

T.C.  
İSTANBUL AYDIN ÜNİVERSİTESİ  
SOSYAL BİLİMLER ENSTİTÜSÜ  
İNGİLİZ DİLİ VE EDEBİYATI ANABİLİM DALI  
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THE ROLE OF EXTENSIVE READING ON VOCABULARY  
DEVELOPMENT

Yüksek Lisans Tezi

ZÜLEYHA MERVE TİRYAKİ

İstanbul, 2011



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Tez Onay Belgesi

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1) Tez Danışmanı : Prof.Dr. Birsen TÜTÜNİŞ

2) Jüri Üyesi : Prof.Dr. Kemalettin YİĞİTER

3) Jüri Üyesi : Yrd.Doç.Dr. Yaşar CİNEMRE

## **ABSTRACT**

The main purpose of this study is to reveal whether extensive reading has any role on vocabulary development of elementary level EFL (English as a Foreign Language) students. To this respect, a small-scale classroom research was carried out at a private university in the fall term of 2010-2011 academic year. 100 elementary level students were chosen and they were divided into experimental and control groups. With experimental group the materials for extensive reading were selected. Those materials were four graded readers. Control group was not exposed to any extensive reading during the fall term whereas students of the experimental group were asked to read those graded readers until the end of the fall term. However, both groups were responsible from the syllabus which was designed by school administration and it involved studying three units of a main course book until the end of the fall term. Then both groups took a pre-test at the beginning of the term to display that they were at elementary level and a post-test at the end of the term to present whether any improvements were observed in their vocabulary or not. Finally the results were analyzed and compared to find out whether any difference occurred between two groups in terms of vocabulary development.

## ÖZET

Bu çalışmanın temel amacı, ders dışı kitap okumanın İngilizce'yi yabancı dil olarak öğrenen öğrencilerin kelime dağarcığını geliştirmesinde herhangi bir rolü olup olmadığını ortaya çıkarmaktır. Bu doğrultuda bir vakıf üniversitesinin 2010-2011 akademik yılı güz döneminde küçük ölçekli bir araştırma yürütülmüştür. Başlangıç seviyesindeki 100 öğrenci seçilmiş, kontrol ve deney grubu olarak ikiye ayrılmıştır. Deney grubuyla ders dışı okuyacakları dört adet basamaklı okuma kitabı seçilmiştir. Güz dönemi boyunca deney grubu öğrencilerinden dönem sonuna kadar dört kitabın okunmasının tamamlanması istenmişken, kontrol grup öğrencileri herhangi bir okuma kitabına maruz bırakılmamışlardır. Fakat, her iki grupta okul yönetimi tarafından bir ana İngilizce ders kitabının, güz dönemi sonuna kadar, ilk üç ünitesinin işlenmesi olarak belirlenmiş ders planına uymakla sorumlu tutulmuşlardır. Sonrasında her iki grup dönem başında, başlangıç seviyesinde olduklarını göstermek amaçlı bir ön-test ve dönem sonunda, kelime dağarcıklarında herhangi bir gelişmenin gözlemlenip gözlemlenmediğini göstermek amaçlı son-test almıştır. Sonunda bu sonuçlar analiz edilmiş ve iki grup arasında kelime dağarcığı gelişimi açısından bir fark ortaya çıkıp çıkmadığı karşılaştırılmıştır.

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## INTRODUCTION

Considering today's global condition, speaking and comprehending other languages, communicating with people from other countries or reaching to important information, is getting obligatory and vital. Because of the fact that there is not enough time for people to learn each language in the world, English has become an international language. Due to this fact, learning and teaching English gained a great importance for international communication.

In Turkey, as it is important in other countries, learning English as a foreign language is essential. Children start learning English at nursery school and it continues during their university education and under different teaching methods.

This study displays vocabulary teaching in (English as a foreign language) EFL classes at a private university. Vocabulary teaching is one of EFL teachers' tasks, which is considered to be of vital importance in terms of foreign language learning.

A decent knowledge of vocabulary is an important predictor of reading ability in a foreign language (Strother and Ulijn, 1987).

The role of vocabulary in the reading comprehension process is an area of research in second or foreign language learning. Although vocabulary is presented to ESL/EFL students by using various techniques during courses, the students tend to forget the words or they have difficulty to remember them. Not remembering the words may cause little or no understanding of texts. One of the obstacles to text comprehension is the adequate vocabulary deficiency. Importance of adequate vocabulary for reading ability is essential for understanding the text. In addition, like domino effect, having adequate words facilitate the reading comprehension and understanding texts may motivate students to read more and to expand their vocabulary (Grabe, 2009).

Comprehension is the key concept in reading. Reading aloud without understanding cannot be considered as reading. However, understanding does not refer to a deeper understanding of each detail in a text. Strong relationship between long-term extensive reading and increase in vocabulary growth has been argued by Nation (2001). Many studies (Hafiz & Tudor, 1990; Mason & Krashen, 1997; Pitts et al., 1989) display that students who do more free reading have many positive gains in terms of vocabulary and reading proficiency moreover, extensive reading is more motivating for students than traditional text-oriented reading instructions.

Motivating students, hence, by encouraging them to read more, may increase possibility of learning language better as well as expanding vocabulary.

In the past, little attention had been paid on vocabulary. At present on the other hand, teaching structures or grammar gave place to communicative approaches, the teaching and learning vocabulary gained more importance in EFL.

Learning vocabulary for the students who are not enthusiastic about learning English and who have low-level proficiency of English is quite hard. Learning as a whole requires motivation and interest. Teaching or learning vocabulary mostly takes place in the classroom environment. The words are presented explicitly to the students during classes. Extensive reading may be an alternative approach in learning words. As the students read based on their areas of interest, the more they want to learn on that subject the more they want to read and the more they may realize that they need to know more words and they need to expand their vocabulary. The relationship between reading and vocabulary acquisition made the author of this study inquisitive and gave the insight to do a small-scale classroom research on the issue. Thus, this study was conducted. It was aimed to find out whether extensive reading makes any noteworthy distinction in the vocabulary development of the reluctant elementary level students.

This study aims at investigating the role of extensive reading on vocabulary learning of reluctant elementary level students. It also intends to display, whether extensive reading makes any noteworthy distinction in the vocabulary development of the reluctant elementary level students.

Students, who are using main course books and merely instructed in the main stream without being exposed to any kind of reading except the texts in their main course books, are chosen as subject for this study since any additional reading is hypothesized to be valuable in the expansion of their vocabulary storage. Therefore, in addition to their course books, students of the experimental group are required to read graded readers extensively.

The research question was put forward as follows.

Does extensive reading have any role on vocabulary development in elementary EFL classes?

The base of the assumption is that, vocabulary of the students can be improved by reading graded readers extensively. Thus, the hypothesis of the study is stated as:

If the reluctant elementary level tertiary students read outside the classroom, they will learn more words and improve their English.

The research was conducted at a private university in 2010-2011 academic year with one hundred elementary students who were studying English only three hours per week. The subjects formed two groups of 50 each and one group was chosen as the experimental group.

Both groups studied English for twelve weeks, experimental group read graded readers in addition to their weekly English courses at school whereas the control group only studied English in the classroom during this period. In the thirteenth week, both groups took a vocabulary test. The results proved the positive effect of extensive reading on vocabulary development in EFL.

# CHAPTER I

## 1. LITERATURE REVIEW

“Reading is to the mind what exercise is to the body”  
Sir Richard Steele

### 1.1. Schema theory

Barlett (1932) first uses the term schema. According to this theory, we constructed the knowledge from the experiences we had in this world. They also allow us to foresee what we might expect to encounter in a given context.

Schema is our cognition and it consists of our knowledge of world. We perceive and comprehend the world and the things around us by activating our schemata. Schemata can be considered as a building, which consists of blocks of cognition. (Rumelhart, 1982). Smith (2004, p.10) gave a more detailed definition:

“Everything we know and believe is organized in a theory of what the world is like, a theory that is the basis of all our perceptions and understanding of the world, the root of all learning, the source of hopes and fears, motive and expectancies, reasoning and creativity...  
The theory is our shield against bewilderment”

Schema theory explains that understanding a text depends on the background knowledge of a reader which proves that comprehending words or sentences or entire texts are not only limited with the linguistic knowledge. Understanding a text requires concurrent interaction of two kinds of information processing. Bottom-up and Top-down processes. Bottom-up reading requires all language level process such as; vocabulary, sentence and discourse whereas top-down seeks readers prior knowledge, which requires making predictions about the data in the text (Silberstein, 1994).

Background knowledge helps readers comprehend the text easily. Reading problems may occur because of the poor background knowledge of the students (Carrell, 1988). The text itself does not carry any meaning however; readers bring knowledge, information, emotion, culture to the text. Hence, it enables them to comprehend the printed word. Activating students' schemata prior to reading can lead to a better comprehension. However, if the texts are not suitable to their level of English, then students will not understand the texts (Brown, 2001). Free Voluntary Reading is one of the ways for activating students' schemata (Krashen, 1993).

## **1.2. Reading**

Reading is a complex process including a combination of perceptual, psycholinguistic and cognitive abilities (Adams, 1990). The main goal of reading is extracting and constructing meaning from the text (Sweet and Snow, 2002). Reading is a process that includes deciphering the information, which is encoded in language form, by receiving and interpreting it via the medium of print (Urquhart & Weir, 1998).

Ahmad Al-Issa (2006) defines reading in his article as an interactive and multileveled process that the students, by using their schemata, build a meaningful depiction of a text.

There are two fundamental learning processes for reading: implicit and explicit learning. The former, requires numerous amount of input, which are encountered without being aware of it. This implicit learning plays a prominent part in reading. When we read we are exposed to words and all elements of a discourse that are repeated frequently and that leads us unconsciously retain this repetitive input.

Explicit learning, unlike implicit learning, involves a conscious attention, explicit definitions of presented input. Word learning in an intensive L2 class through direct vocabulary instruction, does not provide a learning of 10,000 words during one-year course. Because remembering recently learned information requires to recall and to use those information multiple times, otherwise the information gradually will disappear before it strengthens its place in the long-term memory. However, learning implicitly by

reading the texts extensively, enables the students to recall the words easily since they are placed in the long-term memory subconsciously.

The learning words from context are argued by Nagy and Stahl (2006) and by Schmitt (2000). They support that if the students read a million words in a year by knowing at least the 96-98 percent of the words of the text, they will be exposed to 20,000 to 40,000 new words. Exposing to such amount of word and interacting with so many texts may increase the chance of getting familiar to unknown words and the chance referring to their schemata and it may consolidate their prediction ability.

The reader's interaction with a text is a process that requires background knowledge, conceptual abilities and processing strategies. It is crucial for the reader to comprehend the text and to ensure the full comprehension. This happens through the interaction of the background knowledge and innate conceptual abilities of the readers as well as with his or her mental processing strategies.

The schemata formed from most specific at the bottom to most general at the top, in paragraphs or longer texts. The topic sentence-generally the first sentences in a text- provides the reader a clue to the major idea in the paragraph or text. During reading, top-down processing occurs while the mind is predicting on higher conceptual levels and afterwards searches the input for necessary information to fill in the partially satisfied higher-order schemata. However, bottom-up processing is data-driven, because it occurs through the reader's recognition and perception of details and comments in the text (Finocchiaro, 1989).

### **1.2.1. L1 and L2 Reading**

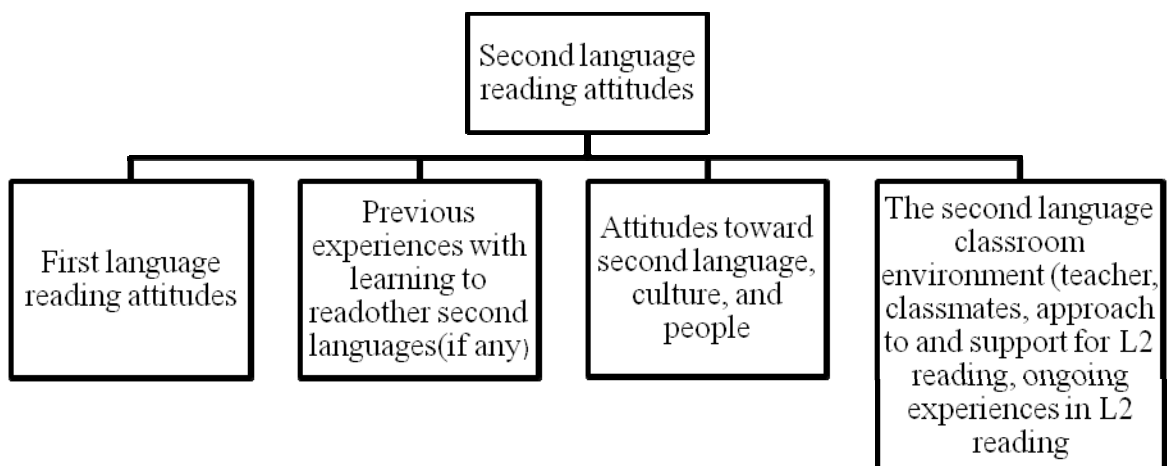
Second language reading, unlike the first language reading, is cross-linguistic, which means that it involves two languages. Due to this reason, L2 reading is considered more complex than L1 reading. Researchers, (Koda, 2007, Bialystok, 2001; Cook & Basseti, 2005), agree that the students carry their L1 reading abilities and habits to L2 in various ways and their L2 reading is effected by their L1 language and reading habits.



### 1.2.2. Attitude and motivation in second language reading

The importance of attitude and motivation has been disregarded until recent years. Attitude is a way of responding to an object, person, and institution or to an event favorably or unfavorably. Positive attitude plays an essential part in reading as in second language learning in terms of motivation. Second language reading attitudes are shaped by four sources (Ajzen, 1998).

The following figure that Bamford and Day (1998, p.23) present, is a model of acquisition and development of second language reading attitudes:



Bamford & Day, 1998, p.23. Model of the acquisition and development of second language reading attitudes

Like attitude, motivation also has a great impact on reading. Expectation is the essential element of motivation. Nevertheless, the primary expectation should not be success or failure. Unless the students are aware of that, they will avoid reading. On the other hand, when they realize reading is not an obligation but a pleasure, eventually, they will be able to read more books. Reading motivation is influenced by some variables such as reading ability in second language, attitudes toward reading in the second language, socio cultural environment (including influence of family and friends) and materials: how interesting it is, its linguistic level, its attractiveness and availability.

All these variables affect motivation and implicitly affect the decision to read in the second language (Bamford and Day, 1998).

### **1.2.3. Reasons for reading**

The results of various studies, (Lorch, Kluzewitz, &Lorch, 1995; Linderholm & Van den Broek, 2002; Horiba, 2000), indicate the importance of reading and reader purpose. Reading purposes include different cognitive processes. Grabe (2009, p.13) supports that cognitive process shows differences depending on each reading purpose. For instance reading to learn may require different reading skills such as:

“(A) Ability to skim to build appropriate anticipation for task demands;  
(B) Ability to comprehend the text (main ideas and supporting information);  
and  
(C) Ability to connect sets of supporting information within organizing frame which all the parts fit together.”

As cognitive process differs based on reading purpose, different reading purposes may require different reading styles.

According to Rivers and Temperly (1978, p.187), there are seven purposes for reading:

- 1- To obtain information for some purpose because we are curious about some topics;
- 2- To obtain instructions on how to perform some task for our work or daily life (e.g. knowing how an appliance works)
- 3- To act in a play a game, do a puzzle;
- 4- To keep in touch with friends by correspondence or to understand business letters;
- 5- To know when or where something will take place or what is available;
- 6- To know what is happening or has happened (as reported in newspapers, magazines, reports);
- 7- Enjoyment or excitement

Reading has many forms and there are several activities that we can name “reading”. It is suggested that reading includes wide range of activities such as; serious academic reading, reading the comics, scanning the television list, skimming a magazine article, reading aloud to your children, absorbing the subtitles while watching a foreign movie or glancing at your notes as one give a speech etc. Since there is no interaction between reader and the book in the same sense as a speaker and listener, reading seems as a passive skill. On the contrary, it is a receptive skill, because during the reading process, reader is actively trying to understand the printed words by activating his schema (Chastain, 1976).

Perfetti’s (1984) research on reading also indicates that reading is the ability to recreate the writer’s intended meaning by using background knowledge and skills.

Reading can interact with the reader if the reader understands the written message well. Chastain (1976, p.217) defines goal of reading is “to read for meaning or to recreate the writer’s meaning” and he emphasizes, “Reading involves comprehension. When readers do not comprehend, they are not reading”

Reading is a comprehension, an interactive and a learning process. A fluent reader’s intention during reading is to understand the message of the text. The central goal is comprehension and it is combined with many cognitive processes working together. Readers do not tend to pick up any text and expect not to understand it.

Interactive process is a process that the reader and the writer interact during reading. The reader aims at understanding the texts, which convey the message that the author writes and the aim of the author is to relay the information clearly in order to be understood by the reader. Besides, background knowledge is important because it catalyzes the process of comprehension of the writer’s intended message for reader (Grabe, 2009).

According to Koda (2007, p.1), the primary goal of reading is “to construct text meaning based on visually encoded information”. He continues as, “it entails converting print into language and then to the message intended by the author”.

#### 1.2.4. Reading strategies

The way of reading differs depending on purposes. Each purpose may require different type of reading strategy. We do not read a novel in the same way we read the newspaper or an instruction booklet. Hence, reading strategies play an essential role, for instance if you are asked to get the gist of a book, the strategy that should be taken is skimming. Skimming is used when we want to determine the type of the text, what subject it reveals. As Williams (1996, p.96) points out “The purpose of skimming is simply to see what a text is about”.

The reader skims in order to satisfy a very general curiosity about the text and not to find the answer to particular questions. Like skimming, scanning is also a process that needs to be carried out at high speed. However, this time the aim is not to have general information about the text but to find particular information in a text.

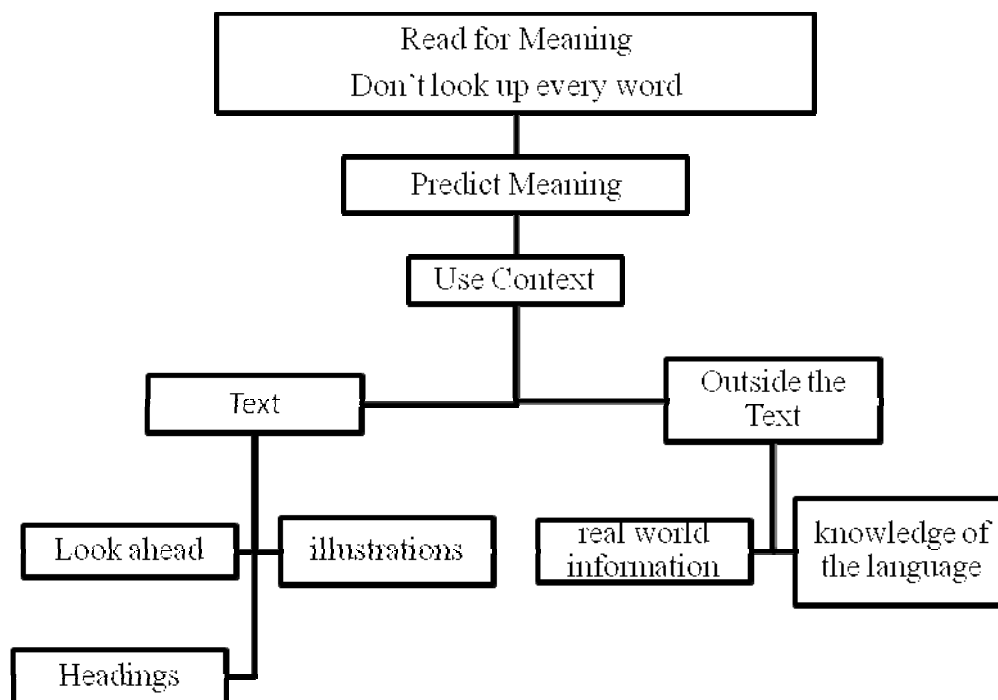
Grabe (2009, p.8) sets the purposes for academic reading as following:

- 1- Reading to search for information (Scanning and Skimming)
- 2- Reading for quick understanding(skimming)
- 3- Reading to learn
- 4- Reading to integrate information
- 5- Reading to evaluate, critique, and use information.
- 6- Reading for general comprehension (in many cases, reading for interest or reading to entertain)

Unlike scanning and skimming, reading to learn requires more processing demands on the reader. Readers are expected to match the context that consist new information with the prior knowledge in their long-term memory (Grabe 2009).

Reading to integrate information is more complex than the former purposes, as it is expected from the readers to synthesize the information that is gathered from the long texts or multiple texts (Perfetti, Rouet, & Britt, 1999).

Like reading to integrate, reading to evaluate and reading to criticize also has complex structures and yet this level requires readers to involve their background knowledge, beliefs and the text information to a textbook. Krashen and Terrell (1988, p.139) illustrate the following figure for the communicative reading strategy:



Krashen and Terrell, 1983, p.139. Reading Strategies

Lastly, it can be pointed out that reading for general comprehension is the most common reading purpose among fluent readers. During reading process, identification of word is the mere cognitive activity that constantly repeats. (Perfetti, 2007, p.357) Successful reading depends on the ability to foresee what comes next. Our knowledge of language and knowledge of topic allow us to predict what comes next.

Many researchers (Adams, 1990; Perfetti, 1999; Stanovich, 2000) support that; fluent reading comprehension can only be possible by recognizing the words of a large vocabulary rapidly and automatically. However, it is hard to find any researches that have said that reading *is* word recognition (Stanovich, 2000).

Repeated reading of high frequency words and phrases improve fluency. On the other hand, reading is considered an efficient way of acquiring new vocabulary (Rasinski, 2003)

### 1.2.5. Extensive reading

Writers and researches have not agreed on a common definition what extensive reading is and different meanings have been attributed to extensive reading in language

teaching (Hedge, 2000). For instance, Bamford & Day (1998, p.5) defines it as “real-world reading but for pedagogical purpose”. Krashen (1993) also offers an alternative term, so-called free voluntary reading.

Some used this term confusingly to describe skimming and scanning activities. Others associated with the quantity of material, for instance, ‘fifty books per year’ (Bright and McGregor 1977, p.62) or Krashen (1982, p.183) associated with time, for example, ‘an hour per evening’

Palmer (1921/1964, p.111) in opposition to which he termed “intensive reading” first uses the term “extensive reading”. Intensive reading is an explicit way of learning and it involves the preselected texts which the students study word by word where as the extensive reading aims the contrary. It also involves the texts that are chosen deliberately and short usually about 300-500 words long. In this type, reading the focus is on language features such as grammar, discourse and vocabulary.

Unlike extensive reading, analyzing sentence structures in terms of grammatical elements and looking up every unknown word is the primary aim of intensive reading. By using term, ‘intensive reading’ Palmer(1921/1964,p.111) meant “take a text, study it line by line, referring at every moment to our dictionary and our grammar, comparing, analyzing, translating, and retaining every expression that it contains”.

For Palmer (1921/1964, p.111) extensive reading is reading book after book rapidly, and the goal is not language, but the meaning. The purpose is to read for ordinary reasons such as pleasure or information; however, he incidentally saw the pedagogic value of both types of reading. Extensive reading requires large amount of reading in the second language.

One of the facts, which determine how much material readers should read, is the readers’ goal. Another fact is the reader’s language proficiency. It would be wrong to expect beginner EFL students read as much as advanced EFL students. (Bamford and Day, 1998)

The crucial aim of Extensive Reading is the comprehensibility and enjoyableness of what is written, so books should be suitable for the students' language level proficiency because "comprehensible input" is essential for language acquisition. Without comprehensible input students are not able to understand and internalize the meaning of the text (Krashen, 1993). Bamford and Day (1998, p.7) summarize the characteristics of extensive reading approach below:

1- *Students read as much as possible*, perhaps in and definitely out of the classroom.

2- *A variety of materials on wide range of topics is available* to encourage reading for different reasons and in different ways.

3- *Students select what they want to read* and have the freedom to stop reading material that fails to interest them.

4- *The purposes of reading are usually related to pleasure, information, and general understanding*. The nature of the material and the interests of the student determine these purposes.

5- *Reading is its own reward*. There are few or no follow-up exercises after reading.

6- *Reading materials are well within the linguistic competence of the students* in terms of vocabulary and grammar. Dictionaries are rarely used while reading because the constant stopping to look up words makes fluent reading difficult.

7- *Reading is individual and silent*, at the student's own pace, and outside class, done when and where the students choose.

8- *Reading speed is usually faster rather than slower* as students read books and other material they find easily understandable.

9- *Teachers orient students to the goals of the program*, explain the methodology, *keep track* of what each student reads, and *guide* students in getting the most out of the program.

10- *The teacher is a role model of a reader for students-* an active member of the classroom reading community, demonstrating what it means to be a reader and the rewards of being a reader.

Above characteristics can be considered as the description of a successful extensive reading programme. Extensive reading is an individual reading process which enables students to bring their own pace and approach while reading and this can also help to build up an understanding how to combine the sentences and they gradually have better understanding of how language is structured. On the other hand, this helps them to develop their ability to guess the meanings of the words and lexis from the clues in the text (Hedge1985). The research of Nagy, Herman and Anderson (1985) on L1 students support that vocabulary growth through context is possible. They proved that 5-10 percent of new words are gained when students exposed to words through extensive reading. Besides, its support cannot be ignored to vocabulary growth. The improvement of the reading ability triggers the process of incidental vocabulary learning efficiently and when certain language knowledge is achieved, students will be able to apply the richer knowledge to learning new vocabulary. According to the researchers, extensive reading has great impact on improving other skills such as writing, listening, speaking and as well as its contribution to the reading fluency development, the world and conceptual knowledge

#### **1.2.6. Course books**

The reading texts in integrated course books are highly controlled and there is that risk of encountering uninteresting or insufficient texts in terms of variety. These books are useful to teach structure of the target language; however, the reading parts are deprived of interesting texts or new vocabulary. On the other hand, the words enter the readers' sight vocabulary since the readers' encounter multiple words while reading graded readers (Williams, 1996).

#### **1.2.7. Graded readers**

Graded readers are books for English language learners who have limited lexis and syntax and the primary purpose of graded readers is to provide text for extensive



reading. Graded readers are usually considered as supplementary books for the foreign language students, which help them develop their language competence and confidence. They are simplified versions of wide range of genres such as; classic works of literature, original stories, biographies, etc. besides graded readers are written for many age and level groups (Hill, 2008). Graded readers, by giving a balance between a challenging and demoralizing reading tasks, build self-confidence, develop reading competence and encourages students to read. They also encourage and effect students positively on their writing performances. Besides graded Readers can develop students' language knowledge both vocabulary and structure level and textual organization level.

Language knowledge development, which graded Readers provide, involves three elements, Vocabulary, Structures and text.

**Vocabulary:** Students discover different meanings of same words and possible uses in different contexts. On this subject, Wilkins (1972, p.132) states, “through reading the learner...is exposed to the lexical items embedded in natural linguistic contexts, and as a result they begin slowly to have the same meaningfulness for him that they have for the native speaker”.

**Structures:** Unlike course books, graded readers enable students to encounter multiple structures in a text such as, presenting simple present, present continuous and future tense.

**Text:** Vocabulary and structure are not the only levels of language. Understanding or making grammatically correct sentences are not enough all the time. Sentences combine to paragraphs and paragraphs follow another. In order to form a text it is essential to know how to link sentences and how to combine paragraphs to each other. From this point of view, the more students have the opportunity to encounter various kinds of text the better they gain an understanding of how linking words and conjunctions are used in order to express cause and effect or give examples and so on. Graded Readers may enhance the students' lexis, vocabulary and concept of context; even it may help deriving the word meanings from the context (Hedge, 1985).

### **1.2.8. Selecting Readers**

Selecting proper graded readers for students is essential in order to establish good attitudes towards reading. Only the language level will not stimulate students to read if the content of the book does not interest them. In order to achieve some linguistic purposes by using graded readers such as; extending vocabulary and improving reading fluency, readers' interest and their reading preferences should be taken into consideration. Before selecting a graded reader, a teacher may ask her/himself two questions below (Hedge, 1985).

- 1- What sort of books will be attractive and interesting to my students and encourage them to read?
  
- 2- Which books are appropriate for my students in terms of content and level?

### **1.2.9. The role of extensive reading in language learning**

Choosing to read based on your taste, which is called free voluntary reading, is a way to achieve second language proficiency. Moreover, the book the reader is interested in facilitates readers' concentration on the book and enables them to take advantage of background information that facilitates comprehension (Cho and Krashen, 1994). Extensive reading lead learners to acquire the language if they are sufficiently exposed to the language and if they have the materials that are interesting for them and a relaxed learning environment. Thus, comprehensible input can be provided (Krashen, 1982).

It can broaden learners' language competence by providing automaticity of recognizing and decoding words and written symbols of a printed message (Grabe, 1991). Moreover, it can increase the learners' exposure to the language. However, the quality of exposure to language is very important to their motivation to acquire new forms from the input. This exposure to language is more likely to reduce the gap between L1 and L2.

Extensive reading can increase vocabulary range. Unlike direct vocabulary instruction, children between three and twelve grades can learn up to 3000 words a year (Nagy and Herman, 1987).

A number of L1 studies that appear to show the positive effect of reading on subjects' writing skills (Stotsky 1983., Krashen,1984). Reading materials should fulfill students' needs and it should be interesting in order to motivate them to read. Extensive reading is important to consolidate previously learned knowledge as they support new language forms by repeating adequately (Wodinsky & Nation 1988). In addition, since background knowledge is activated during reading process it facilitates the development of prediction skills

## **1.2. Vocabulary**

Polonius: What's that you read m'lord?  
Hamlet: Words, words, words.  
(Shakespeare, 1600-01, Hamlet, Act II, Scene ii)

Word is the essential instrument for communication. When we read a text, we actually read the words and they are symbols of meanings. During reading process, we interpret those symbols by assigning them different meanings. Thus, we read the words not the texts. The goal of teaching vocabulary is to create storage of words' meanings and the information related to those words in the learners' long-term memory, which leads students to comprehension of the text. Learning from context is not a short-term process. Without a good vocabulary instruction, it is difficult to stimulate learning from the context. However, if taught properly, it is possible for the students to learn words in a shorter period (Stahl, 1999). The general opinion is that knowing a word means knowing that word productively, receptively and actively. These terms can be applied to a wide range of language use and knowledge types (Carter, 2001). Nation schematized (2001, p. 27) receptive and productive knowledge as follows:

Form	Spoken	R	What does the word sound like?
		P	How is the word pronounced?
	Written	R	What does the word look like?
		P	How is the word written and spelled?
	Word Parts	R	What parts are recognisable in this word?
		P	What word parts are needed to express the meaning?
Meaning	Form and meaning	R	What meaning does this word form
		P	signal?
		R	What word form can be used to express
		P	this meaning?
	Concept and referents	R	What is included in the concept?
		R	What items can the concept refer to?
		P	What other words does this makes us
	Associations	P	think of?
		P	What other words could we instead of this one?

Nation, 2001, p.27. Note: In column 3, R=receptive knowledge, P=productive knowledge.

Native speakers continue to expand their vocabulary in adulthood. Little is known about the average language-user's vocabulary but anything from 20,000-100, 000 words could be within a person's receptive vocabulary. Native speakers continue to expand their vocabulary in adulthood.

Researchers in various ways describe the terms receptive and productive vocabulary. Nation (2001, p.24) defines receptive vocabulary as "perceiving the form of a word while listening or reading and retrieving its meaning" and defines (2001, p.25) productive vocabulary as "wanting to express a meaning through speaking or writing and retrieving and producing the appropriate spoken or written form". It is also agreed that, these terms are also used as a synonyms for the terms active and passive vocabulary. In addition to Nation's definitions, active vocabulary can be described as

the ability to use the words in speaking and writing which is related to production and passive vocabulary as knowing or having the knowledge of a word, which is related to reception (Read 2000). In sum, knowing a word based on knowing and using it actively and productively as well as receptively (Carter 2001).

Richards' (1976, p.77-89) eight assumptions of lexical competence are listed as follow:

- The native speaker of a language continues to expand his vocabulary in adulthood, whereas there is comparatively little development of syntax in adult life.
- Knowing a word means knowing the degree of probability of encountering that word in speech or print. For many words we also "know" the sort of words most likely to be found associated with the word.
- Knowing a word implies knowing the limitations imposed on the use of the word according to variations of function and situation.
- Knowing a word means knowing the syntactic behavior associated with that word.
- Knowing a word entails knowledge of the underlying form of a word and the derivations that can be made from it.
- Knowing a word entails knowledge of the network of associations between that word and other words in language.
- Knowing a word means knowing the semantic value of a word.
- Knowing a word means knowing many of the different meanings associated with the word.

Knowing or having the knowledge of a word in ELT depends on methods used for vocabulary teaching. Over the past two centuries, there have been several methods. The aim of the first method for example is to prepare students to read and write classical

materials and is to prepare them to pass their exams. Grammar-Translation Method did not include direct vocabulary instruction unless a word illustrated a grammatical rule or without providing any definition, the explanations depended mostly on etymology. Although it had been the dominant method that was used from eighteenth to twentieth century, in 1880's, under the name of "The Reform Movement", another method was propounded by Henry Sweet.

The emphasis was on the spoken language and phonetic training. His system consisted of five stages. (Mechanical stage, grammatical stage, Idiomatic Stage, Literary Stage and Archaic stage.) Each stage serves for different controlled purposes of spoken language. The most remarkable point of this method was to avoid isolated sentences or separated words throughout the study. The next major method, in terms of vocabulary improvement, is Michael West's The Reading Method/Situational Language Teaching, in which he stressed the need to facilitate reading skill by improving vocabulary skills. In the mid 90's with the appearance of new teaching methods such as audio-lingual teaching and, following the former, communicative approach and Krashen and Terrell's Natural Approach in which vocabulary was mainstay of meaning and key to clear comprehension of the message. Current research into corpus analysis represent prominent theoretical and pedagogical shift from the past and all four of them challenge traditional views of word boundaries by emphasizing the collocation and lexis patterns.

Studies on L1 students display that learning from the context provide vocabulary growth without much help from teachers (Nagy, Herman, Anderson, 1985; Nation,2001) and it is estimated that children learn between 1000 and 5000 words per year. However, L2 learners confronted three major lexical problems in text comprehension. They are listed as follows:

- "words you don't know"
- "words you think you know"
- "Words you can't guess".

It can be interpreted that readers who have insufficient vocabulary, instead of comprehending the text accurately, they may merely notice the text structure. For

instance, for the readers who are below threshold vocabulary level, may figure out of what the text consists by the help of some discourse markers such as; claim, argument, evidence, opposing view. However they will left without understanding or they have an unclear idea which argument support which claim or what is the conclusion or decision and this word recognizing deficiency and limited vocabulary knowledge will disable them to understand texts effectively.

There are also words, apart from the words that a reader does not know, called deceptively transparent words, which look as if they provide a clue about the meaning of the words whereas it does not. For instance “shortcoming” seems as if it is compound of “short” and “comings” which means “short visit” (these are actual misinterpretations provided by students). These deceptively transparent words can be divided into 5 categories, words with, *Deceptive morphological structure, idioms, false friends* (making wrong assumptions on the meaning of the words because of the resemblance between those words in L2 and L1), *words with multiple meanings, similar lexical forms*.

The last lexical problem is guessing activity. It is possible with the most unknown words however; it depends on mainly the learner’s guessing strategies and variety of factors that interfere with the guessing attempts of the reader. If the unknown words are as many as the known words of a text guessing may not be easier as it is thought. Therefore, those guessing attempts may well be a guessing game in a psycholinguistic manner however, it is necessary to have the toys to play it right (Laufer, 1997).

Carton (1971, p.45) notes that inferring “is intended to refer to process of identifying unfamiliar stimuli... In inferring, attributes and context that are familiar are utilized in recognizing what is not familiar”. However, the thing, which determines the failure or success in this type of guessing, is the density of unfamiliar words. The higher the density of unknown words the more challenging the guessing task will be (Nation, 2001).

#### **1.4. Reading and Vocabulary**

Many studies demonstrate the strong relationship between vocabulary and reading. (Stanovich, 2000, Hart and Risley, 1995, Carver 2000, 2003). Learning a word does not mean knowing everything about that word immediately; on the contrary, it is a gradual process. The first encounter with words may only leave a brief impression of the word form or the part of speech of the word. Most of our word knowledge development depends on how many times we encounter the words in multiple contexts. (Grabe, 2009). Most of the studies (Nagy, Herman, Anderson, 1985), (Elley, 1991, 2000), in L1 and L2 contexts demonstrate the positive attitudes of extensive reading on vocabulary growth. Although there are empirical evidences that support the incidental acquisition of vocabulary, it is still vague for beginner language learners. The amount of the word families should be around 3,000 for a sufficient reading comprehension.

However, this amount increases to 5,000 in parallel with the derived form of the word families. (E.g., find, finds findings, finder, etc.) Moreover, she continues by claiming that if good L1 learners reach to that lexical threshold, it can be expected from them to transfer their reading strategies successfully to L2.

#### **1.5. Techniques used in teaching the meanings of target vocabulary items in the classroom**

Different techniques are applicable to teach meaning of the words to the learner, nevertheless each technique may refer to a different stage and the one that is suitable for one level may not be adequate for the others. It may require defining different techniques for different levels. The following presents traditional techniques used in EFL classrooms:

##### **1.5.1. Verbal techniques**

**Definition:** It involves giving the meaning of the word directly to students either by writing on the board or by asking to students to take notes. Giving any



definition will not be understood sufficiently unless it is supported by examples and yet according to Nation (1990) even examples are not sufficient to the define concept.

**Word relation:** Teachers commonly use this technique; its aim is to explain the meaning of the target word by relating it to another word, which is already known by the students. Synonyms and antonyms are the most common types of word relation.

**Use of Translation:** Presenting the meanings of the new words of the target language by translating it into the mother tongue is widely used in classroom by teachers. Despite the fact that it is a time saving method, the translation may not always compensate the exact sense of the meaning

### **1.5.2. Visual techniques**

This technique, which is mostly used in classroom teaching, involves demonstration in order to present the meaning of the new words by using pictures, drawings, photographs as well as gestures and mimiques. Although this technique is useful for presenting concrete vocabulary for beginner or elementary levels, it may be hard to apply every step of it for more advanced levels who study highly abstract words.

## **CHAPTER II**

### **2. METHODOLOGY**

This chapter gives detailed information about the method, research design and its procedure.

#### **2.1. Research Method**

It is a common belief that learning a language can only occur in a classroom environment and so many traditional methods. However, learning continues outside the classroom if the students are oriented correctly. The ESL/EFL teachers are usually reluctant to do extensive reading activities and they usually disregard activities that can be held outside the classroom for the elementary students such as, reading books or papers. It may be because it is difficult to assess or may be because they do not want to fall behind the curriculum.

Owing to this fact, students believe that learning can only occur in the classroom, elsewhere they do not need to make any effort to remember the inputs that they had in the lessons or subconsciously they refuse to learn new words outside the classroom. To this respect, it can be suggested that learning process should not be limited only to the classroom activities or main course books; on the contrary, students should be encouraged to read English texts or books outside the classroom. A classroom research was conducted for this study with the aim of finding out the role of extensive reading on vocabulary development of EFL students.

#### **2.2. Research Design**

Action research as a classroom research is a method of finding out the learning strategy that is best for your students in terms of language learning.

Teachers' intention is to be able to inform and renew their future practices by doing action research,

The purpose of this small-scale classroom research is to display the differences between vocabulary improvement of elementary level EFL students of experimental and control groups at a private university in 2010-2011 academic year.

Elementary level students studied English until the end of the academic year. For the fall term students were responsible from the first three units of a main course book. Excluding the first week of the school, they had 13 weeks to study those units. The book aimed at teaching high frequency words by the end of unit nine. There was no extensive reading assignment.

For research purpose fifty words from three units of the book and fifty words from the four graded readers were chosen randomly. Then, all the words in the main course book and the graded readers are compared with one another, in order to prevent any convergence.

### **2.3. Subjects**

The research was conducted with one experimental and one control group of EFL students who study English only three hours a week at a university in 2010-2011 academic year. Most of the students seemed reluctant to learn English. Their purpose was not to learn English but to pass the exams. The experimental group was supposed to read graded readers apart from their course book and workbook; the control group continued learning by the guidance of their main course and workbook. In each group, there were 50 participants aged 18-20. Subjects were elementary level students and all of them were the native speakers of Turkish. All students had similar English backgrounds.

Before the selection of the graded readers, the students were interviewed about their reading preferences. Among 50 students 27 of them said that they prefer reading adventure stories, the other 23 declared that biographies are interesting and they like reading people's life stories. Finally, the last five students emphasized that they like

reading and learning about different cities or countries. Based on this interview, a list of books was given to students and they were asked to choose four of them. Each student in the experimental group chose his/her top and the most preferred four books from the list. As soon as they handed me their list of four books, the top preferred books were chosen and tasks that are related with the graded readers were assigned for the first term (See table 1). First book contained 250 headwords and those headwords increased gradually up to 400 headwords

From the second week on, students were required to read four books during the fall semester and at the end of fall semester both experimental and control groups took a vocabulary quiz consisting of hundred words that were organized and presented in two parts. In the first part, there were fifty words that were taken from the main course book and in the second part; there were the other fifty from the graded readers. On the other hand, students in the experimental group were exposed to comprehension quizzes frequently in order to get feedback and to keep students on the track. They had only two weeks to finish each book.

As soon as the process was presented, students looked on the negative side and started complaining. They mentioned that, since they had intensive curriculum they had no time for pleasure reading and it would be too tiring to read a book in two weeks time. They also mentioned that they were elementary students with a very little knowledge of English language. This would be a heavy burden on their shoulders, besides they believed that it is difficult for them to understand the texts, and having graded reader related quizzes.

Finally, for the data collection, students' progress in the control group was observed depending on the result of the vocabulary quiz, but not on their willingness to study. The questionnaire results showed that they were reluctant to learn but it was not an issue investigating for this study.

#### **2.4. Materials**

The course book for English lesson was a main course book published by a well-known publisher. This course book has nine units and each unit contains four

vocabulary parts, four grammar parts and at least one reading text. The range of reading passages can vary from unit to unit. The graded readers chosen for extensive reading varied in genre as follows.

- 1- Genre: Adventure – Starter - 250 Headwords
- 2- Genre: Biography – Starter - 300 headwords
- 3- Genre: Fact files – Level 1- 400 Headwords
- 4- Genre: Adventure – Level 1- 400 Headwords

Tasks were presented to the students as it is showed in the below table.

First step	To present the steps to the students
Second step	Interview about the book genre preferences
Third step	A book list were handed them to choose four books which appeals to them.
Fourth step	Students were required to write down the names of the four books they chose. Then, papers were collected in order to determine the most preferred books.
Fifth step	Four graded readers were chosen and the books were presented and reading tasks were assigned

Table 1: Order of presentation steps

## 2.5. Data Collection

### 2.5.1. Pre-test

The research took fourteen weeks. Each week students had three hours English classes. In the first lesson of the term, students were given a list of words that contained a hundred words (See appendix J and appendix K) which had already been chosen from main course book and graded readers randomly and students were asked to write their

Turkish definitions. The purpose of giving this word list to students was to evaluate their knowledge of English words.

Pre-test was designed to determine their previous vocabulary knowledge. This test was presented both groups in their first class at school in order to determine if there were any words that the students already knew. Pre-test contains two parts. In the first part, fifty words were randomly chosen from the main course book (see appendix J). Likewise, the second part includes fifty randomly chosen words from four graded readers. (See appendix k). Students were asked to write Turkish definition of the words. The correct answers were not given to students during or after the test.

### **2.5.2. Post-test**

Unlike pre-test, post-test was designed as a vocabulary quiz in order to evaluate the overall improvement of the participants in terms of word knowledge. Post-test was presented the participants at the end of the fall term. Like pre-test, this quiz also contains two parts; both parts include same words that are in the pre-test. Unlike the pre-test, vocabulary quiz were not designed as a list. The words were asked in context and the students were required to find the correct word from the box (See appendix F).

For 13 weeks, both groups had not taken any vocabulary quizzes. However, at the end of the fall term, a vocabulary quiz was given to students of both groups and they were asked to answer these questions. First thirty-seven questions were, related to main course book, which students of both groups were expected to answer and the rest thirty-six questions comprise words from the graded readers which students in the experimental group had already read and which the students of the control group had never encountered apart from the pre-test. Although there were limited words took place in each quiz, students had to be familiar with other words in the statements in order to be able to find the correct answers (See appendix F).

### **2.5.3. Questionnaire**

This questionnaire prepared in Turkish. The subjects take English courses three hours a week. Shortage of learning time and the students' tight schedules owing to their specialized field courses, may discourage them in terms of language learning. In this

respect, a questionnaire in Turkish (see appendix I) was designed and given to the students in order to define degree of their willingness of learning English.

This questionnaire was prepared and was presented to the students on their first day in English class. The aim is to see whether they are enthusiastic about learning English at school, additional to their field courses.

#### **2.5.4 Other tasks**

Apart from these pre-test and post-test students were required to complete some tasks. Those tasks included comprehension questions and summary writing. The aim here was not to monitor the development of the students' comprehension level. The aim was to be able to control the students, whether they put off reading or not.

The students of the experimental group were given an opportunity to read extensively. They were going to read the graded readers that had already been chosen according to their level. After each book, a quiz was given to them. The aim of this quiz was to evaluate the general comprehension. The questions were related to title, topic, characters and after each quiz a questionnaire was presented about the content of the book such as; did they enjoy during reading and was reading this story useful for them and how was this reading activity effected their learning (positively or negatively)?

After each book, students were required to write short synopsis at home, as much as their English proficiency let them, and those were collected before the lesson.

In order to convey the study, words were randomly among the three units of the course book and from the chosen graded readers. Immediately after students in the experimental group completed reading the first book, reading comprehension quizzes were given to the experimental group and the same approach applied after each book. The main objective of these comprehension quizzes is to control whether the students continued reading the stories

## CHAPTER III

### 3. DATA ANALYSIS

#### 3.1. Graded Readers

Students were assigned to read four different genres of graded readers, which were chosen based on their interests, at the beginning of the fall term. At this phase, no graded readers were given to control group. They were only responsible for their course book units.

During the two-week period, the regular courses continued both with the experimental and with the control group. At the end of the twelfth week period, with the experimental group, both the third unit of the main course book and the four graded readers were completed. The last week of the fall term, post-test was given to both groups during the class time. Hundred participants took the quiz.

##### 3.1.1. Questionnaire

The questionnaire (See appendix I) that was given to the students in order to see their willingness rate and it was analyzed and represented in the table below.

	I agree (%)	I disagree (%)
Q1	0.9	0.91
Q2	0.4	0.96
Q3	0.95	0.5
Q4	0.98	0.2
Q5	0.4	0.96
Q6	0.96	0.4
Q7	0.87	0.13
Q8	0.5	0.95
Q9	0.19	0.81



Table 2. Results of volition of the subjects

It can be derived from the results analysis of the questionnaire that depending on question 7 and 4 the students believed that English is necessary and important in terms of their future jobs. However, they believe learning it at school is not necessary. On the other hand, they think that learning English will decrease their productivity in terms of their main field lesson. In this sense, they are not willing to attend English lessons or to do any activities related to English. This causes unwillingness and indifference to language learning as there is not sufficient motivation.

### 3.1.2. Quizzes

Different types of quizzes were applied to experimental group during the fall term while their reading tasks were proceeding. They were asked to take comprehension quizzes.

Content of those quizzes varied from book to book. Some contain multiple choice, some contain ‘true-false’ questions and book summary. (See Appendices B-C-D-E) The aim of giving those quizzes was to be able to monitor their reading process. Those quizzes were not taken into consideration or analyzed.

## 3. 2. Pre-test and post-test

**3.2.1. Pre- test Results:** The analysis of the pre-test revealed the success rate of the students in terms of word knowledge at the beginning of the year.

	Word Count	Total Correct Answers	% of Success (word-wise)	# of Students	# of Successful Students	% of Success (student-wise)
<i>Experimental</i>						
Part 1	50	7	0.14	50	2	0.04
Part 2	50	9	0.18	50	5	0.1
Total	100	16	0.16	100	5	0.05
<i>Control</i>						
Part 1	50	4	0.8	50	3	0.06
Part 2	50	4	0.8	50	3	0.06
Total	100	8	0.8	100	5	0.05

Table 3. Pre-test results.

Pre-test results indicate that only five students in the experimental group managed to give sixteen correct answers out of 100 words. This shows a 16% of success rate in terms of word knowledge and proves that only 5% of the students were a bit knowledgeable in English words. On the hand in control group, in total, there was 8% success rate in terms of word knowledge and, just as experimental group, 5% of the students seemed to have a bit of vocabulary knowledge. This suggests that before the manipulation students performance from the both groups were similar.

### **3.2.2. Post-test Results:**

At the end of the fall term, right after completing the reading phase and English courses, the vocabulary test was given to the subjects as a post-test. After the post-test in order to get a general idea on their reaction about the difficulty level, students were asked to express their opinions and share their ideas. Both groups share different opinions.

Students in the experimental group were found the first part, which contains the words from the main course book, and the second part, that contains the words from the graded readers, quiet easy to complete whereas the students of the control group complained the difficultness of the test. However in order to collect concrete data an independent sample t-test ran between the experimental and control group to see if there is any significant difference between the two groups. Means of Experimental and Control groups on different parts of the test are demonstrated in table 4 and table 5.

The pre-test and post tests are analyzed in two parts: Part 1- vocabulary from the course book. Part 2 - vocabulary from the graded readers.

Lowest mark which students got from the first part of the post-test was zero out of thirty-seven and the highest was thirty-seven out of thirty-seven. For part two the minimum mark that students got is also zero out of thirty-six and maximum mark was ten out of thirty-seven. Highest total mark of the control group is forty-seven out of seventy-three.

Unlike the control group, the results and the success rate of the experimental group are considerably higher. In experimental group the lowest mark is twenty-one out of thirty-seven and the maximum is thirty-seven out of thirty-seven. Marks of the second part of the test was also higher than the control group's. The lowest score is sixteen out thirty-six and the highest score is thirty-six out of thirty-six.

	N	Minimum	Maximum	Mean	Std. Deviation
Part1_marks	50	,00	37,00	15,7200	8,82492
Part2_marks	50	,00	10,00	1,0600	2,41094
Total_marks	50	,00	47,00	16,7800	10,07784
Valid N (listwise)	50				

Table 4. Vocabulary quiz results of Control Group

	N	Minimum	Maximum	Mean	Std. Deviation
Part1_marks	50	21,00	37,00	36,1200	2,87594
Part2_marks	50	16,00	36,00	34,2400	3,89956
Total_marks	50	41,00	73,00	70,3600	6,46422
Valid N (listwise)	50				

Table 5. Vocabulary quiz results of Experimental Group

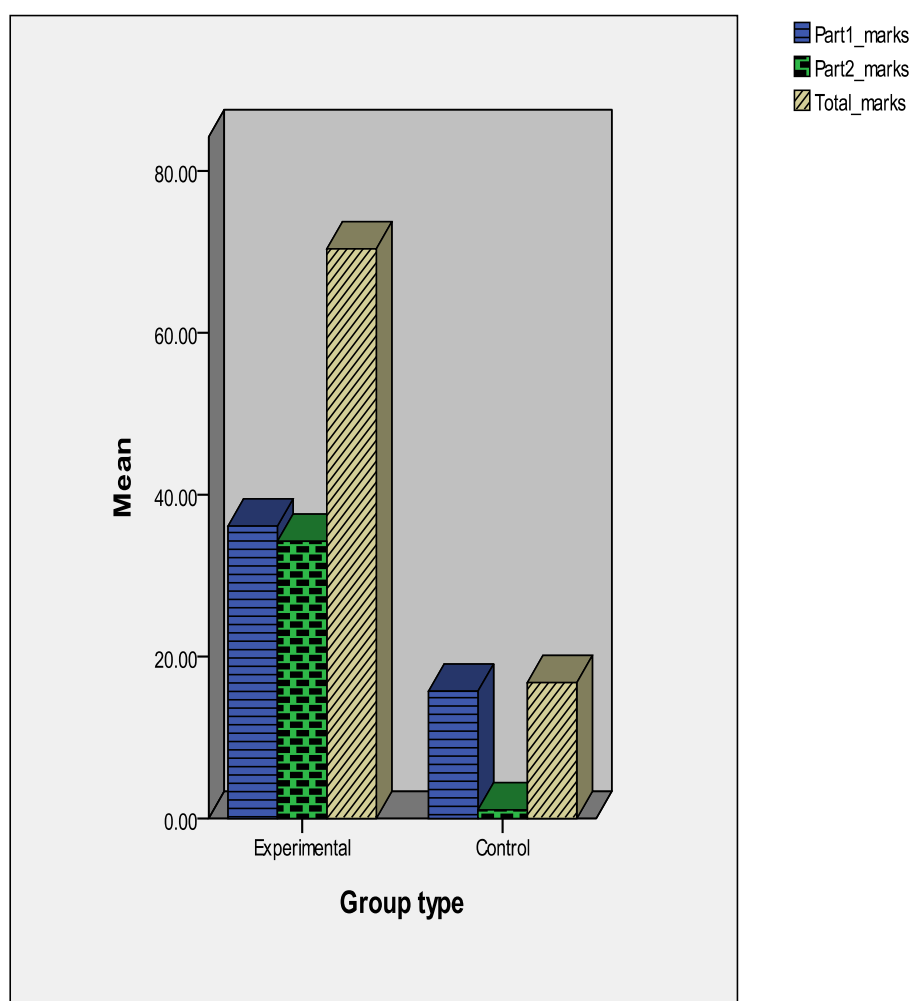


Figure 1: The differences between the Experimental and Control Group

T-test results indicate that, experimental group ( $M= 36.12$ ,  $SD= 2.86$ ) got significantly higher scores, in both parts of the vocabulary quiz, than the control group ( $M= 15.72$ ,  $SD= 8.82$ ) on the first part of the test,  $t(98)= 15.54$ ,  $p=.000$ . Similarly, experimental group ( $M= 34.24$ ,  $SD= 3.9$ ) also performed better than the control group ( $M= 1.06$ ,  $SD= 2.41$ ) on the second part,  $t(98)= 51.17$ ,  $p=.000$ . In other words experimental group were able to increase their vocabulary knowledge when it is compared to the results in the pre-test. All in all, total marks of the experimental group ( $M= 70.36$ ,  $SD= 6.46$ ) were significantly higher than the control group ( $M= 16.78$ ,  $SD= 10.08$ ) as well,  $t(98)= 31.64$ ,  $p=.000$ .

As the students were not exposed to any of that four graded readers, the failure of the control group in the second part of the test was expected, and yet, since both

groups studied same English course book during the fall term no big difference, between two groups, was expected in the first part of the test. Although, both groups were exposed to the same English classes, experimental group students, who both read extensively, are better at the first part of the test (See figure 3). These results indicate that if students read outside the classroom environment their vocabulary improves better.

### 3.3. Exam results

During fall semester students studied English in the main stream. Since it was necessary to evaluate students' success based on school regulations a mid-term and a final exam were applied in the fall term. Mid-term exam was before experimental group students completed four graded readers, the final exam was after the completion of reading those books, and after they took post-test.

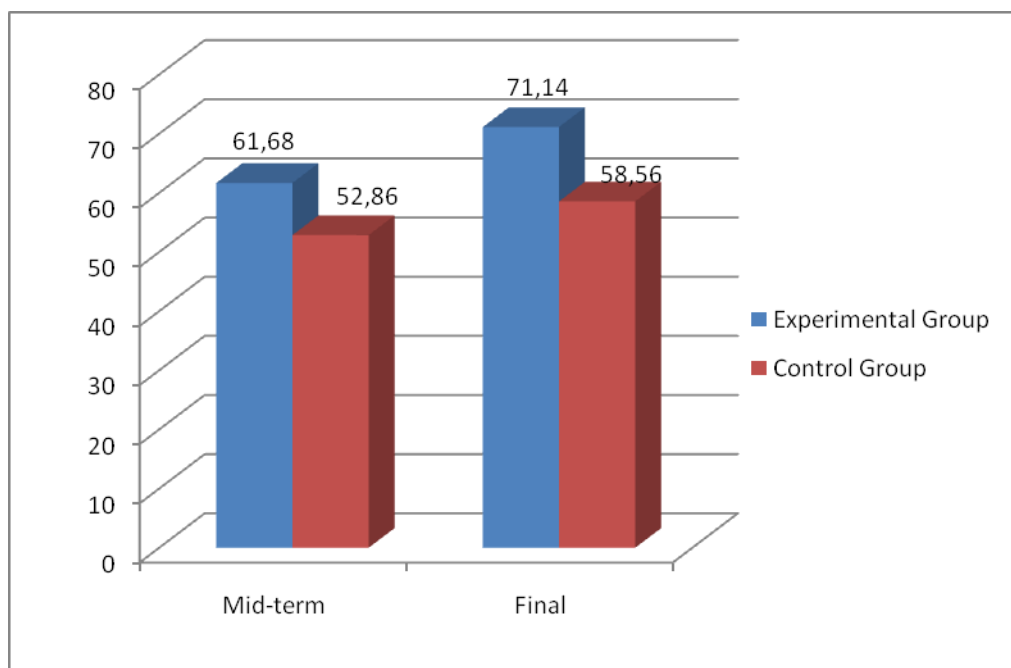


Figure 2: Mid-term and final exam success graphic

The average of the exams indicates that both groups performed similarly in mid-term exam whereas in the final exam students of the experimental group performed better in a certain extent when their mid-term and final exams are compared. However, when it is compared to experimental group the average of the students in the control

group in terms of mid-term and final exam results are very close to each other and control group showed less improvement than experimental group.

## CHAPTER IV

### 4. CONCLUSION

This small-scale research investigated whether extensive reading plays an important role on vocabulary development of learners' of EFL. The interaction between vocabulary development and reading, as it was mentioned in the review of literature of reading, is notably important.

This study was conducted with one control and one experimental group of students who studied at a private university. As it was hypothesized, if the elementary EFL students read outside the classroom environment their vocabulary will improve. With respect to this hypothesis experimental group of students were assigned reading four graded readers along with their course book and a vocabulary test was given to both groups of students (experimental and control and the results were analyzed).

Those tests, that were applied to both experimental and control group, gave us the quantitative data which allowed us to see the comparison of regular English classes that with a main course book and the classes that were supported by extensive reading in terms of vocabulary development issue in EFL classes.

This research revealed that extensive reading affects positively EFL learners' vocabulary development and it ensures more word learning even they were reluctant. The results of the data analysis demonstrate that extensive reading improved the range of the words of the reluctant learners in the experimental group who were asked to read graded readers. On the contrary, when the results analyzed and compared it was observed that the control group who were not obliged to read, distinguishably performed worse in the vocabulary quiz both in the first part and in the second part. Mean of the first and the second part of the post-test of the control group is 16, 7800, whereas experimental group's score is remarkably high. Unlike control group the mean

of the experimental group is 70, 3600. This small-scale research supports the research done on the benefits of extensive reading in EFL classes.

#### **4.1. Limitations of the study**

One of the limitations was crowdedness of the classroom. It usually caused noise and therefore students were sometimes having difficulty concentrating on the exercises. The other limitation was the projects or assignments given by their main subject teacher. When they were given a project or an assignment that were related to their main field, they did not want to attend the English classes in order to complete their projects.

#### **4.2. Suggestions for further research**

This study attempted to determine the extensive reading factor on vocabulary development of the students that were reluctant to learn English as a foreign language.

Further research might be good to evaluate whether extensive reading plays any positive role on their writing skill as well.

Another suggestion might be on their cultural background and socio-cultural factors, whether there are any link between these factors and word learning through extensive reading.

Final suggestion might be about the importance of student motivation on extensive reading.



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## **APPENDICES**

### **APPENDIX A**

#### **THE BOOK LISTS**

##### **Oxford Factfiles**

- 1) Stage 1 Animals in Danger
- 2) Stage 1 England
- 3) Stage 1 London
- 4) Stage 1 New York
- 5) Stage 1 Deserts
- 6) Stage 1 Titanic

##### **Oxford Bookworms Library**

- 7) Starters A Connecticut Yankee at King Arthur's Court
- 8) Starters Drive Into Danger
- 9) Starters Escape
- 10) Starters The Fifteenth Character
- 11) Starters Girl On a Motorcycle
- 12) Starters Give Us the Money
- 13) Starters King Arthur
- 14) Starters Last Chance
- 15) Starters Mystery in London
- 16) Starters New York Café
- 17) Starters Oranges in the Snow
- 18) Starters Orca
- 19) Starters Police T.V
- 20) Starters The Ramson of Red Chief
- 21) Starters Red Roses
- 22) Starters Robin Hood
- 23) Starters Sally's Phone
- 24) Starters Star Reporter

- 25) Starters Starman
- 26) Starters Survive!
- 27) Starters Taxi of Terror
- 28) Starters Vampire Killer
- 29) Starters The White Stones
- 30) Starters The Girl with Red Hair
- 31) Stage 1 The Adventures of Tom Sawyer
- 32) Stage 1 Aladdin & the Enchanted Lamp
- 33) Stage 1 Christmas In Prague
- 34) Stage 1 Coldest Place on Earth
- 35) Stage 1 Ned Kelly: A True Story
- 36) Stage 1 The Omega Files: A True Story
- 37) Stage 1 White Death
- 38) Stage 1 The Witches of Pendle
- 39) Stage 1 The Withered Arm
- 40) Stage 1 The Wizard of Oz
- 41) Stage 1 Little Lord Fauntleroy

### **Oxford Dominoes**

- 42) Starter A Pretty Face New Edition
- 43) Starter Around the World in Eighty Days New Edition
- 44) Starter Blackbeard New Edition
- 45) Starter Changing Places New Edition
- 46) Starter The Great Fire of London New Edition
- 47) Starter Hercules New Edition
- 48) Starter Journey to the Centre of the Earth New Edition
- 49) Starter Mulan New Edition
- 50) Starter Rip Van Winkle & the Legend of Sleepy Hollow New
- 51) Starter The Big Story New Edition
- 52) Starter The Happy Prince New Edition
- 53) Starter William Tell & Other Stories New Edition
- 54) Stage 1 20,000 Leagues Under the Sea New Edition



- 55) Stage 1 The Blue Diamond New Edition
- 56) Stage 1 The Curse of the Mummy New Edition
- 57) Stage 1 Deep Trouble New Edition
- 58) Stage 1 Sherlock Holmes: The Emerald Crown New Edition
- 59) Stage 1 Five Canterbury Tales New Edition

**Penguin Readers**

- 1) Daniel Radcliffe
- 2) William Tell & other stories
- 3) Marcel and the Shakespeare Letters
- 4) Deep Trouble
- 5) Simon and the Spy

## APPENDIX B

### DRIVE INTO DANGER

#### Comprehension Questions

- 1- What is the title of the story you read last week?**
  - a) Dangerous Truck
  - b) Drive into Danger
  - c) Don't drive
- 2- Who drives the truck?**
  - a) Gary
  - b) Andy
  - c) Kim
- 3- Is Gary a good man?**
  - a) Yes, he is
  - b) No, he is not
  - c) It doesn't say
- 4- Where does the truck go?**
  - a) It goes to England.
  - b) It goes to the U.S.A
  - c) It goes to France
- 5- What is under the truck?**
  - a) Parcel of drugs
  - b) A sandwich box
  - c) Rubbish dump

## APPENDIX C

### DANIEL RADCLIFFE

#### Comprehensions questions

##### I- Correct the mistake.

- a- Daniel Radcliffe was born in Los Angeles, USA.
- b- One year Radcliffe was in a school play. He played the part of a tree.
- c- The first part of *David Copperfield* is on TV in 2000; people don't like it.
- d- The filmmakers want a famous actor for the part of Harry Potter.
- e- David Heyman and Steve Kloves meet the Radcliffes at the cinema in London.
- f- Radcliffe did not read Rowling's books.

##### II- Choose the right answer.

##### 1- Radcliffe's mother and father .....

- a) work with actors and writers.
- b) are actors and writers.
- c) don't like actors and writers.

##### 2- Radcliffe's first part is in .....

- a) *Oliver Twist*.
- b) *David Copperfield*.
- c) *Harry Potter*.

##### 3- In the book, Harry Potter has .....

- a) blue eyes.
- b) brown eyes.
- c) green eyes.

##### 4- Radcliffe likes playing jokes on .....

- a) Rupert Grint and Emma Watson.
- b) the filmmakers.
- c) all the actors

## APPENDIX D

### LONDON

#### Comprehensions questions

##### I- Are these statements True (T) or False (F)?

- 1- .....Most of the buildings in Whitehall are government offices.
- 2- .....The Queen lives at 10 Downing street.
- 3- .....From the London Eye you can see for 40 kilometres.
- 4- .....In the centre of Hyde Park there is a lake called the Serpentine.
- 5- .....There is a statue of Peter Pan in Regent's Park.
- 6- .....The Natural History Museum has an exhibition of dinosaurs.
- 7- .....In the stories Sherlock Holmes lived at 221b Doughty street.
- 8- .....You can see pictures of people from the past and the present in the National Portrait Gallery.
- 9- .....There are three theatres and five restaurants in the National Theatre.
- 10- .....There are thousands of pubs in London.

##### II- Find the answers to these questions.

- 1- How many visitors go to the Tower of London every year?
- 2- In London which road is famous for its bookshops?
- 3- Where and when can you see soldiers 'change the guards' ?
- 4- Who built St Paul's Cathedral?
- 5- Who gave London its name?



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2- Write the name of characters and describe them shortly.

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## APPENDIX F

### POST-TEST VOCABULARY QUIZ

**School number:**

**Classroom:**

**Complete the sentences by using the words from the box.**

today	page	smoke	number	home
-------	------	-------	--------	------

- 1- 18 is a \_\_\_\_\_.
- 2- Today is not Sunday. \_\_\_\_\_ is Monday.
- 3- We are at school now. We are not at \_\_\_\_\_.
- 4- Teacher says: "open your books and go to \_\_\_\_\_ 16.
- 5- I don't \_\_\_\_\_ cigarettes.

garden	favourite	unusual	housewife	long
	brown			

- 6- We live in a house with a \_\_\_\_\_.
- 7- This room is \_\_\_\_\_. It is not normal.
- 8- Her \_\_\_\_\_ actor is Antonio Banderas.
- 9- She has \_\_\_\_\_ hair
- 10- She has \_\_\_\_\_ hair. She is very beautiful.
- 11- Is your mother a \_\_\_\_\_? No, she is a journalist.

watch	children	angry	have
	purse	bad	

- 12- The \_\_\_\_\_ wake up at 07:00 o'clock in the morning.

- 13- They \_\_\_\_\_ the T.V.
- 14- My cousin's husband is an \_\_\_\_\_ man.
- 15- What time do you \_\_\_\_\_ breakfast?
- 16- This is my sister's \_\_\_\_\_. It is very nice.
- 17- The weather is very \_\_\_\_\_ today.

travel	old	delicious	picture	husband
--------	-----	-----------	---------	---------

- 18- They \_\_\_\_\_ every year to different countries by car.
- 19- What's this? It is a \_\_\_\_\_. I draw it.
- 20- My grandfather is very \_\_\_\_\_. He is 99.
- 21- My mother is a very good cook. She cooks \_\_\_\_\_ food.
- 22- John and Mary are married. John is Mary's \_\_\_\_\_.

often	far away	difficult	waiter	thirsty
-------	----------	-----------	--------	---------

- 23- A: How \_\_\_\_\_ do you do housework?  
B: Every Tuesday.
- 24- We go to work by car everyday and It takes two hours, because the office is \_\_\_\_\_.
- 25- This is a \_\_\_\_\_ homework. I don't understand it.
- 26- A \_\_\_\_\_ works in a restaurant.
- 27- I want some water. I'm \_\_\_\_\_

newspaper	read	brown	airport	country
-----------	------	-------	---------	---------

- 28- The U.S.A is a very big \_\_\_\_\_.
- 29- My mother has \_\_\_\_\_ eyes.
- 30- The Times is a famous \_\_\_\_\_
- 31- I don't like to \_\_\_\_\_ books.
- 32- I work at the \_\_\_\_\_ because I like airplanes.



turn on	sunset	minutes	bad	car
---------	--------	---------	-----	-----

- 33- BMW is a good \_\_\_\_\_. But it is expensive.  
 34- \_\_\_\_\_ your mobile phone.  
 35- Lesson starts five \_\_\_\_\_ later.  
 36- I watch the beautiful \_\_\_\_\_.  
 37- The weather is \_\_\_\_\_ today. It is rainy

**Part II**

**Fill in the gaps using:**

teenager	part	life	normal (×2)	glasses (×2)
series	kiss (×2)			

Radcliffe wears (1) ..... because Harry Potter wears (2) ..... He travels from country to country and speaks about his (3) ..... in the films. Now Radcliffe is very famous, but he has time to play with his dogs, watch his favourite TV (4) ....., see his friends and live a (5) ..... life. Many people like him because he is famous but he can be a (6 ) ..... (7) ..... In *Harry Potter and the Order of the Phoenix*, Radcliffe gives his first (8) ..... in a film. But is it his first (9) ..... in real ( 10) .....? We don't know!

**Fill in the gaps using:**

arrest	arrive	drive	escape	gets
jumps	suddenly	take	tells	throws

Kim and Andy (11) ..... a quiet country road through small villages to(12).....from the drugs men. They (13) .....the truck into a rubbish dump. Andy (14).....the parcel of drugs into a skip. The drugs men (15).....in a white car. Andy (16).....out of the truck; Kim opens the door (17)..... and knocks one of the men down.

She (18).....the gun and (19).....the men climb into the skip. The police arrive and (20).....the two men.

**Match the definitions with the word**

- 21-Destroy                      a- move quickly down to ground
- 22-Fall down                    b- break something so that you can't use it again.
- 23-Soldier                      c- a man or woman who fights for their country
- 24-Vacation                    d- noise that someone makes when they speak
- 25-Voice                        e- days when you do not have to go to school.

illness	scared	sunbath	wet	prison
---------	--------	---------	-----	--------

- 26-I feel \_\_\_\_\_ on a plane. Because I believe planes are dangerous.
- 27-When you \_\_\_\_\_, the sun feels hot on your body.
- 28-It rains so I get \_\_\_\_\_
- 29-The police put the thief into the \_\_\_\_\_.
- 30-Flu is not a serious \_\_\_\_\_.

map	climb	behind	slowly	funny	boring
-----	-------	--------	--------	-------	--------

- 31-They don't have a \_\_\_\_\_ so they got \_\_\_\_\_.
- 32-They paint the house, so they \_\_\_\_\_ the ladder and paint the ceiling.
- 33-There are a lot of strange people \_\_\_\_\_ that door.
- 34-She is a careful driver. She drives \_\_\_\_\_.
- 35-This movie was very \_\_\_\_\_. I laughed a lot.
- 36-The lesson is \_\_\_\_\_. It is not interesting. Students sleep during the lesson.

## APPENDIX G

### New English File Elementary Words

- |               |                   |
|---------------|-------------------|
| 1- Airport    | 26-Bad            |
| 2- Tomorrow   | 27-Brown          |
| 3- Room       | 28-Old            |
| 4- Country    | 29-Long           |
| 5- Delicious  | 30-Is             |
| 6- Number     | 31-Go shopping    |
| 7- Picture    | 32-Have breakfast |
| 8- Purse      | 33-Work           |
| 9- Page       | 34-Thirsty        |
| 10-Car        | 35-Turn on        |
| 11-Smoke      | 36-Travel         |
| 12-Have       | 37-Favorite       |
| 13-Live       | 38-Far away       |
| 14-House      | 39-Sometimes      |
| 15-Good       | 40-Unusual        |
| 16-Different  | 41-Minutes        |
| 17-Newspaper  | 42-Often          |
| 18-Read       | 43- Home          |
| 19-Housework  | 44-Angry          |
| 20-Children   | 45-Difficult      |
| 21-Journalist | 46-Time           |
| 22-Waiter     | 47-What           |
| 23-Housewife  | 48-Garden         |
| 24-Husband    | 49-Married        |
| 25-Mother     | 50-Sunset         |

## APPENDIX H

### Graded Readers

1- Truck	27-Interesting
2- Road	28-Destroy
3- Dangerous	29-Fall down
4- Map	30-Soldier
5- Wonderful	31-Scared
6- Arrive	32-Voice
7- Suddenly	33-Gun
8- Motorway	34-Dive
9- Climb	35-Can
10-Behind	36-Sunbath
11-Careful	37-Wet
12-Parcel	38-Strange
13-When	39-Drug
14-Ladder	40-Vacation
15-Funny	41-Prison
16-Nervous	42-Trusted
17-Serious	43-Believe
18-A lot of	44-Boring
19-Behind	45-Put
20-Parts	46-Noise
21-Kiss	47-Illness
22-Series	48-Slowly
23-Arrest	49-Famous
24-Escape	50-Teenager
25-Jump	
26-Throw	

## APPENDIX I

### Questionnaire

	Katılıyorum	Katılmıyorum
1- İngilizce dersine zorunlu olduğu için değil, isteyerek katılıyorum.		
2- Burada gördüğüm İngilizce eğitiminin yararlı olacağını düşünüyorum.		
3- İngilizce dersini dersten geçebilmek için takip ediyorum.		
4- İngilizce öğrenmek benim için önemli.		
5- İngilizce dersi benim diğer derslerdeki verimimi artırıyor.		
6- İngilizce dersine zorunlu olduğu için ve isteksiz olarak katılıyorum.		
7- İngilizcenin mesleğim için önemli olacağını düşünüyorum.		
8- İngilizce kitap okuyabilmek isterdim.		
9- Ne İngilizce ne Türkçe kitap okumayı sevmem.		

## APPENDIX J

### Pre-test Part 1

Okul numarası:

Sınıf:

Aşağıda verilen kelimelerin Türkçe karşılıklarını yazınız.

- |                 |                     |
|-----------------|---------------------|
| 1- Airport =    | 26- Bad=            |
| 2- Tomorrow=    | 27- Brown=          |
| 3- Room=        | 28- Old=            |
| 4- Country=     | 29- Long=           |
| 5- Delicious=   | 30- Is=             |
| 6- Number=      | 31- Go shopping=    |
| 7- Picture=     | 32- Have breakfast= |
| 8- Purse=       | 33- Work=           |
| 9- Page=        | 34- Thirsty=        |
| 10- Car=        | 35- Turn on=        |
| 11- Smoke=      | 36- Travel=         |
| 12- Have=       | 37- Favorite=       |
| 13- Live=       | 38- Far away=       |
| 14- House=      | 39- Sometimes=      |
| 15- Good=       | 40- Unusual=        |
| 16- Different=  | 41- Minutes=        |
| 17- Newspaper=  | 42- Often=          |
| 18- Read=       | 43- Home=           |
| 19- Housework=  | 44- Angry=          |
| 20- Children=   | 45- Difficult=      |
| 21- Journalist= | 46- Time=           |
| 22- Waiter=     | 47- What=           |
| 23- Housewife=  | 48- Garden=         |
| 24- Husband=    | 49- Married=        |
| 25- Mother=     | 50- Sunset=         |

## APPENDIX K

### Pre-test Part II

Okul numarası:

Sınıf:

Aşağıda verilen kelimelerin Türkçe karşılıklarını yazınız

- |                |                  |
|----------------|------------------|
| 1- Truck=      | 26- Throw=       |
| 2- Road=       | 27- Interesting= |
| 3- Dangerous=  | 28- Destroy=     |
| 4- Map=        | 29- Fall down=   |
| 5- Wonderful=  | 30- Soldier=     |
| 6- Arrive=     | 31- Scared=      |
| 7- Suddenly=   | 32- Voice=       |
| 8- Motorway=   | 33- Gun=         |
| 9- Climb=      | 34- Dive=        |
| 10- Behind=    | 35- Can=         |
| 11- Careful=   | 36- Sunbath=     |
| 12- Parcel=    | 37- Wet=         |
| 13- When=      | 38- Strange=     |
| 14- Ladder=    | 39- Drug=        |
| 15- Funny=     | 40- Vacation=    |
| 16- Nervous=   | 41- Prison=      |
| 17- Serious=   | 42- Trusted=     |
| 18- A lot of = | 43- Believe=     |
| 19- Behind=    | 44- Boring=      |
| 20- Parts=     | 45- Put=         |
| 21- Kiss=      | 46- Noise=       |
| 22- Series=    | 47- Illness=     |
| 23- Arrest=    | 48- Slowly=      |
| 24- Escape=    | 49- Famous=      |
| 25- Jump=      | 50- Teenager=    |