

**The Outcomes of an Extensive Reading for the Mongolian as a Second Language
Dolgorjav Luvsandorj¹, Yesugen Batkhuyag²**

¹Associate Professor, Department of Journalism, Mongolian National University of Arts and Culture, Ulaanbaatar, Mongolia.

Email: ¹dolgorjav@mnuac.edu.mn
Orgid ID number: ¹0009-0000-7709-2896

²Student of Florence University, Italy
Email: ²yesugen.batkhuyag@edu.unifi.it
Orgid ID number: ²0009-0005-2191-6928

* Corresponding Author: Dolgorjav Luvsandorj

ABSTRACT:

Concerning the Mongolian language teaching methodology for international students, our country's education sector has not had enough practice and experience. Hence, we need not only specialized techniques and approaches to support language learners effectively, but also to utilize a variety of teaching methods and supporting research-based instructional strategies.

Accordingly, the flipped classroom method was used to improve international students' Mongolian reading skills.

Based on single-factor ANOVA, reading skills ($P=0,02$) were significantly improved. The Tukey-Kramer testing system is being used for a critical range reading ability (5,4), leading to 7,11% and 11% improvements between the beginning, middle, and after the classes. Even though the reading section has had a downfall during class, the last estimation showed 9.12% achievements, meaning a significant statistical difference. Extensive reading training for developing reading competency was assessed at level 1-2 questions 18% ($n=4$), level 3-4, 50% ($n=11$), and level 5 or academic level 31.8% ($n=7$) were able to answer, leading to students being at an intermediate level of Mongolian language.

KEYWORDS: Teaching methodology, reading skill, foreign students, ANOVA, the Tukey-Kramer test, p-Value.

1) Introduction:

The Government of Mongolia has intensely supported teaching Mongolian as a second language and included a specific article in the "Vision- 2025"-long-term policy document approved by the Parliament. And, the impacts of the post-COVID-19 pandemic have created a significant demand for foreign students to learn Mongolian as a second language.

As of 2024, 78% ($n=3670$) of the foreign students in Mongolia study at the post-graduate level. [1] The skills post-graduate students should obtain at the highest level (at the academic level) are reading. Therefore, the strategy, curriculum, and methodology for teaching the Mongolian language need to be updated and developed. As the number of people interested in Mongolia grows year by year, the need to learn Mongolian as a second language is also increasing.

An international student, who is to study at the master's and doctoral level programs, is required to have an advanced level of academic knowledge and skill to read their research paper in Mongolian. Thus, a lecturer teaching the Mongolian language to international students regularly and creatively explores the possibilities of how to improve their reading with good comprehension skills. So, it is important to assess and evaluate the international students' progress in their reading skills based on their Mongolian grammar knowledge. Reviewing the teaching methods, selecting the right method, and teaching effectively have become urgent issues. "Reading II" mainly focused on promoting students' acquisition of Mongolian reading skills.

Reading comprehension is a multifaceted cognitive process that involves decoding linguistic input, constructing meaning, and applying knowledge in a broader academic context [2]. Despite the extensive language instruction offered at Mongolian as a Second language preparatory programs, the overall outcomes remain suboptimal. This discrepancy highlights the need for comprehensive research to understand the underlying factors influencing reading proficiency among foreign students. Researchers have noted that the ability to read, comprehend by reading, and read with fluency affects the ability regardless of what language people speak. Also, regardless of the language, reading ability refers to the ability to correctly interpret words with related sources, and to process information to understand the general meaning of information [3]. Points out that what students need most in a reading class is not just learning how to use reading skills and strategies, but to actually be engaged in frequent and meaningful reading of text, where students focus their attention on the most important thing about reading, i.e., understanding and appreciating what the author of the reading passage is trying to convey to the readers [4].

As the technology is developing rapidly, students are increasingly eager to use their advantages in classrooms. Based on their interests and needs, teachers are increasingly using educational technology in their teaching. Recent developments in the teaching of Mongolian as a second language, coupled with rapid technological advancements, have transformed the landscape of language education. These changes necessitate that educators not only adapt their instructional strategies but also acquire the skills to effectively integrate a broad spectrum of educational resources. Familiarity with innovative methodology, as well as the ability to apply it purposefully, is essential for designing curricula that align with learners' needs, preferences, and interests.

Foreign language instruction traditionally aims to develop students' proficiency in the four core skills-reading, listening, writing, and speaking-while simultaneously expanding their vocabulary and understanding of grammatical structures. To achieve these objectives, foreign language methodology increasingly incorporates technology-enhanced teaching methods. Among these, the extensive reading approach has gained significant recognition for its effectiveness in enhancing reading proficiency and vocabulary acquisition. Extensive Reading is the process of reading alternative texts aligned with types of contexts based on personal interest in certain surroundings. Instructors let their students read books in the language they're learning and ask them to express what they understood from the books, debate, and discuss the topics, and finally give marks based on the results [5]. It is a method to assess and improve the reading skills of foreign language learners. The extensive reading method was first introduced by Harold Palmer, who emphasized that students should read as much as possible at a natural and rapid pace, thereby facilitating language acquisition through exposure [6]. Michael West subsequently developed systematic methodologies for implementing extensive reading in foreign language education, framing it as an additional extracurricular practice designed to complement formal instruction [7]. Since its inception, extensive reading has been the subject of over 600 studies, reflecting its widespread application and pedagogical significance. Extensive reading has its role in vocabulary enrichment [8] and its contribution to reading skill development [9]. And underscores its positive impact on writing proficiency, demonstrating its effectiveness in fostering speaking abilities [10] [11]. Collectively, these findings underscore that extensive reading is a versatile and evidence-based approach capable of supporting comprehensive language development.

Reading ability is an important second-language skill in academic settings, where learners are required to read to learn and complete related tasks [12] [13]. Given the importance of reading in academic contexts, a key issue is how L2 reading ability can best be developed. Based on research to date, reading ability is only likely to develop gradually when L2 learners are continually exposed to abundant, meaningful input or extensive reading. Extensive reading has been proposed as one of the most effective methods for developing reading abilities because it can expose L2 learners to ample amounts of meaningful input, motivate L2 learners to read, and lead to the development of skilled reading abilities [14] [15]. In many countries, extensive reading has traditionally been implemented in print format. However, with technological advancements, learners can now access digital libraries via smartphones and computers, allowing them to read anytime and anywhere. According to a survey conducted by the NOP international organization on global reading habits, approximately one-third of respondents read daily or at least once a week. China, the United Kingdom, Spain, the United States, and Russia ranked as the top five countries in terms of reading frequency [16]. Since all students participating in our program were Chinese, incorporating extensive reading outside of class was considered an appropriate strategy to support their reading skills. Therefore, to enhance foreign students' reading proficiency in Mongolian, the extensive reading approach was employed. However, there is no comprehensive digital platform for reading in Mongolian that allows monitoring reading speed, tracking word counts, or conducting exercises; only a repository of reading materials exists. Accordingly, lessons were structured to review, assess, and support the content of books students read during extracurricular time. This approach constituted an optimal form of blended learning. In other words, although the universities and institutes in some countries have been using the education mode that combines traditional and online teaching for a certain period of time, not only the modern information technology development, but also the socio-economic situation has become the condition for a quick transition of all levels education services to any of the combined forms of teaching/learning, which are blended, hybrid and flipped [17]. According to Cunningham, "the main aspect of hybrid learning offers the students the possibility of studying the subjects at their own pace through online, adaptive technology, and hybrid learning provides for students of all ages various benefits [18]. Students can study individually or in groups at their own pace:

- A lecturer can make an interim assessment and evaluate a student's language learning and acquisition.
- A lecturer can evaluate students' capacity building based on the final assessment.
- A lecturer can provide appropriate support to a student who has performed poorly in the interim assessment.

Teaching Mongolian to an international student focuses on his acquisition of reading, writing, speaking, and listening skills.

Modern language teaching is much more focused on learning to use the target language than on learning about it. [19]. Some students will want to learn about the cultures within which the target language is used [20], and a subset of students are clearly helped by learning something about the systems underlying the target language [21], but the emphasis is firmly on developing communicative competence [22]

In other words, language learning and teaching prioritize the development of usage-based skills rather than theory, and it is required to select the most appropriate learning and teaching method, as there might be some challenges in promoting students' acquisition of language skills.

Sociocultural theories of language learning [23], based on the work of [24], hold that learning happens in communication with others. In a learning and teaching languages context, this means that discussion of new material can be a good way to follow up on pre-class viewing, listening, or reading. If students are given some discussion questions when they come together in class, they may be able to come some way in engaging with the material in groups before the teacher becomes active in the discussion. Listening in on the group discussion can reveal what is difficult for the students and what they find straightforward. Temporarily taking a back seat, a teacher gives the students space to engage with the material and with each student's interpretation of it.

In addition, in the in-class sessions, students can practice what they have learned in out-of-class sessions within collaborative group work, problem solving, discourses, and working on projects [25] with instructors' feedback and guidance.

Hence, we focused on promoting repeated use of one grammar aspect through many exercises based on our plan to apply a flipped classroom, adhering to an approach "to transfer from conventional use to uncommon use" [26] when teaching Mongolian to international students, considering their distinct and different learning techniques and approaches.

In a review of the study, although there are some studies on Extensive reading, language teaching methods, and language teaching for foreign nationals, there is no study or experiment that specifically focuses on using the Extensive reading method when teaching Mongolian as a second language.

Thus, we aimed to improve the teaching methodology of Mongolian as a second language to foreign students.

RESEARCH QUESTION

1. Will the reading skills of students improve when comparing the difference in learning before and after the course through extensive reading in the hybrid classroom?

2) Methods and Methodology:

In this research, we have used action research to estimate the student reading competency improvements and a statistical analysis method for reading skills. This research employed action research and statistical analysis to measure reading skill development. Eleven international students in intermediate-level Mongolian classes at the Mongolian University of Arts and Culture participated. The Extensive reading approach was applied in *Reading II (S.MN008)*, covering 32 credit hours over one semester. Topics included:

Reading comprehension and analysis

- Mongolian tense suffixes (past, present, future)
- Verb-forming and conjugation suffixes
- Writing and speaking exercises
- Writing and speaking regarding understatement of the topic;
- Analyzing the reading, answering the questions;

Eleven students attending intermediate-level Mongolian classes under the advanced level program of the Mongolian University of Arts and Culture (male students 3, female students 8) participated in the study. All of them were from the People's Republic of China.

To determine students' progress, three test scores before, during, and after the course were compared using ANOVA and the Tukey-Kramer post hoc test.

Students were assessed using pre-class, midterm, and post-class evaluations. ANOVA and Tukey-Kramer post hoc tests analyzed improvements in reading skills. Structured exercises and questionnaires followed the Extensive Reading method, providing qualitative insights. Students read online books on Mongolian history, culture, and daily life, engaged in discussions, and received feedback.

Analysis of Variance (ANOVA) is an extension of the two-sample hypothesis testing for comparing means (when variances are unknown) to more than two samples. The Tukey-Kramer procedure is responsible for determining the arguments around statistically significant and not statistically significant by comparing means of the set of data to the critical range (expected standard error).

These procedures were appropriate for the three times of testing results. The probability of a statistical measure was calculated by the variance of the given model. Variance distribution of sequence frequency- absolute (n) given critical 3-period sample data's significant difference under the null hypothesis. Events are converted into statistical treatment of data, a (beginning of the class), b (during the class), and c (after the class) terms for the Tukey-Kramer hypothesis test to evaluate the noticeable changes in scores in comparison between each event. In that sense, absolute ranges are estimated to be different from the critical value. Statistical inference of reading performances is illustrated in box plot diagrams, and understanding of reading action research is presented in a correlation graph.

We used an involving action research experiment by questionnaire survey, specifically arranging content-related questions from complex to general with prepared topics. 8-10 questions are discussed total of 5 books are covered in 16 weeks. To enhance foreign students' proficiency in Mongolian, the extensive reading approach was applied. The theory of extensive reading recommends that learners read simple, level-appropriate texts for 20-30 minutes per day in a comfortable environment [27]. In our program, this approach was implemented using the "Digital Book" digital library. This digital library provides access to texts for reading but does not track reading speed or word count. Accordingly, we prepared a list of level-appropriate texts and shared the links with students.

3) Assessment of Reading and Writing Skills:

When we assess the students' reading skills, we request them to read a book and perform relevant tasks. To collect the qualitative data, we have conducted action research on students' reading for understanding. We have formulated the reading and writing task under the definition "Reading skills are the skills to accurately explain the words and phrases, to understand the general meaning of the text, to deliver the text's meaning in their own words, and process the data collected from the text" [28] and the international Extensive reading method. Reading was assessed with reading tasks developed in accordance with the content and methodology of the Extensive Reading method.

When we used this method for our course, we prepared a book about the history, culture, nomadic life, and unique aspects of everyday Mongolian family life for our students, and once every two weeks, we asked them to express what they understood and assessed whether they understood and communicated what they read correctly. We had a total of 5 such discussions.

1. Read accurately with comprehension.
2. Interpret unfamiliar words from context.
3. Answer comprehension, analytical, and evaluative questions.
4. Take notes on main ideas and new information.
5. Present content chronologically.

6-9. Explain actions and information, demonstrate understanding, and write using correct grammar.

The task aimed to assess the reading skills (before, during, or after the class) contains the following contents and consists of nine tasks.

While the first five of these nine tasks focused on assessing the students' performance in accurately reading and understanding the actions and chronicle order in the text, the 6th and 7th tasks focused on assessing the students' skills to explain the actions and information contained in the text. While the 8th task is for assessing good comprehension of tasks, the 9th task focused on assessing the students' skills to accurately write with the appropriate grammar.

4) The Process in the Classroom

At the beginning of the semester, the students were informed what they would learn and what knowledge and skills they would acquire during that semester, what kind of textbooks they would use, and how their skills would be assessed and evaluated during or at the end of the semester. Besides, the students were provided

with the information concerning the Course Description and Syllabus. Also, we included the information concerning how the classroom would be organized and what the lecturer and students would do in the classroom in the Course Description.

We preliminarily prepared a video lesson explaining the Mongolian grammatical forms and how to understand their usage, reading strategies for these forms, in alignment with the course syllabus, and uploaded the video lesson to the classroom group.

Currently, there is no comprehensive digital library in Mongolian that allows learners to measure reading speed, track word counts, or complete exercises. Therefore, the program was designed to monitor and evaluate students' comprehension of texts read outside of class and to provide guidance and exercises in the classroom. This blended learning approach proved to be an effective and optimal method for supporting extensive reading in Mongolian.

In our program, this approach was implemented using the "Digital Book" digital library, which contains over 4,000 works of Mongolian literature. This digital library provides access to texts for reading but does not track reading speed or word count. Accordingly, we prepared a list of level-appropriate texts and shared the links with students.

5) Results

The reading skills of each student were comparatively assessed through standardized testing in three phases. We evaluated the results for an appropriate assessment as follows:

1. Students' performance in reading skills before the experiment;
2. Progress in reading skills during the course;
3. Students' performance in skills after the experiment;

In doing so, we calculated the progress score by comparing the test scores. As follows,

1. Let us see the comparison of test scores that demonstrate the students' progress and changes in performance in Mongolian reading skills before, during, or after the class. (Table 1).

Comparison	Absolute difference	Critical Range	Result
a to b	10	6.362	Significant difference
a to c	22.25	6.362	Significant difference
b to c	12.25	6.362	Significant difference

Table 1. Comparison of reading skills improvement

Average of total student (n=11) variance in each variable was 52,25 (beginning), changed into 62,25, then 74.5. P-value estimated 0.02, which is greater than 0.05, resulting in a statistically significant impact. Reading sample data were tested (F critic=6.36) while absolute difference ranges are between a to b (5.4), a to c (4,5), b to c (7.11). As there were no major improvements that occurred at the beginning and during the classes, the course was focused more on the reading section after 9 weeks. (a-before the class, b-during the class, b-after the class)

We observed the progress that occurred in completing the reading tasks during the class sessions. We have examined the reading text exercises by using the international standard Extensive reading method context to estimate the reading activity. As there were no major improvements that occurred at the beginning and during the classes, the focus shifted more towards the section after 9 weeks. (Figure 1).

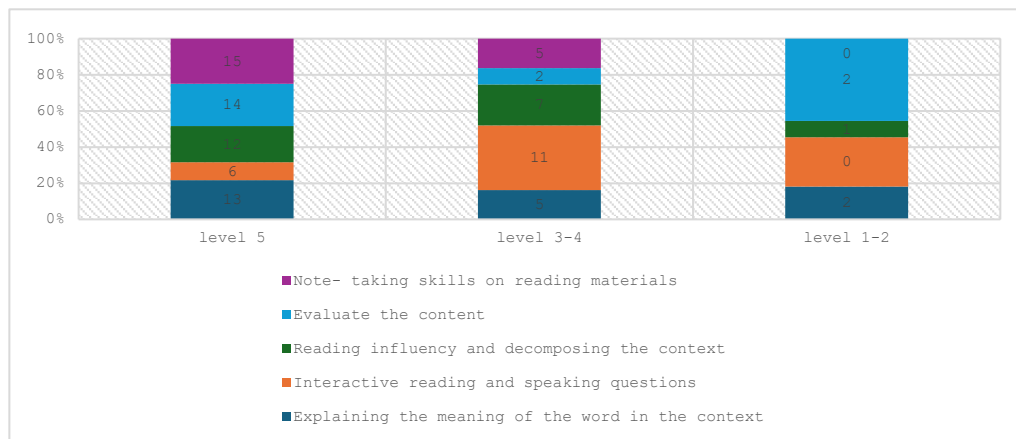


Figure 1. Performance of reading activity among the students

The research indicates that students excel at analyzing their reading, taking creative notes, and explaining word meanings from context. More importantly, 18 percent of the students answered correctly to lower-level questions, which helps assess their understanding and recall of the material. While 50 percent of the students answered analyzing questions correctly, 31.8 percent provided correct responses to higher-level or evaluative questions.

These findings demonstrate the effectiveness of the flipped classroom approach. Additionally, the results show that international students enrolled in master's and doctoral programs are relatively proficient at improving their reading skills. 81.8% of students possess sufficient knowledge of text content regarding note-taking, indicating an adequate reading competence. The U-intercept reflects the growth in the students' statistical sample, while the X-intercept indicates a decreasing trend. Level 1-2 is the number of students who can convey an understanding of the text, answering regular questions in general. May need further support. Level 3-4 has operational command of the language with detailed reasoning answers to the content. Level 5 shows complete fluency of language, handles complex and argumentative assumptions, and questions of the content.

6) Discussion

Extensive reading is a student-centered, active learning method. Not only does the method support and improve the instructor-student interaction, but also instructor-instructor interaction exchanges are enhanced. In particular, we observed that the students made significant progress in their skills related to reading and writing, such as accurately understanding the meaning, actions, and sequence of events in the text, creating question-and-answer discussions, and developing and transforming content after reading. For international students, studying video lessons at their own pace and at a suitable time offered many benefits, promoting their creativity, helping them develop their skills smoothly, and maintaining their connection with the instructor and other students. It is essential to integrate modern language acquisition theories and methodologies with the fundamental foreign language teaching method in teaching Mongolian as a second language. Thus, it is important to do many preparation works such as intensively studying the modern learning & teaching practices, enhancing students' learning practices, making video lessons in an easy-to-understand form, and formulating appropriate syllabi and tools for using modern teaching methods in language teaching practices. Students completed a variety of tasks to confirm what they learned from the sessions, and those tasks are in the form of real, sequential actions based on the use of the language, such as about the Mongolian child, countryside, people, family, and education, etc. It helped to improve the effectiveness of Hybrid learning. There was a certain probability of students not keeping up with classes due to not catching the accuracy of meaning and reviewing the reading book at home, which cannot be observed by the instructor. In point of fact, dedicating 5-10 minutes at the beginning of each class to assessments, such as some words of a book, grammar exercises, and similar activities, has proven to yield a significant impact on student improvements. One of the major influences on reading was skimming and the skimming technique. Lack of a practical approach, which leads to spending vast amounts of time on text, resulting in occasional unsystematic mistakes. Students can also be tasked with Extensive reading outside class time, of digital books (adapted for learners or full-text), podcasts (general interest or about language), and viewing video material [29]. Thus, the purpose of the Extensive reading training, aiming to adapt a fast and understanding reading style customized to the students, was effective. This study method is primarily familiar with foreign languages [30], but in the future, it can be used for the Mongolian language. As for determining the meaning of vocabulary within context, continuous feedback from instructors was crucial, as was the importance of the vocabulary component in language instruction. The students attending advanced-level programs tend to encounter various difficulties and setbacks, for instance: the coincidence of work and study hours, being late to classes/punctuality, and sometimes failing to understand the grammar. In this case, the Extensive reading method proves to be an effective method that offers numerous benefits to students.

Since the students are not restricted to only reading, they can substantially improve their writing and speaking skills. Practicing grammar exercises, about the meaning of words and the book, discussing grammar, and explaining to each other also influenced their speaking skills. Therefore, it is noteworthy that teaching language through extensive reading would be more likely to be effective than the traditional teaching method.

According to this performance, we consider the advantage of technology-based lessons positively influenced students' overall progress in skills/performances. Finally, when the Mongolian language is taught at the intermediate level using the Extensive reading method, the expected results may not be fully achieved. However, it was highly suitable for our students selected for the intermediate level.

7) Conclusion

When we evaluate the result of teaching reading skills of Mongolian as a second language to international students with an Extensive reading method that incorporates information technology through reading skills assessments. It shows the efficient and positive performance associated with this study method.

These statistical data of 3 events are analyzed of variance ($p=0.05$). According to the result, reading skills ($p=0.02$) indicate that not all sample data's means are equal, which is statistically significant. The Tukey Kramer experiment determines the study reading F (6.36). Based on expected standard error, from the start of the class to the end of the writing section (9.5) increased between the two classes (18.7), meaning the pairs of data distribution's mean have significant differences, while the midterm in the course score could not give much alteration (9.25). The program results suggest encouraging active participation in response to the course, as well as the teacher and students' participation. Reading activities upgrading performance is estimated by the absolute difference. The values of the first session to mid-session (5.9), during courses to the final term (4.25) lower than the critical mean of variances, illustrating no significant difference between factors. However, the positive values between the first to last courses (10.15), greater than the F value, can be described as a whole course's impact. Breakdowns of 3 statistical results should meet the study plan needed to be prepared. On the other hand, the reading part has a positive relation with extensive reading treatment since 18% ($n=2$) of the total students ($n=11$) can cope with level 1 questions, and 82% ($n=9$) handle academic level questions.

The evaluation is majorly affected by the fluency of reading and the availability of reading materials. For reference, availability of additional reading class materials should be provided for the flipped-classroom methods to emphasize the reading activity. Some cases of recurring mistakes in exercises that cannot be explained or understood can be addressed by inputting a new approach known as extensive reading.

Even though the reading section has had a downfall during class, the last estimation showed 9.12% achievements, meaning a significant statistical difference.

Theoretically, this study extends the current research on flipped classrooms by experimenting with the very method in Mongolian language classes for international students. Practically, the self-independent learning videos and classroom activities have become teaching aids to help the students avoid feelings of isolation or a lack of motivation to learn. The extensive reading method was more efficient in improving reading skills. In general, we agree with using the Course Module, note-taking methods while reading, such as "goal setting and planning" and "feedback" can significantly improve the current outcomes [31]. And we consider that using an extensive reading method significantly increased the students' writing skills. It will assist them in promoting their self-regulated learning skills and writing research papers at an advanced level. In the course of classes, we observed that the students tend not to promote self-motivated learning but rather rely on tasks assigned by the teacher. Thus, we consider that utilizing online sources will be beneficial in ensuring the learning experience. Most importantly, creating a comprehensive learning platform that incorporates advanced Mongolian language classes will improve the outcome and benefits through extensive reading.

Using the extensive reading method, we can evaluate four basic skills, including reading, writing, listening, and speaking. In the future, comparing the learning outcomes of the control group with those of the experimental group can provide extensive information regarding Mongolian language teaching to international students through extensive reading.

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