they will place themselves as a teacher's partner in the activity. Second, the teacher should provide various reading materials for the students. By providing a great number of options, the students will not get drowned from the flood of books. Not only book provision, but the teacher is also suggested to recommend books to the students. Giving reviews and telling information about amusing books are examples of what teachers can do as teacher's support. Lastly, the teacher also needs to monitor and supervise the students in reading. If students face any difficulties in the process of doing extensive reading, the teacher has to help them find a way out. Guiding and supervising the students are obligations for an extensive reading teacher. In line with the statements, Celik (2018) argues that although extensive reading tends to be students' self-activity in reading when students lost their enthusiasm in reading, the teacher's role is needed to support them in reading.

Follow up Activities for Extensive Reading

There are some activities conducted as follow up in extensive reading. They are keeping a reading diary and writing short book reviews (Harmer, 2007), sharing book content in a book sharing, having performance under teachers' supervision (Charumanee, 2014), and having a book talk in the classroom (Kirchhoff, 2015).

At a certain time, for two weeks, for instance, the teacher can ask the students to exchange book information they read to their classmates. They may share the story or give a review and comment on whether the book is engaging or not. On the other hand, if the teacher finds this activity inappropriate because students' speed in reading is not the same, the teacher can ask them to keep reading the diary on what they read in the previous time. This activity can help students who are not confident in speaking to their colleagues. Besides, students can write short reviews of the books they read in the class noticeboard. At the end of the semester, they can vote for the most popular book in the library. Other teachers have their students filling their record chart of reading where students record title, level, publisher, comments, and rate.

Another follow up activity for extensive reading is implementing RSA,

which stands for Reading Sharing Acting. Charumanee (2014) explains that this activity took a semester. Students started this activity by choosing new books to read. The reading section was according to students' leisure time outside the classroom, and they should write about 10-12 pages of their reading every week. The sharing step consisted of three rounds. In the first round, students shared their reading with their groups of four members, while other students took notes. In the second round, the students shared their reading in the presence of a new group formed by different group members. Each student shared the whole story from the previous group to the new member group. In the third round, every two groups were merged into one consisting of eight members and do the sharing like what they did in the previous round. Later, each group should decide a story to perform on the stage. In the acting session, each group performed their story well while the rest of the students acted as the audiences. At the end of the performance, all of the students were asked to reflect their performance and gave an evaluation of the other groups' performance by giving feedback on the paper. Teachers' role in this activity was as a researcher and supervisor.

Kirchhoff (2015) explains that Japanese senior college students in an English class implementing extensive reading had an activity named book talk. First, Kirchhoff explains the benefits that the students will acquire for having an extensive reading. Then students were asked to choose their book from the provided book in the class or library. The first 30 minutes was the time for silent reading, and then they had the rest of the time for sharing about their book to their classmates in a small group. Students had four book talk rounds with different members. The languages used in each book talk were varied. Students could do the book talk both in Japanese and English based on the teacher's decision.

Regarding what Kirchhoff recommends, sharing what students read with students' classmates in the classroom would be more updates if integrated with technology and social media. Chauhan and Lal (2012) state that technology does not only influence students' learning in the classroom but also their reading behavior. Students can go beyond the class, such as uploading their work in social networks and let other students leave comments and likes. Appreciation given through comments and likes would make them more confident. A

study reveals that praise motivates students to become better learners (Gambrell, 2011).

Book Review as an After-reading Activity

In this research, a book review works as an assignment in extensive reading. A book review can be the media for students to express their thought about certain books and give their critical evaluation, including the positive and negative path from certain books. According to Kindle (2015), presenting a book review as an assignment can improve students' language skills in reading and writing. The content of a book review covers critical analysis, summary, and honest evaluation from the reviewer. In line with that, Ulum (2016) mentions that the book review content includes telling general topics, book organization, significance, and the good and the bad side of the book. Students need to select the book to be reviewed, choosing the publication outlet, writing the review, and share it with the publication outlet to create and publish the book review (Kindle, 2015). In this research, the students have to share their book reviews in the form of the podcast then share it with the internet. Besides, according to Obeng-Odom (2014), writing book reviews can be a tool for students to express their opinion about certain books, including evaluating it based on their perceptions.

Book Review Podcasting in Extensive Reading

A podcast can be media for a teacher to deliver and increase student's learning outside the classroom (Hasan & Hoon, 2013). Chan, Chi, and Ling (2011) explain the use of podcasts as a tool in learning outside the classroom. Chinese and Koreans students have supplemented classroom instruction of two podcast projects conducted in a university in Singapore. Chan et al. interviewed the participants and summarized that the use of podcasts outside their classroom had an appreciably positive attitude towards the use of podcasts itself.

For the students, a podcast can be the media for sharing. Deal (2007) argues that podcast is normally for leisure purpose, but when used for academic matters, a podcast can be a good and flexible tool for learning. Philips (2017) argues that when students accept and enjoy the learning, they will gain many benefits. Providing the students fun learning is needed, especially in this extensive reading class. It is because not all students, especially in reading class, like reading so that having an extensive reading with enjoyable activities will motivate them to read. Also, the activity of sharing students' book reviews in the form of the podcast is an interesting way for students who are familiar with the technology.

After recording their book review, students share their book review podcasts on the internet. Creating podcasts can increase students' skills, such as speaking, listening, scripting, and communication skill that students cannot learn inside the classroom (Panday, 2009). Additionally, deciding a book review podcast as the post extensive reading activity is a great choice. In the same vein, Kindle (2015) exclaims that presenting a book review assignment has been significantly effective for developing students' reading and writing skills.

Methodology

Since this research aims to discuss the university students' response to the benefits of book review podcasting implemented in their reading class, this research used a qualitative research approach because it can explore more about certain phenomena happened around the students. Besides, a qualitative research approach is a research type in which the researcher works and collects with non-numerical data seeking to understand the meaning of the target population and place (Creswell, 2012).

This research took place in an English education department of a university in Indonesia. The subject where the teacher implemented book review

podcasting in a reading class was for the first-year students of reading and writing class. In that reading class, a teacher implemented a book review as the follow-up activity after extensive reading, and the students had to share their book review in the form of a podcast. There were four students taking part in this research as participants. They were female students in batch 2018, joining the reading and writing class with the book review podcasting of extensive reading implementation. Besides, the researcher collected the data from four students with different reading habits. Two of the students liked reading, and two of them showed that reading was not their favorite. The participants' pseudonyms were, namely, Luna, Ginny, Bella, and Sissy.

The data were collected using the interview. According to Cohen, Manion, and Morrison (2011), interview enables the participant to discuss and express their opinion on a certain situation from their point of views. The interview was conducted through a verbal way to get rich data. The interview was using Bahasa Indonesia as the students' first language to make the interview more comfortable and expressive. The data then were transcribed and validated through member checking. Member checking is needed to make sure that the data from the participant were valid,

and the participants confirmed it. The researcher did the member checking by giving the transcriptions to the participants and asked them to check. To analyze the data, the researcher used data analysis suggested by Saldana (2009).

Findings and Discussion

Based on the interview, the researcher found that the participants gained many benefits from the activity of book review podcasting in the implementation of extensive reading. The findings have four parts, namely enhancing reading interest, improving language skills, getting book recommendation, and getting parent's support to cultivate reading habits.

Enhancing Students' Reading Interest

Reading interest is a feeling of special attention towards reading. The core goal of extensive reading is to get students' interest in reading and make reading as their habit. Besides, Mori (2015) argues that extensive reading is a reading quantity with a purpose for improving proficiency and developing students' good reading habits. When the students of the extensive reading class are interested in reading, it means that the implementation of the approach is successful. It is also supported by the given right for students that they can choose any

books to read, even the easiest ones. The book type does not matter as long as the students enjoy reading it. Besides, when the students have the freedom to choose their book genres, such as comedy, romance, mystery, drama, and adventure, they will have natural engagement with their book for understanding the literature (Ferrer & Staley, 2016). Bella and Sissy, as the participants, confessed that since given a chance to decide their reading book, they could read the book. Besides, Ginny, who already liked reading, said that this extensive reading made her enjoying her assignment more as she could channel her reading habit.

Sometimes, although the teacher already gives a chance to choose the students' favorite books, some of them are still confused to decide their reading material. This condition usually happened to students who are not interested in reading at all because they do not even know what books they like. On this occasion, the teacher's role is necessary. One of the teacher's support is to provide around three or four books within the students' language level so that students can choose the book easier. This term is called bounded choice (Gambrell, 2011). The extensive reading class in this research also used that term to ease the struggling readers while choosing books. In line with that, Sissy stated that the

students were ordered to read three books, and after that, they could choose one of them to review. After joining this book review podcast in an extensive reading class, Sissy said that she enjoyed her reading because she could read the preferred book.

The participants accomplished the main goal of extensive reading in this book review podcasting assignment, implemented in an extensive reading class proven by the statements of the participants above, saying that they were enjoying their reading. It means that their reading interest began to appear since they engaged with their book doing this assignment intensely. Even a participant, Bella, stated that after joining the extensive reading class, she spent her leisure time reading instead of watching a movie as she did before. Reading with pleasure increased their reading interest. Based on the participants' statements about their reading improvement, doing book review podcasting in an extensive reading class rewarded them for extensive reading. One of the extensive reading principles highlights that the reward of extensive reading is reading itself, as stated by Day (2015).

Improving Students' Language Skills

The assignment of book review podcasting in an extensive reading class

influences the students to improve their language skills. Almost all language skills have an improvement in creating this book review podcast assignment such as reading, writing, and speaking even their grammar, pronunciation, intonation, and vocabulary increased as well. To make the book review, students have to read their books to get a comprehension of their book. A clear understanding is necessary to make an honest and clear review. Since the students have to understand their book well, Luna exclaimed that she even read it twice or three times to make sure that she understood the book. The reading frequencies of the students for doing this assignment develop their reading skills. Archer (2012) supports the statement. He mentions that the more books the students read, the better they become in reading.

In the process of writing the review of the book, students felt that their writing skill was improved. Writing the review was necessary to ease the students for podcasting. From the process, improvement of writing, including vocabulary, grammar, and the way the students arranged interesting sentences to get the participants' interest gained. In line with that, Luna and Ginny said that the process of writing the book review into paragraphs increased their vocabulary and writing skills. Besides, Ginny

stated that writing the review required her creativity to do an interesting review. Obeng-Odom (2014) supports the statement. He argues that making a book review can develop students' writing skills and ideas.

Since the students had to make the book review in the form of a podcast, students tried to podcast their book review well with correct pronunciation and interesting intonation. Hassan and Hoon (2013) mention that a podcast could be the media to practice students' pronunciation skills. Ginny said that she needed to podcast her book review part by part. Podcasting the book review one by one can avoid incorrect pronunciation. Students also checked the correct pronunciation of some words they were going to utter before podcasting their book review. The more the students practice their pronunciation and intonation, the better speaking skill they will get. According to Jain and Hashmi (2013), if students keep practicing, performing, and recording the text, they will improve their speaking skills.

In this assignment, the last thing that the students had to do was listening and giving comments to their friends' podcasts. They had to give their comments as their appreciation to their friends' book review podcast. One of the participants, Ginny, said that through listening to her friends' podcast, she learned about intonation and

pronunciation even she got her listening interest in this assignment.

Getting a Book Recommendation

Although the assignment of book review podcasting as the follow-up activities after extensive reading aims to share the students' book review, in fact, the students even got book recommendations after listening to their friends' book review podcast. Luna, as the participant, revealed that by listening to her friends' book review podcasting assignment, she got book recommendations to read. In extensive reading, book recommendation is necessary to promote extensive reading outside the classroom (Fisher & Frey, 2018). When students have many options, they need a suggestion to choose. It is the benefit of a book recommendation. Also, people usually try to find out information about certain books through book reviews or friends' recommendations before buying them. Review and recommendation of the book can come from friends, colleagues, family, or the internet. Sometimes, people feel bored of reading certain books due to dreadful content. It makes them give up on reading. So, people need book recommendations to support their reading habits.

Getting Parents' Support to Cultivate Reading Habit

Parents have a great contribution to the education of their children spiritually and financially. Parents do everything to support their children's education. However, in Indonesia, parents tend to avoid their children to buy and read authentic book material such as novels, magazines, and comics. They consider that that shopping is wasting money. Additionally, parents have thoughts on what students need for their education is reading their school subject or books for academic matters. With this belief, it is rare for Indonesian parents to give their support for their children to read their favorite novels.

Book review podcasting gives a positive result dealing with the provision of parents' reading support. Bella said that she told her parents about the assignment, and her parents gave financial support to buy any books she wants to do the book review assignment. They never permitted her to buy fiction books before. The assignment of book review podcast in her extensive reading class can be a nice excuse to get the support for parents. This support benefits the students to not only read in this extensive reading class but also make reading a pleasurable activity. Vasylenko (2017) argues that if parents support their children to read

and make reading as their habit, it will make the children have their positive reading outcomes.

Implication and Recommendation

This study has some implications and recommendations for students, English teachers, and other researchers. It is necessary for students, especially those who do not keen on reading to try doing extensive reading. As it is a reading for pleasure, students can read at any time without any rules provided. The intensity of reading will treat the students to increase their willingness to read even they will get their reading interest. Second, English teachers, especially in reading class, must attempt to implement extensive reading in their class. Extensive reading will build students' reading engagement. It can ease English teachers if they give an assignment for their students related to reading. Students will naturally read because they have received the treatment in extensive reading. Besides, the finding revealed that the benefits of conducting a book review podcasting assignment in an extensive reading class were satisfying. The researchers accomplished the core purpose, such as getting reading interest, reading for pleasure, and improving reading habits. Third, other researchers may conduct research related to

this study by finding out the challenges faced by teachers or students. Besides, teachers' perceptions towards implementing extensive reading in reading class were not discussed here so that other researchers can take this idea for their next research.

Conclusion

In brief, the assignment of book review podcasting as the follow-up activity after the extensive reading has a positive influence on the students. The result showed that the main benefit that the students obtain was enhancing their reading interest. Reading the books several times made the students understand the whole book content, and their reading interest increased. Besides, creating the book review podcast assignment develops a myriad language skills for students such as reading, writing, listening, increasing vocabulary knowledge, grammar, pronunciation, and intonation. Besides, one of the requirements for students in this assignment is to listen and give comments to other's podcasts, and this occasion gives benefits for the students to get book recommendations from their friends. The last benefit is getting parents' support to improve reading habits. Through this assignment, students can get an excuse to buy and read inauthentic materials such

as novels, graded readers' books, magazines, or comics.

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