

# UNIVERSIDAD TÉCNICA DE AMBATO



## DIRECCIÓN DE POSGRADO

### MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

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**Tema: THE EFFECT OF EXTENSIVE READING ON VOCABULARY  
KNOWLEDGE**

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Trabajo de Investigación, previo a la obtención del Grado Académico de  
Magister en la Enseñanza del Idioma inglés como Lengua Extranjera

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Ambato – Ecuador

2018

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Lic. Carolina Campaña D.

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**EXTRANJERA**

**TEMA:**  
**“THE EFFECT OF EXTENSIVE READING ON VOCABULARY**  
**KNOWLEDGE”**

**AUTORA:** Licenciada Diana Carolina Campaña Días

**DIRECTORA:** Licenciada Elsa Mayorie Chimbo Cáceres, Magíster

**FECHA:** 11 de abril de 2018

**RESUMEN EJECUTIVO**

El objetivo de este proyecto de investigación es analizar cómo la lectura extensiva o lectura por placer puede mejorar el desarrollo de vocabulario de los estudiantes de primer nivel de la Universidad Tecnológica Indoamérica. Para determinar la correlación entre las dos variables, se realizó un análisis investigativo profundo y minucioso de libros, revistas, investigaciones, etc., de las variables en estudio. Además, para la recolección de datos se utilizó una ficha de observación para medir las actitudes y comportamiento hacia la lectura extensiva o lectura por placer y un cuestionario de 12 preguntas relacionadas a dos aspectos del conocimiento de palabras: forma de palabra y significado, para medir el conocimiento del vocabulario de 48 estudiantes de primer nivel. Estos instrumentos permitieron recolectar datos que después de haber sido analizados y tabulados cuidadosamente ayudaron a verificar la hipótesis establecida en la presente investigación. Así, el uso del Coeficiente momento-producto de Pearson ( $r$ ) determinó la existencia de la correlación entre las dos variables investigadas. Esto quiere decir que los resultados obtenidos indicaron que el uso de la lectura extensiva o lectura por placer influye en el desarrollo del vocabulario de los estudiantes. En virtud de lo anteriormente expuesto, la propuesta que se plantea para resolver el problema identificado en la presente investigación es la lectura extensiva o lectura por placer de los siguientes libros: Summer sounds, Amazing young sports people y A Little trouble in Dublin que permitirá elevar el interés de los estudiantes por la misma y a través de ella se pueda mejorar el vocabulario con el uso de un folleto que contiene 19 actividades de vocabulario relacionadas a los libros antes mencionados. Dichas actividades serán utilizadas por los estudiantes en el aula e independientemente fuera de ella y tienen como objetivo realizar un seguimiento de la lectura fuera de clase al completar las actividades propuestas y también ayudar a incrementar su cantidad de vocabulario.

**Descriptor:** Actividades de vocabulario, Coeficiente momento-producto de Pearson ( $r$ ), conocimiento de palabras, correlación, cuestionario, desarrollo de vocabulario, ficha de observación, forma de palabra, lectura extensiva o lectura por placer, significado de palabra.

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**DIRECCIÓN DE POSGRADO**  
**MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA**  
**EXTRANJERA**

**THEME:**  
**“THE EFFECT OF EXTENSIVE READING ON VOCABULARY**  
**KNOWLEDGE”**

**AUTHOR:** Licenciada Diana Carolina Campaña Días

**DIRECTED BY:** Licenciada Elsa Mayorie Chimbo Cáceres, Magíster.

**DATE:** April 11<sup>th</sup>, 2018

**EXECUTIVE SUMMARY**

The objective of this research project is to analyze how extensive reading or reading for pleasure can enhance the vocabulary development of first level students at Universidad Tecnológica Indoamérica. In order to determine the correlation between the two variables, a deep and thorough research analysis of books, magazines, researches, etc., related to these variables under study was done. Furthermore, an observation card was used to gather data about attitudes and behaviour towards extensive reading or reading for pleasure and a questionnaire encompassing 12 questions related to two aspects of word knowledge: word form and word meaning was used to measure the vocabulary knowledge of 48 first level students. These instruments allowed to collect data and later on, it was carefully analyzed and tabulated, which lead to verify the established hypothesis in the current research. Thus, Pearson product-moment correlation coefficient ( $r$ ) determined the existence of the correlation between the two variables investigated. That is to say that the obtained results indicated that the use of extensive reading or reading for pleasure influence in the vocabulary development of the students. Based on the foregoing, the proposal that arises to solve the problem identified in the current investigation is the extensive reading or reading for pleasure of the following books: Summer sounds, Amazing young sports people and A Little trouble in Dublin. Thus, extensive reading will increase the interest of the students and through it, they can improve their vocabulary with the use of a handout that encompasses 19 vocabulary activities related to the books mentioned before. The students will utilize these activities in class and independently outside of it as well. Additionally, the objective of these activities is to keep tracking of the students reading outside the class by completing the proposed activities and to help them to increase their amount of vocabulary, too.

**Key words:** extensive reading or reading for pleasure, vocabulary development, correlation, word knowledge, Pearson product-moment correlation coefficient ( $r$ ), vocabulary activities. word form, word meaning, observation card, questionnaire.

## INTRODUCTION

As English is spoken all over the world, it is acknowledged as the lingua franca or the globalized language. Because of this, better chances are given to people who speak English and thus, there is an undoubtedly necessity to learn it so that people can communicate in a proper way with others and can take these opportunities to grow personally and professionally as well.

Indeed, any language, not only English requires people to be competent enough to transmit their thoughts, ideas, etc., to others in a proper manner, that is why, it is mandatory to develop the four skills of a language: listening, speaking, reading and writing at the same level. Unfortunately, the four skills are not developed at the same degree; it is tended to focus more in speaking and writing (productive skills).

Harmer (2001) emphasizes that reading and listening skills imply an active participation from the reader and listener. People use some specialist skills when reading and listening, and a successful understanding of what they are seeing or hearing depends on a large degree on their proficiency on these specialist skills.

Besides, Instituto Nacional de Estadísticas y Censos (INEC, 2012) conducted a survey related to the habit of reading in five urban and main cities in Ecuador, which are the following: Quito, Guayaquil, Cuenca, Machala and Ambato. The survey included people who were 16 years old and above (direct informant) and 3960 homes. It concluded that 26, 5% of the people do not have a reading habit. From this percentage; 56, 8% of the people do not have interest to do it, and 31, 8 % say that they do not read because of lack of time.

Hence, the topic of this research focuses on extensive reading or reading for pleasure addressed to promote students interest and motivation in reading and thus, help them to improve their vocabulary amount so that they can be able to communicate effectively.

This thesis encompasses six chapters:

CHAPTER I. - This section encompasses the problem, the contextualization of the problem, the critical analysis with its problem scheme. It also includes the prognosis, problem setting, the research questions, research delimitation, space delimitations, the justification and the objectives.

CHAPTER II. - It includes the theoretical framework, which includes the background research, philosophical foundations and legal basis. It provides information related to the key categories: the dependent and independent variables, the hypothesis and the identification of the variables.

CHAPTER III. - The methodology is included here. It contains the basic method of research, basic research modality, the level or type of research, the population, the operationalization of variables and the data collection techniques and tools.

CHAPTER IV. – It includes the analysis and interpretation of the results and the hypothesis verification, too.

CHAPTER V. - It encompasses the conclusions and recommendations based on the results of the analysis and interpretation.

CHAPTER VI. - It refers to the proposal that will strive to solve the problem of the current research. It includes the topic, background of the proposal, justification, objectives, methodology and the operating plan.

# **CHAPTER I**

## **THE PROBLEM**

### **1.1 Research topic**

**“The effect of extensive reading on vocabulary knowledge”**

### **1.2 Problem statement**

#### **1.2.1 Contextualization**

Instituto Nacional de Estadísticas y Censos (INEC, 2012) conducted a survey related to the habit of reading in five urban and main cities in Ecuador, which are the following: Quito, Guayaquil, Cuenca, Machala and Ambato. The survey included people from 16 years old and above (direct informant) and 3960 homes. It concluded that 26, 5% of the people do not have a reading habit. From this percentage; 56, 8% of the people do not have interest to do it, and 31, 8 % say that they do not read because of lack of time.

Furthermore, according to Centro Regional para el Fomento del Libro en America Latina y el Caribe (CERLALC, 2012) as cited in (INEC, 2012) each Ecuadorian person reads a half of a book per year. One of the lowest ratings compared to Chile where each person reads 5,4 books per year. As reported by CERLALC, Ecuador possesses 43% of people with a reading habit in contrast with Spain which has 92% or Colombia which has 77%. (Criollo, 2017)

From the INEC survey conducted, it is visible that 77% percent of people from Ambato, a city located in Tungurahua province, have the habit of reading along with people from Guayaquil. Thus, 31% of people from Ecuador read newspapers in



their free time while 28% of the people read books. The place where they prefer to read is at home with a 54% and 11, 6 % prefers to read in a library.

In Ambato, people who are about 4 to 60 years old prefer to read literature, medicine, tales, science, technology and law books. A student reads from 2 to 5 books during the academic year in high schools. One of the evidences can be found in the city and province library located in Sucre and Castillo streets, in the downtown area of the city. The library has among 80000 books and around 500 people do research and read from them in a daily basis. The majority of the students belong to primary, secondary schools and universities from the central region of the Ecuadorian Highlands. A woman who is in charge of the books tracking says that the claim grew in the last three years. (Criollo, 2012)

The Universidad Indoamérica has a library where a wide range of English books can be found. However, English teachers rarely use additional texts to improve the reading skill of the students perhaps because the English department does not have a program that encourages students to read independently. That is why the majority of the time, teachers just use the articles that the books include and this is somehow kind of boring for students because as we all know each student is different and therefore all of them have different interests and likes. That is to say that when students are forced to read a text or article that do not like them, they will not want to read it and they will not enjoy the reading at all.

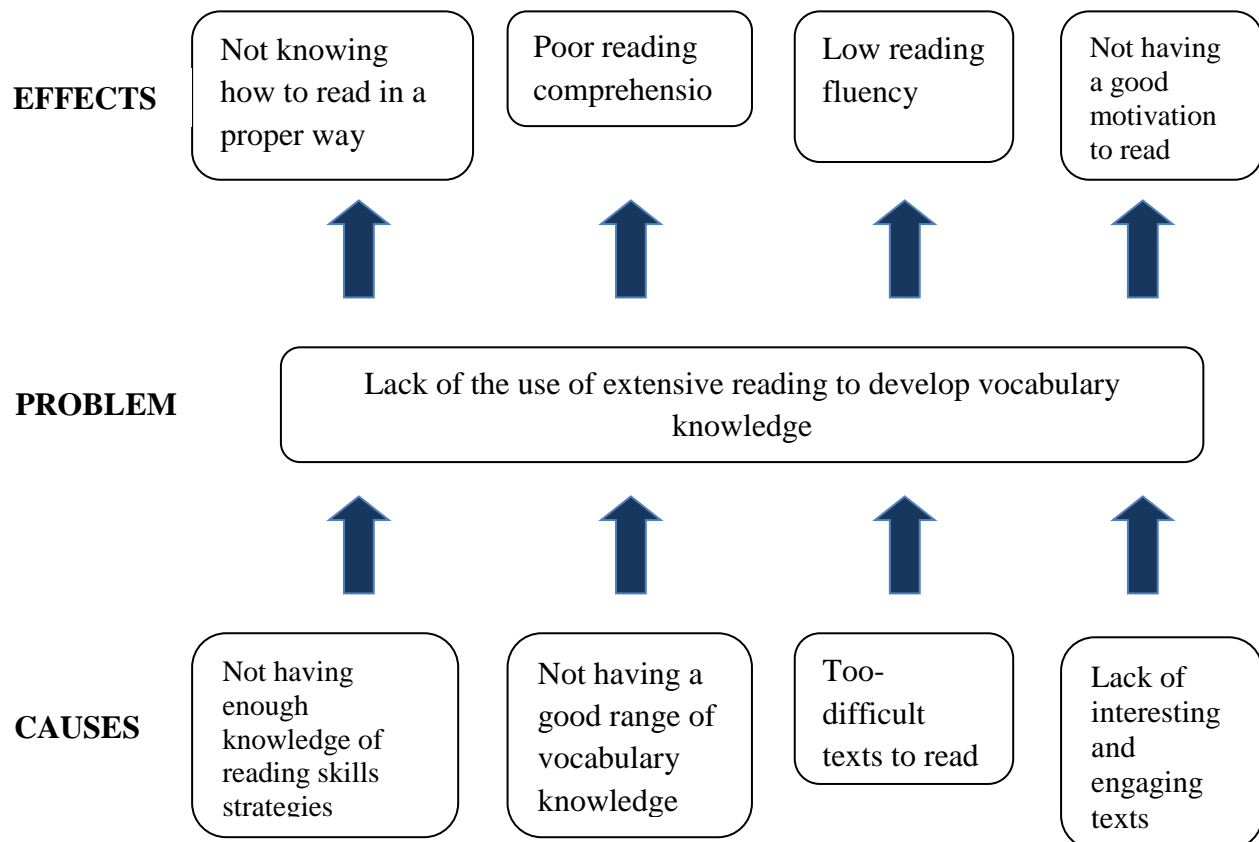
The lack of vocabulary knowledge and the lack of use of extensive reading from students sometimes cause difficulties in understanding texts or books. It is important to remember that not having a good motivation and reading texts or books that do not call students attention will cause problems to them because they will not want to read. Therefore, students do not develop their reading fluency because they are just obligated to read what the teachers say or articles their textbooks have. The difficulty of the students to read usually generates a bad or poor impression of them

because it might indicate that they have a low reading proficiency and therefore as little literate.

In this respect, it causes weaknesses in the students reading skill and consequently an academic problem due to the fact that students need to master the four language skills at the same degree in order to achieve a B2 level of the Common European Framework of Reference (2007) that is established in Ley Orgánica de Educación Superior (2010).

### 1.2.2 Critical analysis

#### Problem tree



**Graph 1.** Problem tree  
**Made by:** Campaña, C. (2017)

Brown (2001) states that the interrelationship of the four language skills is focused on the integrated and interactive approaches to language teaching. The reading skill will progress in a better way when link to activities of writing, listening and speaking. Even in reading courses, the objectives will be accomplished by taking advantage of the interrelationship of the skills, mainly reading-writing link. So, the core point is on reading as a part of broad second language proficiency. However, there are many factors that can influence on students' reading ability and these ones can lead to a low level of reading skills. According to the analysis, the lack of the reading habit and therefore the lack of use of extensive reading in the students at the Universidad Indoamérica are caused by:

The little knowledge that students at Indoamérica University have acquired during their academic or personal life related to reading strategies either in extensive or intensive reading leads to a lack of knowledge about how to read in a proper and efficient way. This state of affairs might restrict their opportunities to comprehend and even enjoy the English written texts.

Being Ecuador a country where people do not usually read, the lack of the reading habits in the academic setting or for pleasure is part of students who for obvious reasons have not acquired a good range of vocabulary knowledge. Thus, students and people in general have some level of difficulty when reading, leading to a poor reading comprehension of written materials.

Additionally, authorities, coordinators, tutors or teachers from some primary schools, high schools and even from universities do not know how to choose proper texts that fit the students' level. Sometimes the texts are too difficult for students, causing them to struggle at the moment of reading and consequently the students' reading fluency decreases somehow and it might show that students are quite illiterate.

It is well-known that the habit of reading is taught at home and in educational institutions too; nevertheless, this is not a big reality in our country. That is why students do not have a good motivation or even worse, they do not have any motivation at all to read. Indoamérica students are not well motivated either to read because the teachers hardly ever or never use additional, interesting and engaging texts during the semester. In the English subject, lack of motivation is an important factor that causes students not to have the desire to read.

### **1.2.3 Prognosis**

If the academic problem of the lack of use of extensive reading to develop vocabulary knowledge of the first level students at Indoamérica University is not solved, the results will be negative due to the fact that one of the students' priorities is to improve the reading proficiency. Moreover, this will help them to achieve a good level in their English academic studies. Additionally, the lack of enough knowledge of reading skills and a low range of vocabulary knowledge will have negative results as well because students won't know how to read in a proper way leading to poor reading comprehension of any kind of reading material.

Likewise, sometimes, there are teachers that tend to use too-difficult texts in classes, and this is why students cannot enhance their reading fluency, making them look as little literate. Additionally to this, the lack of interesting and engaging texts, will have a negative effect in students because they won't be motivated enough to read and this will affect the development of their vocabulary knowledge and their development of the reading skill as a whole as well.

Thus, having a good level of English is very important because it will provide students with a wide range of opportunities such as: getting a scholarship in an English speaking country, getting the opportunity to apply for international job positions when they graduate from the university, just to mention few in the academic

field. Just in the same way, they will also have better opportunities in the professional one.

#### **1.2.4 Research problem formulation**

What is the effect of extensive reading on vocabulary knowledge in first level students at Universidad Tecnológica Indoamérica?

#### **1.2.5 Research questions**

- How does extensive reading enhance the development of word recognition?
- How does reading comprehension increase vocabulary knowledge?
- What effect would have on vocabulary knowledge the application of a handbook encompassing vocabulary activities from extensive reading?

#### **1.2.6 Delimitation of the research problem**

**Field:** Higher education

**Area:** Reading skills

**Aspect:** The process of teaching and learning

#### **1.2.7 Temporal delimitation**

Semester: October 2017 – February 2018

#### **1.2.8 Space delimitation**

The research project will be done with the students of first level at Universidad Tecnológica Indoamérica.

### **1.3 Justification**

Indeed, the four language skills are really important to master at the same degree. Thus, being reading one of the skills that students do not really improve in the

learning process, it is essential to develop the current investigation because it will motivate students to read, giving them the opportunity to choose their own texts to do it (extensive reading). That is why, it is very important because if extensive reading is not correctly used, the students will not be interested enough to read and hence their vocabulary size will not grow.

This research is also important because the students need to increase their lexicon so that they can understand written texts in a more efficient manner. The current research will take into consideration the benefits of the use of extensive reading in the learning process. Being a literate person is essential in this globalized world because the competition for getting better jobs and better opportunities is increasing every day. Great academic chances are offered to students in English speaking countries and the necessity to communicate properly in this language is imperative because the programs and the studies are definitely in English. In this way, having a good amount of vocabulary knowledge will be a useful tool for students to comprehend English texts and will certainly help them not just in the general reading aspect but also in the academic field. Thus, students will take advantages of all the opportunities they have in their path.

With the use of extensive reading to enhance vocabulary knowledge of first level students at Universidad Tecnológica Indoamérica, they will learn from the beginning how to read and to enjoy texts in an excellent manner. Consequently, they will have solid vocabulary knowledge in order to be able to improve their opportunities of growing academically and as a person, as well.

This research will be useful for identifying the benefits that extensive reading has on improving vocabulary knowledge and to teach students strategies so that they can enhance their reading fluency as well. The actual research can also help teachers in the learning process because using texts that are chosen by students will definitely boost students' interest and motivation about reading.

## **1.4 Objectives**

### **1.4.1 General objective**

To analyze the effect of extensive reading on vocabulary knowledge in first level students at Universidad Tecnológica Indoamérica

### **1.4.2 Specific objectives**

- To examine how extensive reading enhances the development of word recognition
- To determine how vocabulary knowledge increases reading comprehension
- To analyze how the application of a handbook encompassing vocabulary activities increases vocabulary knowledge through extensive reading.

## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

#### **2.1 Research background**

After checking Universidad Técnica de Ambato repository, we concluded that there are no masters' dissertations related to the specific topic. "The effect of extensive reading on vocabulary knowledge" However, few dissertations might provide some important aspects that can help to develop the current research. For instance:

Pigada and Schmitt (2006) conducted a month case study with French explorers; it was an extensive reading programme in order to determine if lexical knowledge could be enhanced. This study assessed a big number of words (133); the study examined the word spelling, grammatical characteristics and their meaning. It used simplified materials, instead of authentic ones and the readers chose 4 books (according to the level) from seventeen titles and they read one book per week. This reading amount is acknowledged as the objective for an extensive reading program to be successful. The measurement used was a one-to-one interview that helped to have a clearer understanding whether learning occurred or not. The results showed that the knowledge of 65% of the target words improved somehow, the spelling was strongly improved even though the number of exposures was small. Grammatical knowledge and meaning were also improved but not at the same degree. In addition, the study showed that extensive reading enhanced more vocabulary acquisition than prior studies have said.

Additionally, Kargar (2012) mentions that language acquisition and development can be easier by applying extensive reading, which refers to the use of simplified reading material. Thus, Kargar conducted a study with 40 out of 67 Iranian



students who failed their first reading course. The students were randomly divided into two groups of 20 students; one was the control group and the other one was the experimental one. All the students took a standard reading proficiency test (pre-test) during a 10 weeks program. The experimental group read 10 interesting stories in English meanwhile the control group continued with their normal reading activities. At the end, the two groups took the reading proficiency test, as post-test again, and the results showed that there was an important difference in achievement in the groups. That is to say, extensive reading had a good impact on the proficiency development of low-level EFL students.

Moreover, Williams (2008) states that the main objective of his study was to measure the efficiency that independent reading has on the fluency rate, vocabulary acquisition and on the overall comprehension of fourth-grade students. Two groups took part in this study. One group, the control one, attended to a regular reading class each day, and the other group had twenty minutes of independent reading during the study hall period. The program used to collect data was the Accelerated Reader, this program tracks the books read, measures comprehension and counts cumulatively the numbers of words in the readings. The participants took The Peabody Picture Vocabulary Test in August, which measures the acquisition of vocabulary from birth to 99 years of age and a posttest was applied to both groups in December. This study used scores of pre and posttest from Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Oral Reading Fluency (ORF) in order to measure the speed and reading accuracy of students as indicated by the words number read rightly in one minute. It also used The Reading Power Degrees, a criterion-referenced test, the gains of students in reading comprehension as a pre and posttest. Finally, the Reading Power Degree gave holistic measures related to how well leveled passages were understood by students. The results showed that independent reading time could considerably enhance fluency, and the whole number of words of fourth graders, as well because they took and passed the Accelerated Reader tests. However, there was

not significant variance in vocabulary acquisition and comprehension between the experimental and the control group as isolated elements of reading achievement.

Furthermore, Nishino (2007) conducted a study with two middle school student, Japanese girls (Fumi and Mako) that were starting to read extensively in English. They were 14 years old, cousins and good friends as well. The study lasted 2.5 years, having 15 minutes of extensive reading 4 times a week. During the study, the researcher interviewed the girls 4 times, gave tests regularly and observed the behavior of the participants in each reading session. The results showed that the motivation of the two participants increased, as they became fluent readers. They used a variety of reading strategies such as: grouping words, using background knowledge, using a dictionary, guessing word meaning and referring to glossaries and marginal glosses.

Additionally, Wang (2013) conducted another study. His objective was to examine if EFL reading can increase new words expertise of lower-level EFL Taiwanese students. Forty-five people in first year, of the foreign language Taiwanese College, who belonged to a lower-level knowledge participated. They read 30 texts in English for 15 weeks as part of the EFL large-scale reading program. Pre- and post-tests helped to compile the information to see how many words the learners picked up during the program. The results revealed that a significant vocabulary growth was achieved by the participants; suggesting that the EFL extensive reading treatment had produced a beneficial effect on the incidental word learning gains of the participants with lower EFL competence. The conclusion showed that students gained a considerable new vocabulary and it had a favorable outcome on the learners. Nevertheless, the progress of new words acquisition was just over 6% and 15% of the targeted words of the 50 words measured, showing mainly that learners were able to notice new words.

## **2.2 Philosophical foundation**

This investigation focuses on the critical theory because it does not only pay attention to the theory but also to the investigation and it tries to give solutions to the current problem.

This critical theory emphasizes the actions that can be done in order to solve the students' problems. It aims to understand the behavior but also to realize that the society is based on equality and democracy, Cohen et al. (2005). This also helps students to develop their critical thinking and problem solving which leads to have more confident and independent students.

There is no a perfect way to teach or to learn a new language, but the main purpose of the institutions as well as of the teachers is to engage students in the process so that they can be interested in learning a second language. Teachers must be conscious about the students' needs and; therefore, they need to look for the best techniques and methods so that their students can learn in the best way. Even more important, teachers should create a good environment between them and their students, and in this way, they can be part of a meaningful learning.

## **2.3 Legal foundation**

The Constitution of the Republic of Ecuador (2008) in title I, Constituent Elements of the State; chapter I, Basic Principles, art 3, talks about the prime duties of the State which refer to guarantee with no discrimination the rights of education, health, food, social security and water for all the people.

Besides, in section 5, Education, article 26 says that people have the right to access to education during their lifetime and that education is a mandatory State's duty. It is the right and responsibility of every person in the society to be involved in education. Additionally, art 29 mentions that the teaching freedom, the academic freedom in higher education, and the right that people have to learn in their native

language and cultural setting must be guaranteed. People who are in charge of the students must have the right to choose for their sons and daughters any type of education that fits with their particular preferences.

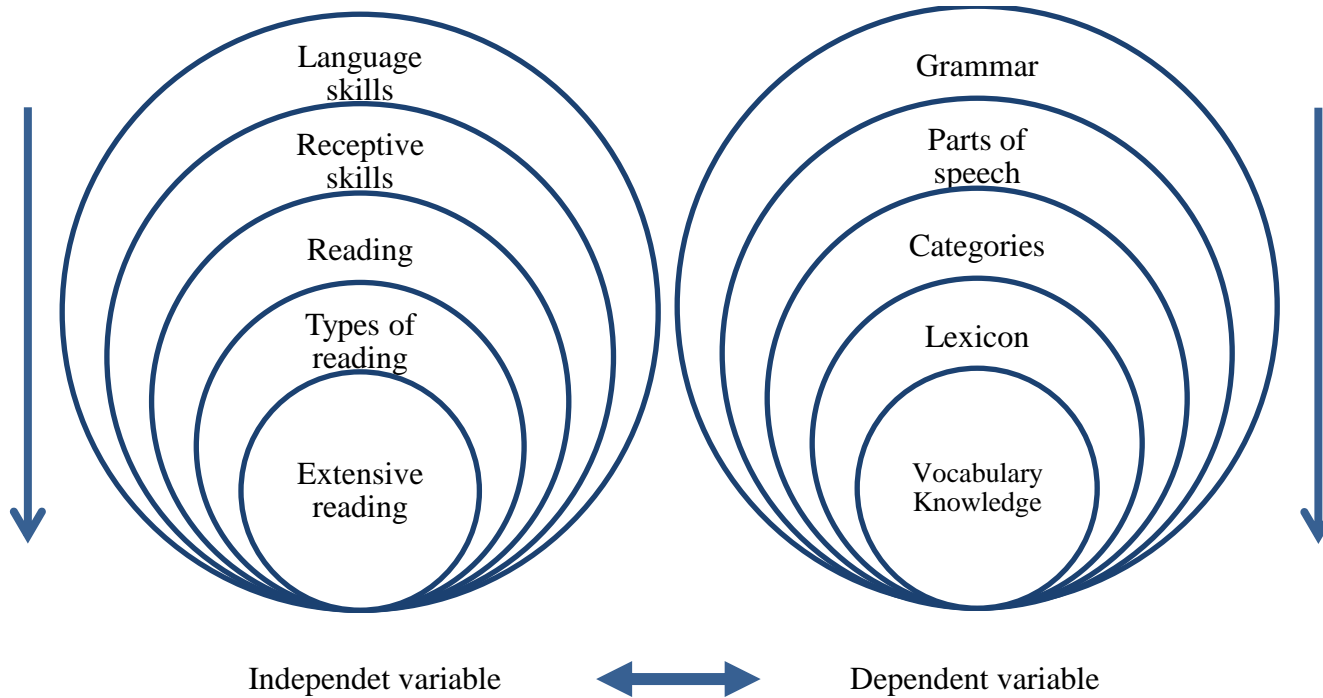
Ley Orgánica de Educación Superior (2010) in chapter 3, Principios de Educación Superior, art. 13, funciones del sistema de educación superior mentions that one of the aims of the postgraduate education is to guarantee an education which leads to the excellence with global access and that has no discrimination of any type.

One of their functions is to promote cooperative mechanisms with other local and international postgraduate institutions in order to study, investigate, analyze and give solutions to national and international problems.

Reglamento de Régimen Académico (2013) in chapter I, Niveles de Formación de la Educación Superior; article 31 (...) says that The IES will guarantee the sufficiency of another language according to the Common European Framework of Reference CEFR. It will be a requirement for students to graduate from the third level education. They will take a sufficiency test when they have finished and have approved the 60% of subjects in their careers. This will allow students to continue with the rest of their studies. However, students can accomplish this requirement earlier.

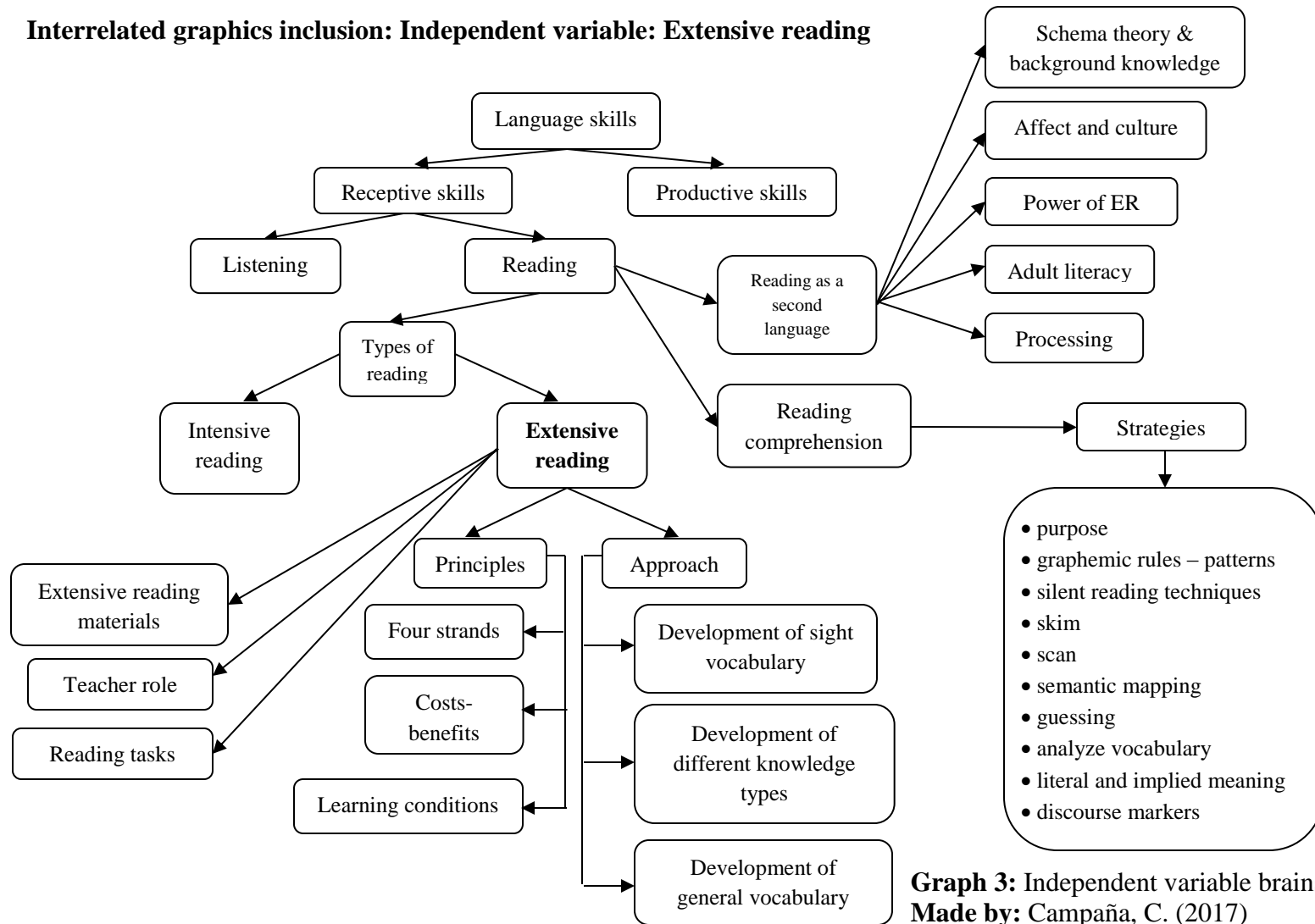
For the technical and technological careers, the sufficiency in a second language is an A2 level according to the CEF and for the third level careers or grade a sufficiency level is a B1 level according to the CEF. Languages careers do not follow this disposal. (This article was reformed in the resolution RPC-SO-45-No.535-2014, in Consejo de Educación Superior in the 45<sup>th</sup> ordinary meeting, which occurred on December 17, 2014).

## 2.4 Key categories



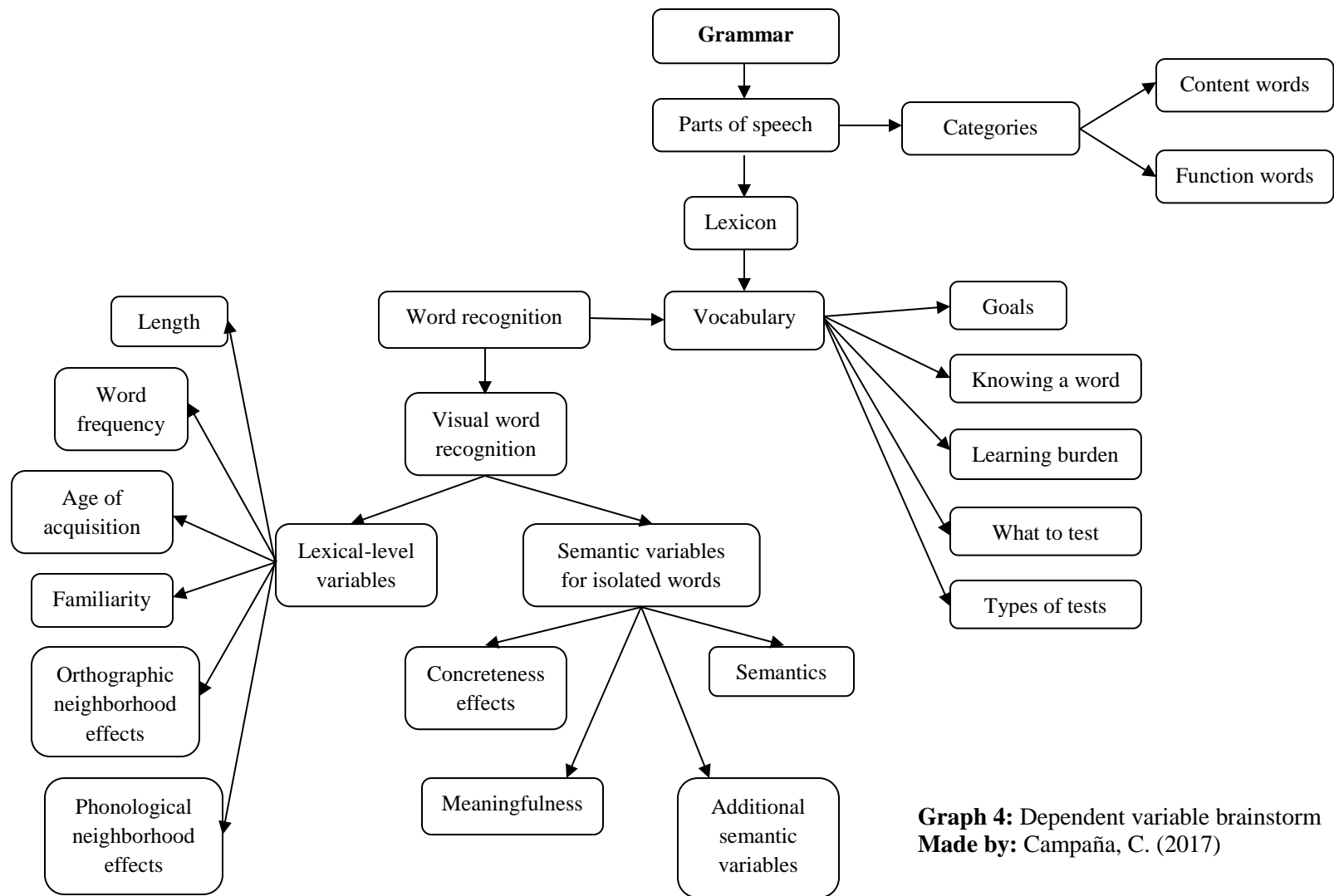
**Graph 2:** Fundamental categories  
**Made by:** Campaña, C. (2017)

**Interrelated graphics inclusion: Independent variable: Extensive reading**



**Graph 3: Independent variable brainstorm**  
**Made by: Campaña, C. (2017)**

**Interrelated graphics inclusion: Dependent variable: Vocabulary knowledge**



**Graph 4:** Dependent variable brainstorm  
**Made by:** Campaña, C. (2017)

## **2.4.1 Dialectical view of conceptualizing variables**

### **2.4.2 Independent variable**

#### **Teaching language skills**

Harmer (2007) mentions that when teachers talk about the way in which a language is used, they usually talk about four skills: reading, writing, speaking and listening. There are two types of skills. *Receptive skills*, which refer to reading and listening, in these skills the meaning is got from the discourse. *Productive skills* that refer to speaking and writing, in these skills students produce language on their own. Receptive skills are somehow viewed as passive, while speaking and writing are often considered as active skills.

Thus, Harmer (2007) also mentions that it is true that when people are speaking or writing, they are producing language, and language activation occurs when people are doing so. However, reading and listening require significant language activation from the reader or listener, as well. Thus, people can use the meaning they have in their brains only if the texts engage them. That is to say that people have to think in order to understand, taking advantage of any or maybe all the language knowledge they have to obtain meaning from what they are listening or reading.

#### **Receptive skills**

Harmer (2001) emphasizes that reading and listening skills imply an active participation from the reader and listener. People use some specialist skills when reading and listening, and a successful understanding of what they are seeing or hearing depends on a large degree on their proficiency on these specialist skills. These specialist skills are.



(a) Predictive skills

A good reader or listener has the ability to predict what they are going to hear or read; the text understanding process is the process of realizing how the text content meets these predictions. In the first place, the predictions will be related to the expectations they have. Nonetheless, their expectations will vary while reading because they are receiving more information from the text.

(b) Extracting specific information

People usually read or listen because they desire to get specific information. A film review might be checked briefly to find out the star name. We might listen to the news and just pay attention to the parts that we are interested in; in both cases, we might not pay attention to the other information. It means, we will pay attention to the information we are looking for.

(c) Getting the general picture

We usually read or listen because we desire to obtain an overall picture. We desire to get an idea of the general points of the text without paying too much attention to the details. In reading, this process is called *skimming*; it involves getting the principle aspects of the text and rejecting the parts that are not so important to the overall picture. Listening needs the same skill, we listen for the main message and we reject the repetition, irrelevances, and false starts, which are often spoken language features.

(d) Extracting detailed information

Readers and listeners need to have the ability to access texts for detailed information. This information can be of many types. What does the writer exactly mean? What precisely is the writer trying to say? How many? Why? How often? are questions that are often answered with this type of detail. Sometimes the detail we are searching is the speaker's or writer's attitude. How they feel about the situation they are explaining. What is their intention?

(e) Recognising functions and discourse patterns

English native speakers know that when someone says or reads the expression ‘for example’, this phrase is probably followed by an example. When they read the expression ‘in other words’, something will be said in a different way. An essential aspect of understanding how is the construction of a text, is to recognize such discourse markers. We comprehend the structures and organization of paragraphs and we recognize devices for cohesion. We know which phrases the speakers use to build their discourse or give them ‘time to think’. Students need to notice these phrases so that they can be efficient readers and listeners.

(f) Deducing meaning from context

Students need to infer the meaning of unknown words and how they are used in context. Even at beginner levels, instead of giving students the word meanings, teachers can show some examples of words in action like in texts, audios, etc. We can give some feedback sessions to see if students understood the words in a correct way.

## **Reading**

Broughton, Brumfit, Flavell, Hill, and Pincas (2003) mention that it is common in teacher education that students learn with the methods their teachers learnt. This assumption is true for reading than for any other area of language teaching. Maybe for this reason, the reading production has been maintained. It is better to start by looking carefully at what reading involves in the context of teaching reading as a foreign language. First, it needs to be acknowledged that reading is a complex skill, which means that it implies an entire set of sub skills. The first of these sub skills is the ability to identify stylized shapes that are figures on a ground, lines and curves and dots in patterned relations. The second sub skill is the ability to correlate the black mark on the paper (the patterned shapes) with language. There might be a correlation between formal elements of language and elements of the patterns on the paper. According to the nature of these formal linguistic elements, the nature of the skills implicated changes. The elements might be sound groups that may

be called words or phrases or sentences or even paragraphs, chapters, or books; or they can include most basic parts: the single sounds that are called phonemes. The third sub skill that is implicated in the whole reading skills is an intellectual skill; this is the ability to correlate the black marks on the paper through the formal elements of language, allowing us to tell words as sounds with the meanings that those words represent.

Additionally, Broughton et al (2003) claim that the word *reading* possesses “a number of common interpretations”. It might mean reading aloud, which is a complex skill, and implicates comprehending the black marks in the first place and after that, the production of the correct noises. Most people realized that their eyes are some words or even lines ahead of their tongues when they read something aloud. Reading might mean ‘silent reading’ as well, and this is maybe the closest approach to the reading essence. It is something obvious that by far, mostly amount of reading in the world is done in a silent way. ‘A reading room is a silent room’. However, the nature of this type of reading skill is not uniform; it changes according to its use. Some uses are (i) to survey material that needs to be studied, to examine indexes, outlines and chapter headings, (ii) to skim – especially when one piece of information is being researched in a mass of other printed information, (iii) to obtain superficial understanding, for instance, in preparing to read aloud or reading for pleasure, (iv) to study the content of the reading in detail, (v) to study the language of the written material – this might implicate studying in a textual way or it might implicate the type of language study that a foreigner might require to do.

Moreover, Broughton et al (2003) add that from these five types of reading activities, the first three, survey reading, skimming, and superficial reading often work together and are called *extensive reading*. The aim of this type of reading is to cover as much amount of reading as possible in the shortest period. A relatively low range of comprehension is perfectly suitable in this type of reading, either because that is everything that is being looked for, or because it is a highly redundant material

such as newspaper reports. Through extensive reading is how people get the necessary amount of practice to accomplish an efficient and rapid reading. It is one of the ways through which a foreign person can be exposed to a considerable amount of language, as well without having to move to a country of the native language. The last two types of reading, content study reading and linguistic study reading that often work together and are called *intensive reading*. They focus on the results rather than on the nature of the skills involved. That is to say, there is a deep and complete comprehension of the black marks on the paper. Intensive reading typically focuses on detailed understanding of short texts, no more than 500 words or so.

### **Research on reading as a second language**

Brown (2001) states that reading research in first language had been prospering for a couple of decades and researchers looked for answers to why children could not read, as well. However, there was almost no research on second language reading. Then, Goodman's (1970) (as cited in Brown, 2001) seminal article, *Reading: A Psycholinguistic Guessing Game*, and some following work, specialists in second language started to approach exclusive matters and questions facing pedagogy in second language reading. After three decades of research, it showed some important findings, which will influence the approach to reading skills teaching. Brown mentions the following highlights:

#### **1. Bottom-up and top-down processing**

Led by Goodman's (1979) work (as cited in Brown, 2001) the contrast between bottom-up and top-down processing is a keystone in reading methodology. In bottom-up processing, readers need to notice a considerable number of linguistic signals (syllables, words, letters, phrases, grammatical cues, morphemes, discourse markers) and employ their systems of linguistic data processing to establish a kind of other meaning in these signals. Evidently, these **data-driven** procedures demand a sophisticated knowledge of the language. The reader chooses the signals that have

some sense and ‘mean’ from all the information perceived. Reading involves a solving process, deducing meanings, making decisions on what to preserve or not and moving on. An important method of processing written texts in here: top-down or **conceptually driven** processing, of where we take advantage of our individual knowledge and comprehend a text. Nuttall (1996) (as cited in Brown, 2001) contrasts bottom-up process with an illustration of a scientist that is looking up at every single detail of a phenomenon through a magnifying glass, whereas top-down processing is comparing to an eagle’s eye that sees the landscape from above.

## **2. Schema theory and background knowledge**

How readers build meaning? How do the readers choose what to keep? and after this decision, how do the readers deduce the message of a writer? These types of questions are approached by what is known as schema theory; the contrast of what a text is does not bring meaning on their own. The reader carries data, culture, experience, emotion and knowledge (schemata) to the printed world.

## **3. The role of affect and culture**

From only a superficial survey on second language acquisition research, it is easy to notice that affective factors perform crucial roles in ultimate success. Like self-esteem, empathy, language ego and motivation reinforce the acquisition of the spoken speech; reading might have chances in the affective domain. A learner has a successful acquisition of reading skills because the “love” that reading has boosted to it. Likewise, culture has a participatory part on people’s reward and motivation for literacy. It is not just possible to conclude that only cognitive factors are the responsible for the second language readers’ success.

#### **4. The power of extensive reading**

A current point in research of reading pedagogy is to know in which setting the readers will learn better: either in a low controlled environment with an enriched atmosphere or in a ruled and instructed atmosphere, focused on the strategies of efficient reading. Krashen's (1993) *The Power of reading* and Day and Bamford (1998) (as cited in Brown, 2001) agreed that extensive reading, which Krashen called free vocabulary reading, is decisive so that students can achieve competency in linguistic, vocabulary, ability in reading, writing and spelling. Green and Oxford (1995) (as cited in Brown, 2001) discovered that reading for pleasure and not having to look up all the words that students do not know were both strongly connected to the whole language proficiency.

#### **5. Adult literacy training**

Due to programs and curricula, the methods and materials still use bottom-up and top-down models, literacy-level of teaching adults has been a big challenge for teachers and researchers. A great number of immigrants who come to the United States are not even literate in their own native languages dealing to significant problems in the teaching of English. The strategies-based (top-down) and skills-based (bottom-up) approaches are used in the training of adult literacy.

Similarly, Nunan (1999) claims that even though reading and listening are sometimes viewed as passive skills, these ones are everything but passive. However, there are some coincidences between the reading skill and non-interactive listening (such as, listening to a lecture, news broadcast, monologues, etc.) These two deal with processing ideas, which someone else convey through language. Both demand highly complex operations of cognitive processing.

Harmer (2007) mentions that in order to have a good benefit from reading, students need to experience intensive and extensive reading, as well. In intensive

reading, the teacher is the one who gives students what to read and therefore, it is direct and teacher-chosen. Thus, students read for developing skimming (gist), which is a general understanding; and scanning, which is reading for specific information; in other words, for having a detailed understanding of the text or reading for inference. Meanwhile, in extensive reading, the teacher allows students to choose what they want to read, which is free reading or reading for pleasure. Furthermore, reading authorities of second language (L2) widely recognize that an essential aspect of specialized reading is reading fluency. However, Grabe (2009) (as cited in Beglar and Hunt 2014) noted that there is a little research on fluency or fluency training with L2 populations.

### **What is reading comprehension**

Kintsch (1998) states that the process of getting meaning from a text is called reading comprehension. However, the objective is to obtain a general comprehension of the written text instead of gaining the isolated words or sentences meaning. When students understand what they read in the text, they are developing mental models, or meaning representations of the ideas of the text during the reading process. There are two classes of mental models: a text-based model, in which propositions of the text are a mental representation and a situational model that refers to what is understood about the text.

Stoller (2015) states that after analyzing thoroughly and deeply several aspects related to reading such as: reading itself, reading curricula, reading instruction, reading materials, the role of the teacher in classes of reading and the students' needs about reading, she determined top-five priorities for teachers of L2 reading.

- Reading itself is the best manner to help students to learn to read and enhance their reading skills.

- Providing students choices about what they read can make students confident and boost students' participation in reading.
- Students can be inspired to read and feel the excitement that reading has by watching the example of the teacher.
- Rereading is one of the best ways that promotes meaningful reading and reading fluency.
- Students often accommodates at their teachers' expectation. Thus, it is essential for teachers to have high expectations for their students and help them to accomplish those expectations.

### **Microskills for reading comprehension**

Brown (2001) mentions that ESL students must develop these microskills in order to be efficient readers.



**Table 1:** Microskills for listening comprehension

1. Discriminate among the distinctive graphemes and orthographic patterns of English.
2. Retain chunks of language of different lengths in short-term memory.
3. Process writing at an efficient rate speed to suit the purpose.
4. Recognize a core of words, and interpret word order patterns and their significance.
5. Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization,) pattern rules, and elliptical words.
6. Recognize that a particular meaning may be expressed in different grammatical forms.
7. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.
8. Recognize the rhetorical forms of written discourse and their significance for interpretation.
9. Recognize the communicative functions of written texts, according to form and purpose.
10. Infer context that is not explicit by using background knowledge.
11. Infer links and connections between events, ideas, etc., deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
12. Distinguish between literal and implied meanings.
13. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
14. Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

Note. Taken from Brown (2001)

## **Strategies for reading comprehension**

Additionally, Brown (2001) states that for the majority of learners of a second language that are already literate in another one, reading comprehension is mainly a thing of developing effective and proper comprehension strategies. Some of them have to do with bottom-up procedures, and others improve the top-down procedures. The following are strategies that can be used inside the classroom.

### **1. Identify the purpose in reading**

Many times, we have been told to read something and we do not know its objective and therefore we have done a poor job in keeping in mind what we read and maybe we do this in a slow way, as well. Efficient reading means to detect the reading objective clearly, thus, focusing on the information that we need and eliminating information that can distract us. Students must know the purpose of reading something no matter which reading strategy they are using.

### **2. Use graphemic rules and patterns to aid in bottom-up decoding (especially for beginning level learners).**

One of the problems that beginner English students have when learning to read is making distinctions between written and spoken language. In many instances, learners are familiar with oral language and struggle when learning spelling conventions in English. There is a need of clues and explanations related to certain orthographic rules and peculiarities in English. Meanwhile, it can be assumed that one-to-one phoneme-grapheme correspondences will get in an easy way and other relations can be difficult to get.

### **3. Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels).**

When teaching beginners, this strategy will not apply because they are fighting with the dominance of limited vocabulary and patterns of grammar. The intermediate to advanced students might not be speed-readers; however, by teaching them a few rules of silent reading can enhance its efficiency:

- It is not necessary to pronounce each word to yourself.
- Try to see more than one word at a time, preferably phrases.
- Just if a word is essential for the whole understanding look for its meaning, otherwise, omit it and try to deduce its significance from its context.

If these essential guidelines of silent reading are followed, they will help students to be efficient readers. However, reading speed is not an issue for all readers but for the advanced ones.

### **4. Skim the text for main ideas.**

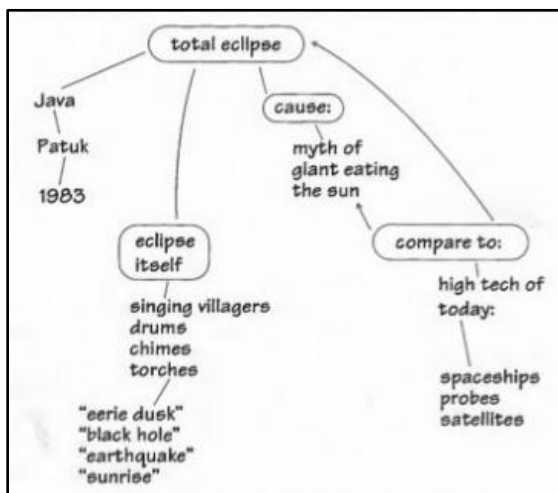
Maybe the most important strategies for learners and for native speakers are skimming and scanning. Skimming refers to go quickly over a whole text like an article, essay, chapter, etc., which means for its general idea. When skimming, the reader gets the benefit of being able to anticipate the passage aim, the principal topic, or message, and maybe some of the secondary or developing ideas. This provides them an advantage when they get involved in a more focused reading. Students can train to skim passages by asking them to read a few pages of text within, let's say, 30 seconds and then, asking them to close their books and then replying what they learned.

## 5. Scan the text for specific information.

The second most important category is scanning, or looking quickly for some specific part or parts of information in a text. These types of exercises can ask students to search for dates or names, to get a key concept or definition, or to make a list of particular number of supporting details. The objective of scanning is to get specific information without reading the whole written material. When talking about academic English, scanning is completely important. In general or vocational English, scanning is essential in dealing with genres such as manuals, forms, schedules, etc.

## 6. Use semantic mapping or clustering.

Long chains of ideas or events can overwhelm a reader in an easy way. The strategy of putting ideas into meaningful clusters or semantic mapping can give order to chaos. The semantic maps can work in an individual way, however, they are used as a group work technique as students give order and hierarchy to a passage.



**Graph 5:** Semantic map. Adapted from “Teaching by Principles,” by Brown, Cohen, & O’Day 1991: 50-51 (as cited in Brown, 2001)

## **7. Guess when you aren't certain.**

This category is extremely broad. Guessing gives advantages to the learners:

- Guess the word meaning
- Guess a relationship of grammar (e. g., a pronoun reference)
- Guess a relationship of discourse
- Deduce meaning that is implied (“between the lines”)
- Guess concerning to cultural reference
- Guess messages of content

Obviously, the teachers do not want their students to be careless readers so they should use all their skills and work as hard as they can to prove this hypothesis. However, the main part here is that, reading is, after all, a guessing game and learners will be better as soon as they understand this game. A reasonable accuracy is the key for a successful guessing. Learners can be encouraged to become accurate guessers by using effective **compensation strategies** in which, learners complete spaces according to their capacity by smart tries to use whatever accessible clues. Word analysis, word associations, and textual structure are language-based clues and context, situation, and other schemata including nonlinguistic clues.

## **8. Analyze vocabulary**

When the learners do not recognize a word immediately, they can make use of guessing and one way to make guessing efficient is to examine the words in terms of what they know about it. Some techniques can be useful for guessing.

- a. Search for prefixes (co-, inter-, un-, etc.) that might offer hints.

- b. Search for suffixes (-tion, -tive, -ally, etc.) that might show which item of speech is it.
- c. Search for roots that are known (e.g., a student might not know the word *intervening* , however, knowing that the root *ven* has a Latin origins and means “to come”, can give the meaning “to come in between”).
- d. Search for grammatical context, which might indicate information.
- e. Search for hints in the semantic context (topic).

### **9. Distinguish between literal and implied meanings.**

The application of sophisticated top-down abilities are required because not every language can be solved by paying attention to the literal part, ‘syntactic surface structure makes special demands on readers’. Implied meaning result from processing *pragmatic* information, for example:

- a. The policeman raised his hand and the car stopped. (Rummelhart 1977:265)

There is implied information in the previous sentence because it cannot be sure that the policeman literally (in a physical way) stopped the car with the hand. However, we assumed that the car stopped because when a policeman raises the hand, it is a traffic sign that needs to be obey.

### **10. Capitalize on discourse markers to process relationships.**

In English, many discourse markers show relationships between ideas when someone expresses them as phrases, clauses and sentences. There might be a great range of improvement of learners’ reading when having a clear understanding of those markers.

**Table 2:** Types of discourse markers

National category meaning	Markers
1. <i>Enumerative</i> . Introduce in order in which points are to be made or the time sequence in which actions or processes took place.	first(ly), second(ly), third(ly), one, two, three / a, b, c next, then, finally, last(ly), in the first / second place, for one thing / for another thing, to begin with, subsequently, eventually, finally, in the end, to conclude
2. <i>Additive</i> . 2.1 Reinforcing. Introduces a reinforcement or confirmation of what has preceded. 2.2 Similarity. Introduces a statement of similarity with what has preceded. 2.3 Transition. Introduce a new stage in the sequence of presentation of information.	again, then again, also, moreover, furthermore, in addition, above all, what is more equally, likewise, similarly, correspondingly, in the same way now, well, incidentally, by the way, O.K., fine
3. <i>Logical Sequence</i> 3.1 Summative. Introduces a summary of what has preceded. 3.2 Resultative. Introduces an expression of the result or consequence of what preceded (and includes inductive and deductive acts).	so, so far, altogether, overall, then, thus, therefore, in short, to sum up, to conclude, to summarize so, as a result, consequently, hence, now, therefore, thus, as a consequence, in consequence
4. <i>Explicative</i> . Introduces an explanation or reformulation of what preceded.	namely, in order words, that is to say, better, rather, by (this) we mean
5. <i>Illustrative</i> . Introduces an illustration or example of what preceded.	for example, for instance
6. <i>Contrastive</i> 6.1 Replacive. Introduces an alternative to what preceded. 6.2 Antithetic. Introduces information in opposition to what preceded. 6.3 Concessive. Introduces information which is unexpected in view of what preceded.	alternatively, (or) again, (or) rather, (but) then, on the other hand conversely, instead, then, on the contrary, by contrast, on the other hand anyway, anyhow, however, nevertheless, nonetheless, notwithstanding, still, though, yet, for all that, in spite of (that), at the same time, all the same

Note. Taken from Mackay 1987: 254 (as cited in Brown, 2001)

## **Different kinds of reading**

Harmer (2007) mentions that it is necessary to contrast **extensive** and **intensive** reading. *Extensive reading* is the reading that occurs mostly outside the classroom, but it also occurs inside of it. This type of reading might include newspapers, novels, magazines, web pages or any other related material. Enjoyment should be part of this type of reading and it can be better if students select the material they want to read by themselves, if students are encouraged by their teachers, and if students have some opportunities to talk about their experiences with their reading. Even though, not all the students are willing to deal with this type of reading, let's say that the more the people read, the more they will progress.

On the other hand, Harmer (2007) states that *intensive reading* focuses in a detailed way in the construction of reading texts, which happens mostly in the classroom, but outside of it, as well. Teachers can ask students to read parts from magazines, internet websites, newspapers, poems, novels, and a vast range of other text genres. The choice of the reading material may depend on the aims that students have for reading (nursing, business, etc.). In these specific cases, we might focus on texts within these fields. However, the classes are full with students that have different careers and interests, thus, varied text should be convenient.

Additionally, Harmer (2007) states that this type of reading includes study activities. Students might be asked to find out the type of book they are working with, tease out meaning details, look at specific grammar and vocabulary uses, and after that, employ the text information to work on other learning activities.

## **Extensive reading**

Day and Bamford (1998) mentions that Louis Kelly recognizes that Harold Palmer applied the term *extensive reading* in foreign language pedagogy for the first time in his volume *25 Centuries of Language Teaching*. Palmer was one of the first



people that started his studies in language teaching in modern times. He had many skills and one of them was related to terminology. He picked up the word "extensive" from among of several synonyms to transmit an alike idea in his book *The scientific study and teaching of languages*.

Similarly, for Palmer, the meaning of extensive reading was to read rapidly book after book. The reader should pay attention to the meaning not to the language that the text has. He contrasted this with what he called *intensive reading*, which means to read a text by comparing, analyzing, looking every word up in the dictionary, checking grammar, translating and absorbing each expression that the book has. He consequently noticed the importance of the two types of reading. Nowadays, extensive reading belongs to the four types of reading in the field of language teaching; the other three are skimming, scanning, and intensive reading.

Extensive reading in the foreign language is an exceptional manner to learn that language. Research has a clear demonstration that the learners who do extensive reading in a foreign language acquire new vocabulary, enhance their reading comprehension, become fluent readers, and thereby boost their speaking, listening and writing skills. Research has also indicated that learners who read extensively boost their motivation for learning the foreign language and possess attitudes that are positive towards learning the language Day & Bamford (1998) (as cited in Day & Robb 2015). Because reading is done individually, learners can read anywhere and at any time, thus, there are opportunities to learn outside the class as well. An appropriate book is the only thing that is required to engage students in extensive reading.

Extensive reading is used broadly in classes as a principal focus or as an additional activity to make easy the teaching of intensive reading. A great number of scholars tackle the benefits of using extensive reading, including boosting the

motivation of students, raising the reading comprehension Soltani (2011) (as cited in Lien 2014).

Grabe and Stoller (2011) (as cited in Waring and McLean 2015) defined extensive reading as a teaching and learning approach of reading in which large reading materials amounts are read by learners that are within their linguistic competence. Carrell and Carson (1997) (as cited in Waring and McLean 2015) mention that extensive reading is usually reading rapidly longer readings (e.g., complete books) or large amounts of material for an overall understanding, focusing on the meaning rather than on the language.

Additionally, Harmer (2007) adds that extensive reading is relevant for the development of students' word recognition and for a general development, as well. It is essential for a good acquisition, not just to read a considerable amount but also to have a well-designed programme that has proper materials, tasks, facilities like handy and long-lasting book libraries and guidance.

- **Extensive reading materials:** The success of an extensive reading programme is to have students reading materials, which they can understand. If they have difficulties to comprehend many words while they are reading, they are not reading for pleasure anymore, which is the most important objective of extensive reading. Thereby, it is necessary to provide students with books that are accessible, which means, books that have been written in a special way.
- **The role of the teacher in extensive reading programmes:** The teachers are the ones that need to encourage their students to read because the majority of them are not going to read by intrinsic motivation. Thus, the teacher's role is fundamental. With our own example of been exposed to reading, we need to show our students the benefits that reading has. One thing that teachers can do is to show what books they are reading so that students can see how

interesting they can be. After students have understood the benefits of extensive reading, we can set a programme that indicates students how many books they are going to read within a certain period. The teachers can also give an explanation to the students about how to choose a book, letting them know that they are the ones that make the last decision. The teachers can say to the students that they can look for comments or other students' reviews in order to make a good choice as well. They can also choose a book by its genre (romantic novels, science fiction, crime fiction, etc.) and according to their level, as well so that they can enjoy the reading.

- **Extensive reading tasks:** considering that students can choose their own texts, they will be reading different texts and because teachers want to encourage their students to read, they should encourage them to give a report of what they are reading in many different manners. One approach is to establish certain times during the course, for example, twice a week, so that students can share with their classmates what is the book about or ask questions about it, as well. However, it cannot be so proper because not all the students read as fast as others do or maybe because they are not confident enough to talk about in front of their classmates. Thus, it could be a good idea to keep a weekly written diary or a learning journal. Another way is to write short reviews about the books every month, at the end of the semester, at the end of the year, etc., and share them with the rest of the students in the bulletin board and perhaps students can also vote for the most popular book. Some other ways are to ask students to make oral presentations about what they are reading. They can also be asked to keep record charts in which they have to include information such as, record title, level, publisher, starting and ending dates, comments related to level a good/fair/poor global rate. Another option is to use a reading notebook in which they can write opinions or facts about the books they have read.

### **An extensive reading approach**

Day and Bamford (1998) state that the objective of an extensive reading approach is to make students read in the second language and that they like to do it. They also cited the definition in *Longman Dictionary of Language Teaching and Applied Linguistics* and it defines extensive reading as “intended to develop good reading habits, to build up knowledge of vocabulary and structure and to encourage a liking of reading” (Richards, Platt, & Platt, 1992, p. 133). This definition also shows that extensive reading helps to grow general competence in the second language.

Additionally, Day and Bamford (1998) state that extensive reading is seemed as an approach for learning to read in a second language, it might be done inside and outside the classroom, as well. When reading outside the classroom, students need to be encourage to read, so, they can be allowed to borrow books and take them home. In the classroom, a period of time is required so that student and maybe the teacher as well, can read in a *sustained silent reading*, which means to read the material that they want to read. This reading activity can last 15 minutes or so.

### **The role of extensive reading in developing fluent second language readers**

Day and Bamford (1998) also mention that extensive reading is very important to help in the development of the components of fluent extensive reading: a large sight vocabulary; a wide general vocabulary; and knowledge of the target language, the world, and text types. Extensive reading has a role in the development of each of the components as mentioned before. There is a description of the components below.

### **The development of sight vocabulary**

A huge sight vocabulary development can be understood as ‘overlearning’ words so that they can be recognized instantly in their printed form. To achieve this development, the simplest and best form is to read huge amounts. Beginners just

need to meet words, which are somewhat familiar to them in a repetitive way. When a single word is comprehend and seen over and over again in different contexts, “all the sources of information about a word are consolidated into a single, highly cohesive representation” Harris & Sipay (1990) (as cited in Day & Bamford, 1998). Thereby, a word that is printed turns into a symbol in the semantic, phonological, syntactic and orthographic information. Consequently, because of numerous encounters, the word gets into the sight vocabulary of a reader. Automaticity is bred by familiarity.

### **The development of general vocabulary knowledge**

The supreme part of vocabulary in first language reading has been well set, the bigger the vocabulary of children, the better their understanding. For instance, Chall (1987) (as cited in Day and Bamford, 1998) says that each reading achievement study highlights the importance of vocabulary knowledge. Nagy and Hernan (1987) (as cited in Day and Bamford, 1998) mention it in a similar way; texts are understood better when children know more words.

This means that, analyzing it from a cognitive point of view, there is no significant difference between fluent first and second language reading. Fluent second language reading requires a large amount of vocabulary as fluent first language does. A large number of words is learnt by children when they learn their first language by guessing the meaning in context during reading. Even though, the research on second language reading is not as rich as the research on first language reading is. People who read tons of interesting and diverse material can increase their general vocabulary knowledge. Additionally, second language readers do not have a large of oral vocabulary and this is the reason why the texts should not have many unknown and difficult syntactic structures. Thus, the extensive reading approach mentions that students need to read large amount of material, which are easy, diverse and interesting so that they can be able to increase their vocabulary development.

### **The development of different knowledge types**

Knowledge is the last factor that reading needs in order to be fluent and upon which comprehension depends. Curiously, it looks like reading is a great knowledge that is required for reading comprehension. Harris and Sipay (1990, p. 533) (as cited in Day & Bamford, 1998) state in the discussion of first language reading development that “wide reading not only increases word-meaning knowledge but can also produce gains in *topical and world knowledge* [italics added] that can further facilitate reading comprehension.” That is to say that those cognitive processes that fluent reading has are equal in first and second languages; the readers of a second language require world, topical, and linguistic knowledge, and it is seemed that the readers can get this knowledge through second language reading.

Day and Bamford (1998) also mentions that students can have many opportunities to develop this knowledge through an extensive reading approach, which focuses on reading fluency and in the meaning of what is being read. In conclusion, they advise that the development of sight vocabulary, general vocabulary knowledge, and linguistic, is interrelated. It is hard to think that a student who reads extensively can fail in the growth of these knowledge types.

### **Extensive reading and dealing with longer texts**

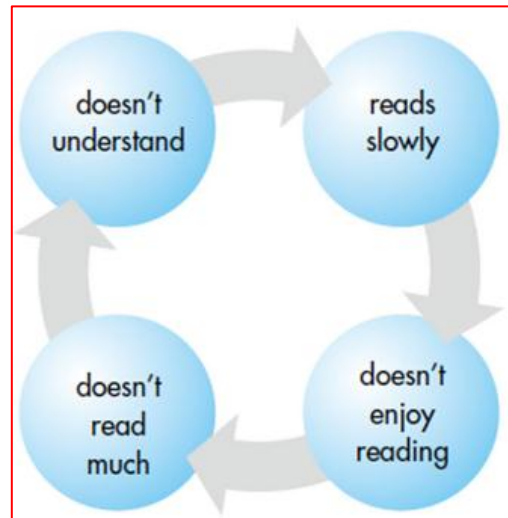
Nuttall (2005) mentions that in order to comprehend the complete reading material, people must comprehend their parts (sentences, paragraphs, chapters) Nonetheless, it is possible to comprehend a text in an appropriate way without catching every component of it; this facility needs to be developed by students so it is important to encourage them to do it. This indicates that we should not just pay attention to extensive but also to intensive reading. However, the time in class is relatively short for reading a great amount of text that this kind of reading requires for developing fluency and efficiency. Thus, students must be encouraged because they will need to read on their own outside the classroom as well.

### **An extensive reading programme**

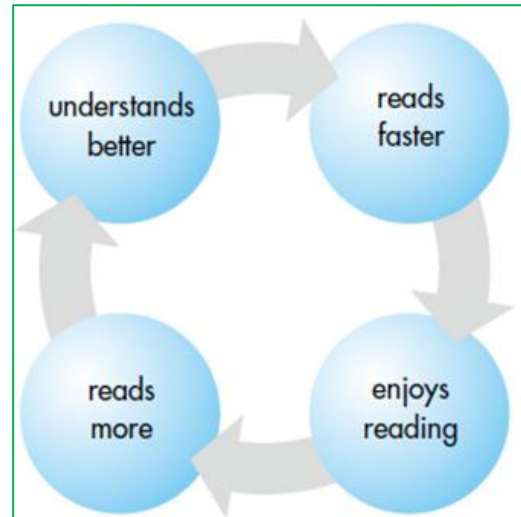
Nuttall (2005) states that there are two reasons to read something. First, having students to read in an extensive manner is the most efficient and easier way to enhance their reading skills. Second, when there is a good environment in which reading plays a role of an education tool, but also when students enjoy what they are reading; then, teaching them to read better becomes much easier. Thus, teachers must encourage students to read by having interesting books available and teachers need to use all the tricks they know in order to hook students to books too.

### **The cycle of frustration and the cycle of growth**

Nuttall (2005) also emphasizes that it is assumed that everybody knows that reading is important, so why do many people fail to progress in this skill? Many teachers are teaching students who are ‘trapped’ in the vicious circle in graph 6. It does not matter in which part of the circle you enter, because any of the factors will lead to the other ones. Slow readers cannot really develop much interest in reading, never mind the joy in what they are reading. Because they are not enjoying what they are reading, they read as little as possible. It is still difficult for students to understand what they are reading because the lack of practice, thereby, the reading rate does not grow and in this way, they continue to be slow readers. One way or another, teachers must help students to leave the frustration cycle and to encourage and make them enter the cycle of growth in graph 7.



**Graph 6:** The vicious circle of the weak reader.  
Adapted from “Teaching reading skills in a foreign language,”  
by C. Nuttal, 2005, p. 127. Copyright 1998 by Macmillan  
Publishers Limited.



**Graph 7:** The virtuous circle of the good reader.  
Adapted from “Teaching reading skills in a foreign language,”  
by C. Nuttal, 2005, p. 127. Copyright 1998 by Macmillan  
Publishers Limited.



Additionally, Nuttall (2005) mentions that comprehension, enjoyment, and the amount of practice that a reader has, are closely related. These factors can help students to leave the vicious circle and can help them to enter in the virtuous one. Enjoyment is the easiest factor that students can get, followed by quantity.

Nation (2015) mentions that there are three main principles that justify the inclusion of extensive reading in a program of language learning: the principles of learning conditions, the four strands, and cost/benefit.

### **Learning conditions**

When certain mental conditions are created to encourage learning, vocabulary learning occurs. Essentially, vocabulary learning relies upon the number of encounters with each words and the type of attention at each words. The more encounters, the more chances for learning to occur. The broader the quality of the encounters, the more chances for learning to occur. Repetition and varied encounters primarily affect vocabulary learning from extensive reading.

### **The four strands**

This principle refers to that a well-balanced course ought to include similar quantities of: (a) learning by means of understandable reading and listening input, (b) learning by means of oral and written production, (c) deliberate learning focuses on language, and (d) learning by means of the development of fluency of each of the four skills speaking, listening, writing and reading Nation, (2007); Nation, (2013) (as cited in Nation 2015).

### **Cost/benefit analysis**

This principle mentions that an activity needs to have learning benefits in order to spend time on it. In other words, if extensive reading lasts under one-quarter of the course time, does it have any research evidence that it results in significant

learning? The book flood experiment in Fiji by Elley and Mangubhai (1981a) (as cited in Nation 2015) is the common learning study from extensive reading. It took place in rural primary schools in Fiji, even though it did not involve vocabulary knowledge measurement. Elley and Mangubhai discovered that by spending three quarters of the English classes' time in extensive reading (almost three hours weekly) the experimental group learners made a fourteen month progress in a course that lasted nine months and this achievement was preserved a year later. Elley & Mangubhai (1981b) (as cited in Nation 2015).

### **2.4.3 Dependent variable**

#### **Grammar**

Harmer (1991) states that because grammar plays a relevant role in the use of English, it is important for learners, as well. They must learn how to use verbs, properly, according to each personal pronoun and identify the third person rule in the present simple tense. Moreover, students must have clear that the preposition “to” does not follow modal verbs. Eventually, they will also have to acquire that the use of “no sooner” change the order of words in the coming sentence; for example: “No sooner had I arrived” and not “No sooner I had arrived”.

Fortunately, an agreement about the grammar taught at each level has been set. Teachers that have been taught for years accept that “no sooner” and other similar expressions, as first part of a sentence, belong to topics of high-level students while modal auxiliaries must be taught to students of lower levels. Likewise, there are different arguments about what type of grammar should be taught at different levels. Therefore, a lot of material about teaching has been provided to show the diversity of opinions. Our main key in teaching grammar is to make sure students become competent and productive when communicating by using the knowledge of grammar they have gained.

## **Grammar and grammatically**

Nunan (1999) claims that a considerable amount of people contemplate that the core of language is in its grammar rules. When someone has a sort of absence of the language, usually that absence is the slight ability to use the correct grammar. Thus, concepts grammar and grammatically must be checked before getting into the matter.

- **Defining grammar**

Moreover, Nunan (1999) states that there have been some changes in the concepts of grammar and grammatically through the years, Cobbett wrote in 1819 that grammar shows us how to make utilization of words; in other words, it shows us how to use them in the best possible way. To have the capacity to pick up the words, which should be placed, we should be familiar with specific standards and rules; and these standards and tenets establish what is called Grammar. A quarter of century later Cobbett mentioned that, a new syntax applied in schools supported the idea that the knowledge of grammar was strongly involved with language accuracy. Issued in 1856, the English Grammar for the Use of Schools emphasized that grammar in English had as purpose to teach the language to users which means to show their opinions either while they talk or write. For a long time of English teaching history, it has been seen that the proper use of grammar ends up in the correct use of the language taught by an instructor. Thus, the attention was directed more to communication than understanding.

Nowadays, individuals who are experts in grammar are somewhat more cautious than in Cobbett's day in order to concentrate on showing dialect as it is utilized, as opposed to recommending how it ought to be utilized. This is obvious in the accompanying passages from a current word reference of semantic phrasing.

Nunan (1999) defines **grammar**: An examination of the form of a dialect, either as a union of discourse or composing (a performance syntax) or as a predictive of a knowledge of the speaker (a capability linguistic use). A differentiation is frequently shown between a descriptive grammar, which gives an exact record of real utilization, and a prescriptive syntax, which tries to set up rules for the right utilization of dialect in the public eye. An examination of auxiliary properties which characterize human dialect (a widespread punctuation). A level of basic association which can be contemplated freely of phonology and semantics.

Nunan (1999) mentions that **grammaticality** is the congruity of a sentence or part of a sentence to the guidelines characterized by a specific linguistic use of the dialect.

**Grammar**: A structure description of a language and the manner in which etymological units, for example, words and phrases are joined to deliver sentences in the dialect.

### **Parts of speech**

Thornbury (2002) mentions that within the sentence words assume distinctive parts in content. There are eight distinctive **word classes**.

Nouns	bits, pieces, record, player.
Pronouns	I, them
Verbs	like, looking, doing, to look
Adjectives	old, second-hand, new
Adverb	up
Prepositions	for, like

Conjunctions            and

Determiner             -

*Like*, in the same way as other words in English, can have a place in at least two-word classes. The class with no representation are the determiners-words like *a*, *the*, *some*, *this*, *last*.

### Categories

Additionally, Thornbury (2002) states that as far as the importance related with these word classes, we can make a rough division into two gatherings. From one perspective, there are words, such as *for*, *and*, *them*, *to* that help the form of the sentence based on its grammar. These words are called **grammatical words** (or **function words**); they are prepositions, conjunctions, determiners and pronouns. On the other hand, **content words**, which are the ones that have the relevant information. These content words are nouns, verbs, adjectives and adverbs.

Regularly, when space is important like in newspapers, headlines, text messages, and street signs, content words are used: RAIL STRIKE TALKS END. Thus, content words are an open group, so, there is no restriction to the quantity of content words that can be put into the language. Here are a couple of them that have been included lately – *airbag*, *emotion*, *carjacking*, *cybersex*, *quark*. Otherwise, function words are a closed group. A pronoun was included in the language in the sixteenth century for the last time. (It was *them*).

Generally, function words are part of the domain of grammar teaching, as vocabulary teaching was more concerned with content words. Nevertheless, the inflexible division between vocabulary and grammar has turned out vague lately. The relationship of these two systems is a key principle of what is lexical approach.

## **Lexicon**

Varga (2010) states that a lexicon is a special component of a language in which all the central components (phonology, morphology, syntax, and semantics) might play a role. Lexicon is a list of a language vocabulary items and all idiosyncratic information related to those vocabulary items (like the unpredictable aspects of their morphology, phonology, syntactic behaviour, and meaning) is contained by it. When vocabulary items are formed and established by words, they are stored in the lexicon. Similarly, lexicon refers to a the list of words for any language (Akmajian, Demers, Farmer, & Harnish, 2001). In the same way, Kracht (1990) claims that grammar is formed by lexicon (a set of signs) along with finite group of functions that each operate on signs. Additionally, Singleton (2016) mentions that lexicon is an English version of a word in Greek language that means dictionary, and linguistics used this term to refer to the language aspects related to words, also known as its lexical aspects.

## **Teaching vocabulary**

Harmer (2007) claims that students must see words within a context so that they can notice how they are used. Therefore, maybe, the best way to present new words is to see them in action that is to say that students need to read texts or listen to tracks. The most important aspect when students read a text in class is to get new lexicon (in contrast to extensive reading). We wish students to see how words are used when they are reading and it is because of this that students are asked to complete some exercises like matching vocabulary with their correct definitions.

## **Vocabulary and grammar**

Nunan (1999) states that vocabulary is not only a language list but it is also closely attached to grammar because it is part of the language system. Actually, we can separate the lexical system of the majority of the languages into “grammatical

words” (verbs, adverbs, etc.) and content words. The vocabulary “grammatically” is also in the morphology of words, which is the addition of some grammatical fragments at the end or at the beginning of words in order to create new ones.

### **The status of vocabulary within the curriculum**

Nunan (1999) also mentions that talking about language subsystems; vocabulary has had a secondary role in grammar. Especially when audiolingualism and structural linguistics were the most known (indeed, audiolingualism continues to be probably the most influential approach until today). Audiolingualism proponents argue that language learners need to focus their attention to dominate the basic language structures so that foreign language learning can occur in a more effective way. People might position new vocabulary if these structures have been learnt by heart.

Additionally, Nunan (1999) adds that in recent years, vocabulary teaching has obtained its deserved position and certainly relevant part in the development of language. The influence of comprehension-based approach on language development has played an important role on it. It is also thanks to the great efforts of research on influential applied linguistics and partly due to the possibilities that the development of computer-based language corpora created.

Comprehension-based approaches proponents to language acquisition argue that learners will be able to exceed their competences if there is a quick extensive vocabulary development. It means that if people have a great amount of lexicon they can understand the spoken and written language even if they do not have the knowledge of the grammatical structures in the language.

Nunan (1999) mentions that an interesting point is that learners have never thought about the relevance that vocabulary has. It was found that it is easier for people who live and work in a foreign country to learn from vocabulary than from

grammatical structures; understanding that it is true just in the first learning process stages.

## **Vocabulary**

Meara (1980) (as cited in Lightbown and Spada, 2013) highlights that vocabulary learning is a careless point in language learning. In the 70's and 80's, the researchers paid attention to morphology and syntax because of the manner in which error pattern and the development of sequences of these aspects can show some things related to language acquisition and language. Nevertheless, the things are different now; meanwhile Meara was giving his comments on this, a great movement about research on vocabulary learning started. Moreover, the vocabulary acquisition became one of the main and strong areas in the research of second language acquisition.

Moreover, Lightbown and Spada (2013) add that the relevance that vocabulary has is very clear for the majority of the people. As it is known that people can communicate using words that are not pronounced in a proper way, located in a correct order or even if the proper grammar is not used in a good way; but there are misunderstandings when there is not a correct use of a word. Even though, mimic can help so that other people can understand others, thus, vocabulary is so relevant as well.

Lightbown and Spada (2013) also state that recent researches have paid especial attention to the acquisition of a large and enough vocabulary for having a good communication in different settings; all languages own an incredibly number of words. Talking about English, its vocabulary has been formed from a huge variety of source languages, more or less from 100,000 to one million words; it depends on how words are counted. For instance, it can be counted like 'teach, teacher, teaching, and taught' as different words; meanwhile, others can say all these words are part of one single 'word'; knowing that it has a root word and other ones are formed from it.



Additionally, Lightbown and Spada (2013) mentions that it is said that an English speaker who is educated knows 20,000 as minimum; some others say that it is even more than twice that number. However, a daily conversation requires a smaller amount, a little more than 2,000 words. Just the same, even though Chinese and Japanese languages have tens of thousands characters, the majority are rare, and it is easy to read material, which is not technical with a knowledge of 2,000 characters more or less. Nonetheless, for a second language learner learning basic vocabulary is a huge achievement.

Furthermore, Berne and Blachowicz (2008) (as cited in Alqahtani, 2015) add that vocabulary learning is an important part in foreign language learning because there is often a repetition of new words, whether in classrooms or books. It is also important in language teaching and is vitally important to a learner of languages. In addition, Folse (2004) (as cited in Sharafi-Nejad, Raftari, Bijami, Khavari, Ismail, and Eng 2014) adds that learning vocabulary in a target o second language and first language is not the same. Folse asserts that students of a target language need to acquire the meaning, the form and the usage of words that can be accomplished by working in diverse classroom activities.

Schmitt (2014) states that when discussing vocabulary, a differentiation is often made between vocabulary size (the number of words known) and vocabulary depth (how well they are known). Nevertheless, there is still an unclear relationship between those two constructs. Some scholars say that the real difference is minimum between the two, while analysis of regression indicate that depth usually aggregates an explanatory power, which is only contrasted with size alone. Finally, the relationship between depth and size of vocabulary knowledge depends on the conceptualization and measurement of each one.

An important predictor of a general reading comprehension is vocabulary Baumann, Kame'enui, & Ash (2003) (as cited in Fisher & Frey 2014) and the

performance of the student Stahl & Fairbanks (1986) (as cited in Fisher & Frey 2014). When readers possess a lot of word knowledge, they have the ability to read texts that are more complex. When writers possess a lot of word knowledge, they have the ability to write documents that are more sophisticated.

### **The goals of vocabulary learning**

#### **How much vocabulary do learners need to know?**

Nation (2000) states that it is appropriate to establish learning goals when planning our courses in order to have the opportunity to use the language in the way we want to use it. Three types of information are important when teachers are planning and setting the vocabulary goals for a study course. First, making a decision about the amount of vocabulary that needs to be learnt, that is to say the amount of known words of a native speaker, second, the amount of words in the language, and third, the amount of words needed to use the language.

As regards the possible English vocabulary amount a person need in order to be acknowledged as an efficient reader, scholar have made diverse conclusions depending on the nature of the tasks. Schmitt (2000, 2008) (as cited in Lee and Mallinder 2017) makes a revision of previous studies and he concludes that learners of languages may need:

- for basic oral conversation, a minimum vocabulary of 2000 words;
- for written material, 3000-5000 words;
- for oral discourse, 5000-7000 word families;
- for reading, 8000-9000 word families;
- for academic success, almost 10000 words;
- for achieving native-like proficiency in reading, 15000-20000 words.

Similarly, Blachowicz and Fisher (2000) (as cited in Lee and Mallinder 2017) mention that a learner needs

- around 2000 high-frequency words to understand 85% of the majority of the texts;
- 3000 words as minimum.

Finally, Nuttall (1992) (as cited in Lee and Mallinder 2017) proposes that a learner of a language needs nearly 2000 words to be able to participate in basic tasks of reading, and for independent reading a learner needs 5000 words.

### **Knowing a word**

Additionally, Nation (2000) claims that a word fits into a variety of levels and interlocking systems because it is not just a single unit of a language. Therefore, any particular word has a considerable number of things that people need to know and there is a variety of degrees of knowledge. One important aspect considered in this is the limits and relationship between learning knowledge systems and learning isolated items. For instance, it is likely to learn to recognize the form of a word just by learning by heart its form. It is also likely to learn to identify the form of a regular spelled word by learning the sound-spelling correspondence system that is implicated in a language. Thus, there is a need of the application of some spelling rules in order to identify a word. The link between system knowledge and item knowledge is complex. A second important aspect considered is the receptive-productive scale of knowledge and how it is implemented to each aspect of vocabulary knowledge.

### **Learning burden**

It is the amount of effort that is needed to learn a word. Learners with different backgrounds of language have different language burdens for different words. Each item that refers to know a word can contribute to the word-learning burden. The general major of learning burden Nation (1990) (as cited in Nation 2000)

is that if a word has patterns and knowledge that are familiar to a learner, the learning burden will be lighter. These knowledge and patterns might be from the mother tongue, from other language knowledge, and from prior second language knowledge. Thus, if a word has sounds that are in the mother tongue, if a word has regular patterns of spelling, if a word is a word borrowed from the mother tongue with about an alike meaning, fits into approximately equal grammatical patterns as in the mother tongue; then the learning burden will be lighter. As a result, a learner whose mother tongue is similar to a second language will have a light learning burden. Meanwhile a learner whose mother tongue is not similar to a second language will have a heavy learning burden.

### **How to test vocabulary**

Thornbury (2002) states that testing vocabulary is important because it helps to know how successful a teaching sequence has been in a reliable way. Testing gives a feedback for teachers and learners. It also helps to give motivation to students to check vocabulary before a test. Preferably, vocabulary learnt in a previous lesson ought to be tested at the beginning of the new one so that the opportunities to retain the new vocabulary increase. Tests of vocabulary knowledge are sometimes part of placement tests, diagnostic tests, which helps to prepare a course program, achievement tests, at the end of a course and proficiency tests. Vocabulary knowledge is sometimes tested through reading because there is a great correlation among these two.

### **What to test**

Thornbury (2002) states that knowing a word means having knowledge of:

- the word's form – written and spoken
- the word's meaning or meanings
- any connotations the word might have

- if the word is specific to a certain style or register
- the word's grammatical characteristics – e.g. part of speech
- the word's common collocations
- the word's derivation
- the word's relative frequency

All tests of vocabulary need to take into consideration the multi-dimensional character of word knowledge. Most tests of vocabulary include one or two aspects of word knowledge. For instance, tests (3 to 5) focus on spelling, meaning and collocation respectively:

**Table 3:** Spelling test

Teacher: 'Write down these words. Number 1, *confident*. Number 2, *independent*. Number 3, *expectant*. Number 4, *reluctant*', etc.

Note. Taken from Thornbury (2002)

**Table 4:** Meaning test

Write the English word that means: 1 a place where you go to buy meat; 2 the person who repairs your kitchen tap if it leaks; 3 the thing that you buy at a post office if you want to post a letter; etc.

Note. Taken from Thornbury (2002)

**Table 5:** Collocation test

Choose the best word to complete each sentence:

1 The flight attendant asked the passengers to \_\_\_\_\_ attention to the safety demonstration.  
 a give            b devote            c pay            d lend

2 A severe hurricane in the South Pacific has \_\_\_\_\_ many lives.  
 a claimed        b taken            c killed            d destroyed

3 The delegates blame each other when the peace talks broke \_\_\_\_\_.  
 a off              b up                c on                d down

Note. Taken from Thornbury (2002)

Tests 3 and 4 ask the learner to produce or recall the form from memory. Test 5 is a receptive test, in which it requires the learner to recognize the correct word. Either testing with or without context, or testing for production or for recognition, these types of issues are best resolved by taking into consideration the test purpose.

### **Types of tests**

Additionally, Thornbury (2002) adds that multiple-choice tests are a well-known manner of testing and are easy to score. Furthermore, the format of this type of test work with isolated words, words in a sentence context, or words in a whole context. Another type is a gap-fill test in which learners test the ability to produce a word. However, in this kind of test, students can put any word that can apparently fit well; thus, to avoid misunderstandings the teacher can provide the first letter of the word. Moreover, Harmers says that language ought to be learnt and tested in context. Hence, it does not matter how a test is, as long as it encourages review.

### **Doing action research**

#### **To investigate the effect of extensive reading on vocabulary acquisition:**

Thornbury (2002) suggests to give a learner a graded reader or if the learners have an advanced level, give them books of short stories or authentic novels. Provide learners tasks so that they can read outside the classroom and the learners may discuss about the reading in class, as well. Choose words that are likely unfamiliar to learners or try to notice how many times the words appear in the text, but do not put particular attention before the testing part. At the end of the reading stage, give learners a test on their recall of the words.

### **Teacher-constructed tests**

Similarly, Barr, R., Blachowicz, C. L. Z., Katz, C., and Kaufman, B. (2001) state that teachers normally assess their students' abilities by associating a new word

with general meaning or a synonym. When giving this type of test, short teacher-made tests works well. Teacher-constructed tests have many forms and they test recognition (the ability to choose a proper answer) instead of more difficult recall which is the ability to give a certain word from memory. Classic teacher-made tests are types of recall assessment that includes defining a word by:

- (a *diadem* is a *crown*) giving/choosing a synonym
- (a shrimp is a *crustacean*) giving/choosing a classification
- (*flowers* are plants like *daisy, rose, mum*) giving/choosing examples
- (a *shovel* is a *tool used to dig holes*) giving/choosing an explanation
- Giving/choosing an opposite
- Giving/ choosing a definition
- Giving/choosing a picture
- Giving/choosing a word to complete a context

### **The perception of speech**

The acoustic units of speech do not just belong to speech; however, it has some characteristic traits like: a ‘cyclical rise and fall of energy’ related to a line chain of syllables, valleys associated to a short-term spectrum, amplitude peaks, and changes on the frequency time where the valleys and peaks happen. Regardless, a particular interlocutor’s speech sampling is truck by a receiver eye and ear, two types of perceptual organization that solve the linguistic characteristics in the sensory effects and compound multimodally as well. That is to say, the speech symbolic properties are analyzed conceptually in a successful way. To measure the mediums to solve the sounds that a unique individual makes, the difference among auditory and visual attention is instructive. A receiver usually faces a visible situation or object when paying attention to it, and it brings the light reflected by the objet to the fovea of the retina. (Balota, Yap, & Cortese, Visual word recognition: The journey from features to meaning (A travel update), 2006).

## **Visual word recognition: The journey from features to meaning (A travel update)**

Balota, Yap, and Cortese (2006) state a discussion on the word recognition literature. The search of word recognition is essential in respect of various codes/levels of analysis of attention, memory, and language processing. The lexical unit suits perfectly to this work because words can be broken down in various levels such as: features, letters, graphemes, phonemes, morphemes, and semantics. The research of word recognition is essential in the development of automatic and attentional processes theories. This is partly important because of the natural relation among the automaticity development and the reading skills development. The additional impetus from education circles highlights in the development of word recognition skills. Furthermore, the assumption that the word recognition aspect has been automatized and that the reader has no conscious control over it anymore has been an important factor for the arguments related to the modules of self-encapsulated linguistic processing. The fact about how the signals of attentional control might regulate the processes in word recognition has received fresh interest recently, and therefore, the notions of automaticity and modularity got a reevaluation.

### **Why the word?**

Balota et. al (2006) mention that word recognition research has played an important role to work in psycholinguistic and cognitive psychology because minimal units as words, are relatively well-defined and have many of the interesting codes of analysis (i.e., phonology, orthography, semantics, syntax) and processing distinctions (e.g., automatic vs. attentional). In addition, they have boosted a considerable amount of work in psycholinguistics and cognitive psychology. Thereby, even though, pursuing how people process a language at higher levels like, clauses, sentences, and paragraphs, would seem the more important objective.



## **Lexical-level variables**

Additionally, Balota et al. (2006) state that the term lexical-level variables indicate the variables impact that has been quantified in the whole word level. For instance, a lexical variable is word frequency. Specifically, researchers can investigate the influence of the printed frequency of a specific word (e.g., SILO vs. DOG) on the task performance of word recognition.

- **Length**

There might be questions about if there is a word length effect in tasks of visual word recognition, as measured by the total number of letters in a word presented. Certainly, whether letter has important role in word recognition, then consistent effects of letter length should be found. Interestingly, some disagreement has been existed in this smooth topic. There is consistent evidence that words, which are longer, take more time in perceptual identification. McGinnies, Comer, & Lacey (1952) (as cited in Balota et al., 2006), and generate 'longer fixation' duration in reading. However, the length effect in naming performance and lexical decision has been a little more inconsistent.

There have been a number of recent studies on the letter length function in naming performance. For instance, Weekes (1997) (as cited in Balota et al., 2006), discovered that nonwords had length effects meanwhile words had no length effects. Additionally, in Colheart et al. (2001) Weeks' results were interpreted as being critical to the DRC, i.e., the slight length effects or the lack of them for words is the result of the use of an alternative way in the lexical route; while, large length effects for nonwords shows that an analysis serial was required by the sublexical route. Balota et al. (2004) conducted a study of speeded naming performance over 2400 single syllable words and it showed clear length effects that were modulated by word frequency. Furthermore, high-frequency words did not produce as many larger length effects as low-frequency words.

- **Word frequency**

Almost all recognition tasks have had an influence from the frequency with which a word shows up in a printed material. For instance, naming performance e.g., Balota and Chumbley (1984) (as cited in Balota et al., 2006), lexical decision performance e.g., Forster and Chambers (1973) (as cited in Balota et al., 2006), perceptual identification performance e.g., Broadbent (1967) (as cited in Balota et al., 2006), and measures of online reading like fixation duration and measures of gaze duration e.g., Rayner and Duffy, 1986; Schilling, Rayner, and Chumbley (1998) (as cited in Balota et al., 2006), have word frequency effects. Obviously, that is not a surprise because printed word-frequency should have a link to the number of times that someone experiences a presented word. Therefore, the experience of a certain situation should influence the ease of the performing of that situation.

- **Familiarity**

Familiarity is a variable that has a link to a high degree with word frequency. Familiarity is normally based on rating with no time. For instance, each word might be rated by subjects on a 7 point scale ranging from extremely unfamiliar to extremely familiar, and frequency norms do not really take into consideration the spoken word frequency. Researchers elaborated a considerable number of frequency word norms recently; however, it is still true that they are only a proxy for frequency of exposure. Therefore, subjective familiarity ratings are considered as the better measure of whole exposure to a word by some researchers.

There is an alternative to standard familiarity ratings, Balota et al (2001) designed a rating for monosyllabic words in terms of subjective frequency. The participants were asked to calculate how often they read, wrote, heard, told, or met each word focusing in the next scale: 1 = never, 2 = once a year, 3 0 once a month, 4 = once a week, 5 = every two days, 6 = once a day, 7 = several times in a day. Balota

et. al encountered that meaningfulness did not influence these ratings as familiarity ratings did, Toggia & Battig (1978) (as cited in Balota et al., 2006). Therefore, traditional ratings are not as appropriate as subjective ratings because subjective ratings have an influence from semantic factors in a lesser way.

- **Age of acquisition**

Various reports have suggested that a unique influence on the performance of word recognition is produced by age of acquisition beyond and above correlated variables like word frequency. Interestingly, the first words acquired may have an important role when setting the initial orthographic, phonological, and/on semantic representation in which the rest of the lexicon will be based on. Additionally, there will be a much larger cumulative frequency of exposure of the first acquired words during lifetime.

Concerning age of acquisition effects, there are two essential methodological points. The first point has a relation to the degree at which word recognition chores, such as lexical decision and naming get an exclusive effect from age of acquisition. When assessing this point, the problem is that age of acquisition has a link with a considerable number of other variables, which are length, frequency, and imageability. Furthermore, it is expected an age acquisition effect because the first acquired words have a bigger cumulative frequency, even when objective frequency has remained constant, but not because lexicon has been influenced by the first acquired words.

The second point is related to if age of acquisition should be looked at as an outcome Zevin and Seidenberg, (2002, 2004) (as cited in Balota et al., 2006), or standard independent (predictable) variable. Zevin and Seidenberg mentioned that the performance of word recognition is predicted by age of acquisition because many factors affect the age at which words are learned, and consequently, this is linked to variables points as saw above.

- **Orthographic neighborhood effects**

Even though, the measurements vary, there is an approximate amount of 50000 words in the adult reader lexicon. There must be substantial overlap in patterns of spelling across different words because this amount of numbers is based on a limited number of 26 letters. One of the most important tasks of an appropriate word recognition model is to explain how the appropriate lexical representations are selected by the system among neighborhoods, which are related in a high degree by means of orthographic representations. Certainly, it is possible that lexical processing might not have an influence on the number of similar spelling patterns and for recognition to occur, just a single representation needs to pass threshold. Nevertheless, it seems like words are not recognized in isolation from other orthographically related representation, as it was mentioned before.

- **Phonological neighborhood effects**

Although, visual work has been dominated by the orthographic neighbors influence, phonological neighbors might have a role on this. Certainly, the Yates, Locker, and Simpson (2004) work (as cited in Balota et al., 2006), has indicated that words with large phonological neighbors facilitate the performance of lexical decision. Yates (2005) (as cited in Balota et al., 2006), mentions that a change in one phoneme is reflected by a phonological neighbor, for instance, the neighbors of GATE are HATE and GET, and BAIT. Yates et. al noticed that, typically, the size of phonological neighborhood has been confounded with the size of orthographic neighborhood, as well.

### **Semantic variables for isolated words**

Balota et al. (2006) states in literature, many reports show that word recognition can be modulated by the association between semantic variables and lexical representations. It is an interesting possibility because many word recognition

models seem to show that someone recognizes the word in first place and after that, the word meaning is determined. For instance, in a logogen model, the limit must be reached by the lexical representation before the word meaning becomes available.

- **Concreteness/imageability effects**

Concreteness has a connection with imageability, and this is why these variables are included together. Concreteness means that if a word can be the object of a sense verb (e.g., see, hear, touch, etc.), while imageability normally includes words being rating by subjects on a low to high imageability scale. It is expected that low-imageable words (e.g., FAITHFUL) might not be as well recognized as high-imageable words (e.g., CARROT) because of the influence of the most important referent being activated.

- **Meaningfulness**

Meaningfulness of the stimulus is the second semantic variable that might take part in word recognition. One way in which meaningfulness is measured is just by counting the number of dictionary meanings per each word. The first work in this area has controversy. For instance, Jastrzembski (1981) (as cited in Balota et al., 2006), claimed that initial evidence was encountered for a facilitator effect of numbers of dictionaries meanings, whereas, Gernsbacher (1984) (as cited in Balota et al., 2006), argued that it was probably because of the familiarity is confounded with the meaning.

As it is noticed, the number of dictionary meanings normally defines what meaningfulness is and it can vary in a soft but related way. For instance, the word DOG can refer to an animal with four legs, but it can work as an adjective in “My car is a real dog” in which the meaning of the DOG is extended to another form. “These might be considered different shades of the same meaning as opposed to distinct meanings of the word” (Balota et al., 2006).

- **Grounding semantics in large-scale databases**

A number of intentions have tried to establish semantics through the analyses of large natural language databases. The tramps of trying to quantify meaning as feature lists have been avoided by this approach. (e.g., the word DOG might include the characteristics barks, furry, pet, four-leg) or abstract types (e.g., the modal DOG, which is based on your experience with all the DOGs). Burgess and Livesay's (1998) (as cited in Balota et al., 2006) hyperspace analogue of language (HAL) and Laundauer and Dumais' (1997) (as cited in Balota et al., 2006) latent semantic analysis are some of the lately approaches. HAL and LSA catch the word meaning from context where a given word appears. Therefore, the word meaning of DOG is a concept that develops depending on the experience of an individual with DOG in many linguistic contexts.

- **Additional semantic variables that produce effects in isolated word recognition paradigms**

Some other findings might appear to show that meaning can influence in an early way in the performance of word recognition. First, there is evidence that the time taken to produce an associate from a word has an influence from the concreteness of a word e.g., de Groot (1989) (as cited in Balota et al., 2006). Because the subjects need to identify a word in the path so that someone can produce an associate, the processes of word recognition might produce this effect. Second, in 1984, Chumbley and Balota (as cited in Balota et al., 2006), found that the time someone needs to produce associates from one set of subjects may be used as a performance predictor of lexical decision for the same word group. Thus, when showed in isolation to a second subject set, beyond other variables that might have a relation like: length, frequency, etc. Third, Whittlesea and Cantwell (1987) (as cited in Balota et al., 2006) found that a word-superiority effect can be produced when giving meaning to nonwords. Moreover, Forster (1985) (as cited in Balota et al.,

2006), also did a study and he found that when giving meaning to nonwords; it can generate a masked form priming effect in the task of lexical decision. Both the masked form priming and the word-superiority effects seem to take relatively advantage in early lexical processes.

## **2.5 Hypothesis**

Extensive reading affects the vocabulary development of the first level students at Universidad Tecnológica Indoamérica.

## **2.6 Identification of variables**

**Independent variable:** Extensive reading

**Dependent variable:** Vocabulary knowledge

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1 Research approach**

The research has a qualitative and quantitative approach because the results of the field research were undergone to a numerical analysis using statistics and the data collected was used to prove the hypothesis.

Dawson (2002) mentions that the quantitative research produces statistics applying an extensive survey research. The methods that can be used are structured interviews or questionnaires. He also states that the quantitative research works with more people, but the contact with them within this investigation is faster.

Moreover, he claims that a qualitative research analyzes behavior, attitudes and experiences using methods like focused groups or interviews and it tries to obtain deeper participants' opinions. In this research method, fewer people take part on it.

Indeed, this research method was useful at Universidad Tecnológica Indoamérica because when working with it and with the students using data collection, we were able to analyze conjectures in order to create research questions and to probe the hypothesis previously established.

#### **3.2 Basic method of research**

##### **3.2.1 Bibliographic and documental research**

The use of the bibliographic and documental research in the current project led to examine scientific and trustworthy information comparing the ideas of different authors and taking into consideration the different points of view of each one in order to establish a reliable research of the phenomena under study.



### **3.2.2 Observational**

Patton in Cohen, Manion, and Cortese (2005) mention that observational data is appealing because it provides the chance to the researcher to gather information in live, which basically means in live situations. The researcher has the opportunities to see what is happening at the current moment.

Furthermore, Cohen et al. (2005) also state that it gives the opportunity to the researcher to have a clear understanding of things that may be left out with other types or research methods or to reveal things that the participants may not want to talk about.

With the use of this kind of research method in the students of the first level at Universidad Tecnológica Indoamérica, we try to understand the effect of extensive reading in vocabulary knowledge acquisition.

### **3.2.3 Experimental**

Hernández, Fernández and Baptista, (2014) mention that an experimental research consists in manipulating intentionally an action in order to analyze its possible outcomes. That is to say that two or more independent variables are manipulated in an intentional way (supposed causes), to analyze the consequences that this manipulation has upon one or more dependent variables (supposed effects) within a situation that the researcher controls.

## **3.3 Level or type of research**

### **3.3.1 Correlational level**

The level of the research is correlational and cross-sectional because the research looked for relations between the two variables. Cohen et al. (2005) claim that correlational techniques try to answer three questions of two variables (or two groups of data). Is there a relationship between the two variables (or sets of data)? If

the answer is yes, these are the other two questions: What is the direction of the relationship? and what is the magnitude? In this situation, the relationship indicates any inclination for the two variables (or two groups of data) to change consistently. There is a positive relationship if the two variables oscillate in the same direction.

Moreover, Cohen et. al (2005) add that the relation between the two variables of the study through the correlational research allows the research to identify the influence of not using extensive reading on vocabulary knowledge. The variables are linked together; hence, if one of them changes, the other one changes too. The established relations between the variables enable to predict the changes that one variable has because of the changes of the other one.

### **3.3.2 Descriptive**

The actual research is descriptive and tries to prove the hypothesis veracity. Salkind (as cited in Bernal 2010) states that the descriptive research describes the characteristics of a phenomenon or situation under study. Additionally, Marin (2008) mentions that this type of research manages to characterize a specific situation or an object of study and points out its properties and peculiarities. It is used to order, group or systematize the objects involved in the investigated work.

### **3.4 Population**

The population of the research includes 48 students of the first level (beginners) of courses 1 and 2, at Universidad Tecnológica Indoamérica. They are among 17 to 55 years old. The researcher is the teacher so that it is easier to apply this investigation and the teacher can analyze the data better, as well.

The researcher gave a questionnaire that contains 12 vocabulary words randomly chosen from the glossaries of three books. An observational card was used to determine the attitudes and behaviour towards reading. The students read three books and it is important to mention that they were the ones that chose the books as

part of the proposal for this research. This questionnaire has multiple choice statements from which the students needed to choose the correct option. The purpose of this questionnaire is to know and measure the students' vocabulary knowledge.

**Table 6:** Population

<b>Population</b>	<b>Quantity</b>
Students	48

**Made by:** Campaña, C. (2017)

### 3.5 Operationalization of variables

#### 3.5.1 Operationalization of the independent variable

**Table 7:** Operationalization of the independent variable

<b>INDEPENDENT VARIABLE: EXTENSIVE READING</b>				
Definition	Categories or dimensions	Indicators	Items	Techniques and instruments
Extensive reading it is a type of reading done for pleasure	Type          Pleasure	Survey reading  Skimming  Superficial reading   At home  Free time  At school	Is the student <b>interested</b> in the reading material?  Does the student <b>enjoy</b> the reading?  Is the student <b>motivated</b> while reading?	Observation card

**Source:** Bibliographic research

**Made by:** Campaña, C. (2017)

### 3.5.2 Operationalization of the dependent variable

**Table 8:** Operationalization of the dependent variable

<b>DEPENDENT VARIABLE: VOCABULARY KNOWLEDGE</b>				
Definition	Categories or dimensions	Indicators	Items	Techniques and instruments
<p>Vocabulary is not only a language list but it is also closely attached to grammar because it is part of the language system. Actually, we can separate the lexical system of the majority of the languages into “grammatical words”. All tests of vocabulary need to take into consideration the</p>	<p>Content words</p> <p>Function words</p>	<p>Prepositions Conjunctions Determiners Pronouns</p> <p>Nouns Verbs Adjectives Adverbs</p> <p>* The word’s form – written and spoken. * The word’s</p>	<p><b>Word form</b></p> <p>1. There is a strong tornado; it is _____ to go outside the house.</p> <p>a. dangerous</p> <p>b. danger</p> <p>c. dangerously</p> <p>2. People need a _____ to cross oceans.</p> <p>a. ship</p> <p>b. to ship</p> <p>c. shipping</p> <p>3. My baby is</p>	<p>Questionnaire</p>

<p>multi-dimensional character of word knowledge.</p>	<p>Word knowledge</p>	<p>meaning or meanings.  * Any connotations the word might have.  * If the word is specific to a certain style or register.  * The word's grammatical characteristics – e.g. part of speech.  * The word's common collocations.  * The word's derivation.  * The word's relative frequency.</p>	<p>sleeping; speak  _____</p> <p>please.  a. quiet  b. quietness  c. quietly</p> <p>4. My favorite sport is _____ because I love the mountains.  a. to rock  b. rocky  c. rock climbing</p> <p><b>Word meaning</b></p> <p>1. I missed the <u>plane</u> because I arrived late to the airport.  a. a large motor vehicle carrying passengers by road  b. a _____ machine capable of flight</p>	
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			<p>c. larger than a boat for transporting people or goods by sea.</p> <p>2. My children are having problems at the school. I need to talk to the <u>head</u> of the school.</p> <p>a. The chief of any organization</p> <p>b. a person employed by an individual or in an office to assist with correspondence, keep records, make appointments, and carry out similar tasks</p> <p>police officer.</p>	
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			<ul style="list-style-type: none"> <li>c. a member of a police force who guards the law.</li> </ul> <p>3. The complete story was dramatic since the beginning but at the <u>end</u> everything was ok.</p> <ul style="list-style-type: none"> <li>a. a final part of something, especially a period of time, an activity, or a story.</li> <li>b. the point in time or space at which something has its origin</li> <li>c. the point or position at an equal distance from the sides, edges, or ends of</li> </ul>	
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			<p>something.</p> <p>4. I always go to see car <u>races</u> because I love speed.</p> <p>a. a contest in which people or teams compete against each other in a particular sport.</p> <p>b. a competition between runners, horses, vehicles, boats, etc., to see which is the fastest in covering a set course.</p> <p>c. a form of play or sport, especially a competitive one played according to rules and</p>	
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			decided by skill, strength, or luck.	
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**Source:** Bibliographic research

**Made by:** Campaña, C. (2017)

### **3.6 Method of data collection**

The data collection plan of this research includes certain methodological strategies that are related to the research objectives and hypothesis. According to the research method, which is mostly quantitative, the following is taken into consideration:

- **Definition of the population: people or objects that will be researched.**

The population of the current research includes the 48 students of the first level, courses 1 and 2, at Universidad Tecnológica Indoamérica,

- **Selection of the techniques and instruments that will be applied in the data collection process.**

The technique used was the scientific observation and the instrument used was the structured questionnaire with close-ended questions. Cohen et al. (2005) state that a questionnaire is a suitable instrument to gather information, to give structured and sometimes numerical data and that it can be managed without the researcher.

**Table 9:** Collection data procedure

<b>Basic questions</b>	<b>Explanation</b>
What for?	To accomplish the research objectives
What population?	First level students, courses 1 and 2 at Universidad Tecnológica Indoamérica
Which aspects?	The influence of not applying extensive reading on vocabulary development
Who?	Lic. Carolina Campaña D.
When?	From 2017 to 2018
Where?	Universidad Tecnológica Indoamérica
How many times?	Once
Which data collection technique?	Scientific observation – structured questionnaire
What instruments?	Observational card – structured questionnaire
Which situation?	Positive because there is the support from the institution and the English coordinator

### **3.7 Process and analysis plan**

This plan considered certain methodological strategies that were suitable to the objectives and to the research method. The plan had correct information avoiding contradictions and it was completed and relevant as well. All the questions were clear in order to have a good organization of the data before the tabulation.

**CHAPTER IV**  
**ANALYSIS AND INTERPRETATION**

**4.1. Analysis of results**

**4.1.1 Sociodemographic analysis of the participants**

In this section, there is a sociodemographic statistical analysis of the participants through the revision of the variables of the age, the distribution of the gender and the course.

A descriptive statistical analysis of prevalence of the characteristics was developed as we can see in table 10, both in the frequencies obtained and in the percentage representation.

**Table 10:**  
***Sociodemographic analysis of the participants***

	<i>Frequency</i>	<i>Percentage</i>
<b>Age</b>		
17,00	14	29,2%
18,00	27	56,3%
19,00	4	8,3%
25,00	1	2,1%
27,00	1	2,1%
55,00	1	2,1%
<b>Gender</b>		
Male	30	62,5%
Female	18	37,5%
<b>Course</b>		
A	24	50%
B	24	50%

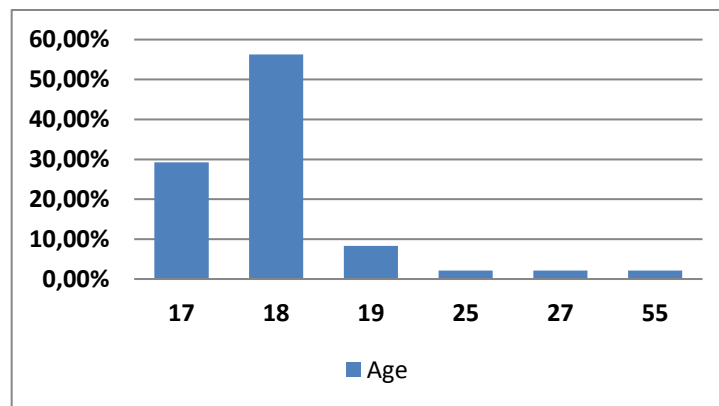
**Note:** 48 Observations

**Source:** Observational card

**Made by:** Campaña, C. (2018)

As we can see, the ages of the participants are 17 years old with (29, 2%), 18 years (56,3%) with 85% approximately, meanwhile 19 year old students with (8,2%) and 25, 27 and 55 years old (2,1%) respectively which only show 15%

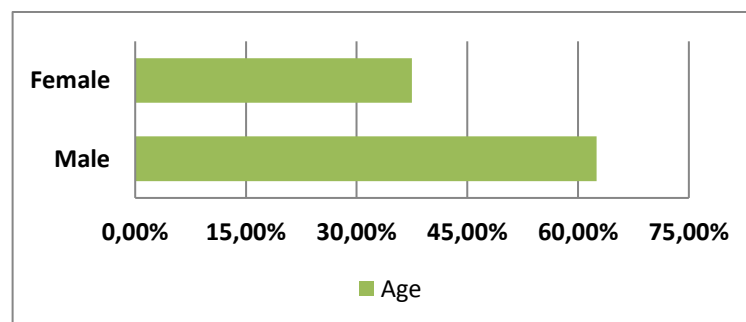
among the participants (see graph 8). The age of the participants has a mean  $Mdn= 18,9$  years old;  $SD= 5,61$ .



**Graph 8:** Graphic representation of the age variable of the participants of the study  
**Source:** Observational card  
**Made by:** Campaña, C. (2018)

The graph indicates a significant presence of young adults in the study. It means, that the majority representation of the sample is highly constituted by young adults in the age of carrying out university studies; on the other hand, the graph indicates a decrement of teenagers or older adults (see graph 8).

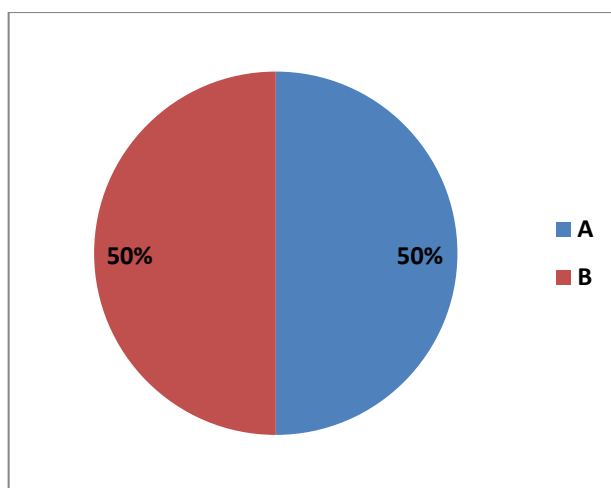
With regard to the distribution by gender, it was found that the higher presence of the sample is men who represent 62.5%. While with regard to female participants, they occupy the remaining 37.5% (see graph 9).



**Graph 9:** Graphic representation of the gender variable among the participants of the study  
**Source:** Observational card  
**Made by:** Campaña, C. (2018)

The graphic displays a higher and significant presence of men over women.

According to the distribution of the courses, the data indicates that there is an equal distribution of the students in the courses A and B with 50% respectively. (see graph 10).



**Graph 10:** Graphic representation of the source variable among the participants of the study

**Source:** Observational card

**Made by:** Campaña, C. (2018)

As we can see in the graph, it is observable that the participants are divided in the two courses equally. Thus, it guarantees that a more balanced statistical analysis can be done in the future.

## **4.2. Data interpretation**

### **Descriptive analysis of the results**

This subsection possesses an analysis of results found in the evaluation of extensive reading and vocabulary knowledge in order to know the descriptive aspects (means and standard deviations) of the established evaluations, as well as the categorical distribution of the participants based on their results.

#### 4.2.1. Analysis of Extensive reading

##### Descriptive analysis

The evaluation of the extensive reading was done through observation using record cards of the factors: a) interest in books; b) enjoyment; and c): motivation. Each dimension presented encompasses a score of 0 to 2 points. These three factors together form the overall extensive reading estimate. These data fluctuates between values of 0 to 6 points. Higher scores represent a higher presence.

The cut-off point to determine a significant presence corresponds to 70% of the factors magnitude (1.4 points) and for the overall score (4.2 points). The scores in table 11 indicates the descriptive data encompassing the minimum and maximum scores (Min-Max), the means (Mdn), the standard deviations (SD) and the distribution measures (Kurtosis and Skew).

**Table 11:**  
**Descriptive analysis of extensive reading**

<b>Factors</b>	<b>Mín. – Máx.</b>	<b>Mean</b>	<b>Dev.</b>	<b>Skew</b>	<b>Kurtosis</b>
<i>Interest</i>	0,40 - 2,00	1,19	0,50	0,321	-1,464
<i>Enjoyment</i>	0,40 - 2,00	1,14	0,45	0,517	-1,135
<i>Motivation</i>	0,60 - 2,00	1,17	0,45	0,583	-1,074
<b>Extensive reading</b>	<b>0,80 - 5,90</b>	<b>3,50</b>	<b>1,33</b>	<b>0,489</b>	<b>-1,314</b>

**Note:** 48 observations

**Source:** Observational card

**Made by:** Campaña, C. (2018)

According to the interest factor the values were *Min-Max* = 0.4 - 2.00 points, with means value of *Mdn* = 1.19 points and a value of *SD* = 0.50. With regard to the distribution measures, skew obtained a value of 0.489 and kurtosis -1.314.

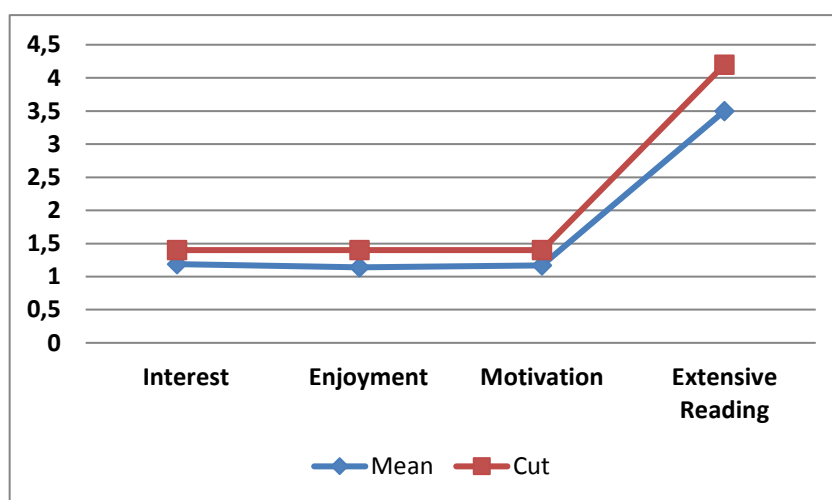
According to the enjoyment factor, the values were *Min-Max* = 0.4 - 2.00 points. The values of central tendency measures and dispersion were *Mdn* = 1.14 points and *SD* = 0.45. Moreover, as regards the distribution measures, skew obtained 0.517 and kurtosis obtained -1.135.

Talking about the motivation factor, the descriptive findings show values from 0.60 to 2.00 as the minimum and maximum. Moreover, values of *Mdn* = 1.17 and



$SD = 0.45$ . While in the distribution scores, skew obtained  $0.583$  and kurtosis obtained  $1.074$ .

In the overall evaluation of extensive reading, the individual values fluctuated between  $0.80$  (minimum) and  $5.9$  (maximum). The central and dispersion scores were  $Mdn = 5.90$  points and  $SD = 1.33$ . Finally, the distribution values were in the skew  $0.489$  and  $1.314$  for the kurtosis (see graph 11).



**Graph 11:** Graphic representation of the descriptive analysis of extensive reading

**Source:** Observational card

**Made by:** Campaña, C. (2018)

As you can see in the graph, in all cases, the average scores are below the cut-off point, both the factors as well as the overall score. It means that in a general way, the levels of presence of the extensive reading criteria are low among the participants and do not reach the general estimated criterion of 70%. Thus, it means that the tendency do not display a clear presence of the assessed competence.

### **Critical analysis**

The categorical analysis allows to interpret the scores obtained among the participants and thus, to know in which group or diagnostic category they are

located according to their acquired domains. In the case of extensive reading, three interpretation groups or categories were identified according to the following scores:

- Low level encompasses scores less than two points. They indicate that the domains of extensive reading are insufficient or low. Intervention is required for its domain.
- Medium or moderate level encompasses scores higher than two points up to four points. The presence of the extensive reading domain is limited even though it is not insufficient. These scores are placed in a moderate range of presence. Intervention is required for its improvement.
- High level encompasses scores higher than four points. Extensive reading domain is high and sufficient. The intervention is aimed at maintaining the domain.

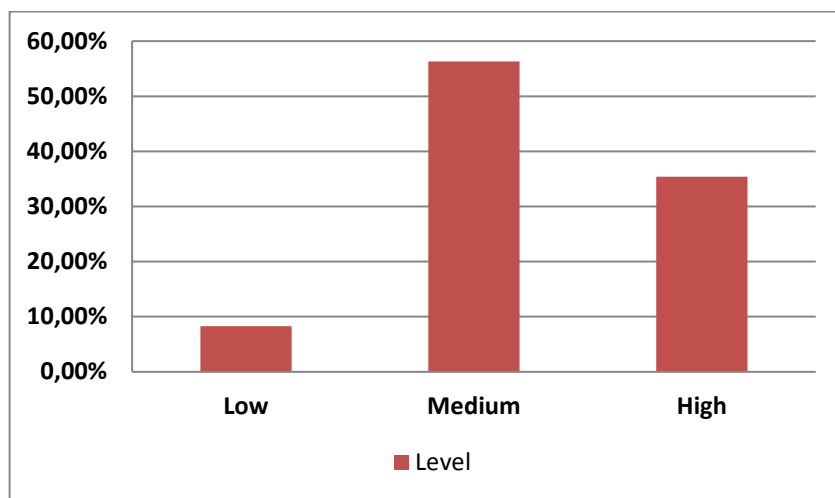
The results of the categorical analysis are shown in table 12. It is presented in function of frequency (*f*) and percentage representation (%).

**Table 12:**  
***Categorical analysis of extensive reading***

<b><i>Level</i></b>	<b><i>Frequency</i></b>	<b><i>Percentage</i></b>
Low	4	8,3%
Medium	27	56,3%
High	17	35,4%

**Note:** 48 observations  
**Source:** Observational card  
**Made by:** Campaña, C. (2018)

The categorical analysis displays that 8.3% of the participants have a low or deficient extensive reading level, while in the case of the participants with a medium level; they reached a prevalence of 56.3%. Finally, the participants with high level have a 35.4%. (see graph 12).



**Graph 12:** Graphic representation of the categorical analysis of extensive reading

**Source:** Observational card

**Made by:** Campaña, C. (2018)

The graph displays the predominance of extensive reading's domain as medium or moderate among the participants of the study. The participants with a high presence of domain 35% have the second place. Finally, 8% belongs to the group of participants with a low or insufficient level of domain. This data shows the existing limitations that need to be solved in the future, especially in the participants who belong to the low and medium levels.

#### **4.2.2. Analysis of vocabulary knowledge**

##### **Descriptive analysis**

In this second descriptive analysis, the evaluation of vocabulary knowledge included the evaluation of this variable from a global point of view and two aspects of word knowledge: a) word form and b) word meaning. As in the previous analysis, each of the exposed dimensions encompasses a score with ranges between 0 to 6 points. The two factors together form the global estimate of the variable and these data will fluctuate between values of 0 to 12 points. Higher Scores of vocabulary knowledge represent a higher presence of the condition.

The cut-off point to determine significant presence corresponds to 70% of the magnitude of the factors (1.4 points) and for the overall score (4.2 points). The scores in table 4 display the descriptive data that encompasses the minimum and maximum scores (*Min-Max*), the means (*Mdn*), the standard deviations (*SD*) and the distribution measures (*kurtosis and skew*). (see table 13)

**Table 13:**  
***Descriptive analysis of vocabulary Knowledge***

<b>Factors</b>	<b>Mín. – Máx.</b>	<b>Mean</b>	<b>Dev.</b>	<b>Skew</b>	<b>Kurtosis</b>
<i>Word form</i>	1,00 - 5,00	2,81	1,08	-0,027	-1,175
<i>Word meaning</i>	1,00 - 6,00	3,48	1,69	-0,059	-1,575
<b>Vocabulary knowledge</b>	2,00 - 11,00	6,29	2,70	0,015	-1,596

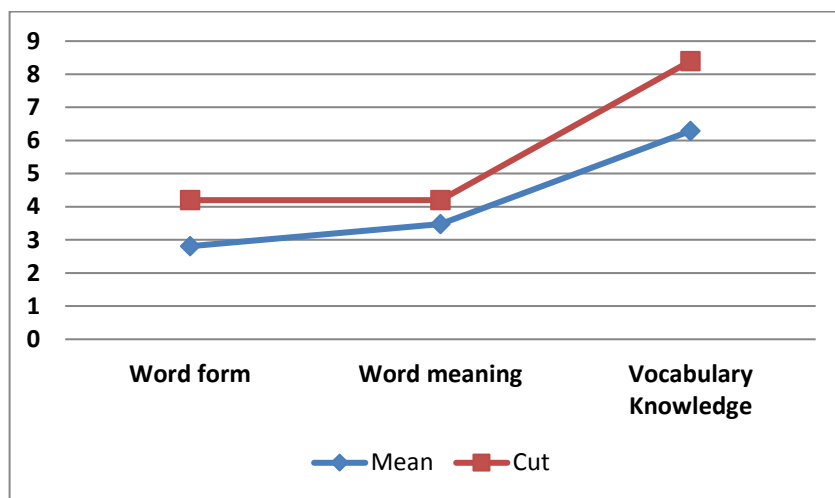
**Nota:** 48 observations

**Source:** Questionnaire

**Made by:** Campaña, C. (2018)

In the word form factor, the values were *Min - Max values = 1.00 - 5.00 points*, with mean values of *Mdn = 2.81 points* and *SD = 1.08*. Regarding the distribution measures, the values were *-0.027* for the skewness and *-1.175* for the kurtosis. While, in word meaning, the results were *Min-Max: = 1.00 - 6.00 points*. In addition, the value of *Mdn = 3.48 points* and *SD = 1.69* for the arithmetic mean and for the standard deviation, finally, *-0.059* for the skew and *-1.575* for the kurtosis.

The vocabulary knowledge findings display values of 2 as minimum and 11 points as maximum. At the level of the mean and standard deviation, results of *Mdn = 6.29*, *SD = 2.7* were obtained. Finally, in the case of distribution measures the value for skew was *0.015* and *-1.596* for kurtosis (see graph 13).



**Graph 13:** Graphic representation of the critical analysis of vocabulary knowledge

**Source:** Questionnaire

**Made by:** Campaña, C. (2018)

The graphic of the descriptive analysis indicates that in the aspects of the vocabulary knowledge as well as in the global score, the presence or the intensity of them are far below from the cut point. That is to say, the perspectives of the competence domain are limited and are insufficient to demonstrate the significant presence of the domain. Thus, in this analysis there is already the need to generate improvement processes for the acquisition of these learning elements.

### **Categorical analysis**

In this second categorical analysis, it can be possible to interpret the scores obtained from the participants and thus, to know in which diagnostic group or category they are placed, based on their acquired domains related to vocabulary knowledge. As in the previous case, three interpretation groups or categories were identified according to the following scores:

- Low level encompasses scores less than four points. They indicate that the domains of vocabulary knowledge are insufficient or low. Furthermore, in these circumstances intervention is required for its domain.

- Medium or moderate level refers to scores higher than four points up to eight points. The presence of the vocabulary knowledge domain is limited, there is an important presence but not significant. Educative intervention is required for its improvement.
- High level encompasses scores higher than eight points. Vocabulary knowledge domain is high, significant and sufficient. Educative intervention is not required, even though it is necessary for maintaining the domain or for acquiring other competences.

The results of the categorical analysis is in table 14, it is presented in function of the frequency (*f*), and percentage representation (%).

**Table 14:**  
***Categorical analysis of vocabulary Knowledge***

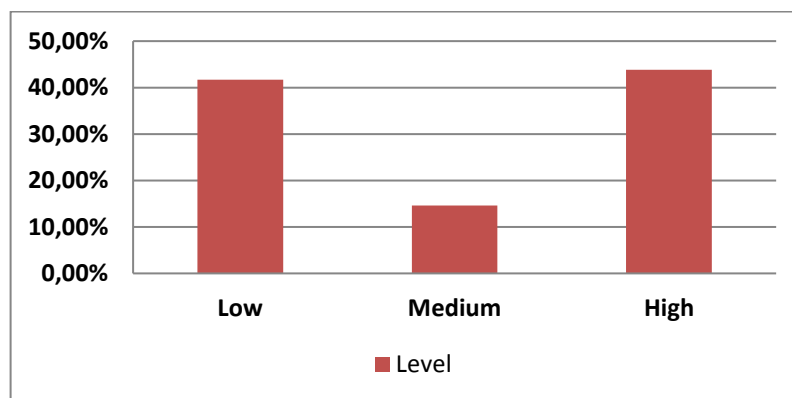
<b><i>Level</i></b>	<b><i>Frequency</i></b>	<b><i>Percentage</i></b>
Bajo	20	41,7%
Medio	7	14,6%
Alto	21	43,8%

**Note:** 48 observations

**Source:** Questionnaire

**Made by:** Campaña, C. (2018)

The results show that 41.7% of the participants have low levels of domain, while 14.6% have moderate levels and 43.8% indicate that they have high levels of vocabulary knowledge domain. (see graph 14)



**Graph 14:** Graphic representation of the categorical analysis of vocabulary knowledge  
**Source:** Questionnaire  
**Made by:** Carolina Campaña D

The graphical analysis highlights the polarization of the participants in two groups, both at the level of low domain of vocabulary knowledge with approximately 41,7%, and 14.6% of the moderate domain. They display the tendency of the group to show flaws or limitations of domain. Thus, it requires an educative intervention process for its improvement in the future. Finally, a group of 43.8% of the participants displays a high and sufficient domain and it represents a significant subgroup of the participants.

### 4.2.3 Correlation and prediction analysis

#### Correlation analysis

At the end of this analysis, the previously described elements are presented under a correlational study in order to know the presence and degree of correlation between extensive reading and the vocabulary knowledge, as well as between its components. In addition, it helps to discern between the confirmation or rejection of the null hypothesis, both for the presence of correlation and for statistical significance ( $p < 0.05$ ).

Pearson product-moment correlation coefficient ( $r$ ) was used in order to develop the correlation analysis. It is the test that allows to identify the presence and degree of correlation between the variables and the components.

The  $r$  scores indicate the presence of positive (+) or negative (-) relationship when they move away from 0 and tend to approach to values of 1 and -1. An acceptable estimate of  $r$  corresponds to values above  $r > 0.2$  and less than  $r < -0.2$  to determine correlation (see table 15).

**Table 15:**  
**Correlation analysis between extensive reading and vocabulary knowledge variables**

Factors	Extensive reading						Vocabulary
	IB	E	M	WF	WM		
Interest in books	1	,845**	,777**	,926**	,685**	,760**	,751**
Enjoyment		1	,934**	,974**	,680**	,703**	,713**
Motivation			1	,949**	,639**	,662**	,671**
<b>Extensive reading</b>				1	,704**	,749**	,752**
Word form					1	,886**	,957**
Word meaning						1	,983**
<b>Vocabulary knowledge</b>							1

Note: \*\*  $p < 0,01$

Source: Observational card - Questionnaire

Made by: Campaña, C. (2018)

The correlation analysis indicates the presence of a relationship between the components of the extensive reading and vocabulary knowledge. Thus, the relationship between interest in books and word form questions with  $r = 0.685$ ;  $p < 0.001$  is observed; word meaning questions with  $r = 0.76$ ;  $p < 0.01$ , and with vocabulary knowledge  $r = 0.751$ ;  $p < 0.001$ .

Regarding enjoyment, it correlates with word form questions  $r = 0.68$ ;  $p < 0.001$ ; with word meaning questions  $r = 0.76$ ;  $p < 0.001$ ; and with vocabulary knowledge  $r = 0.713$ ;  $p < 0.001$ .

Regarding the motivation component, the correlation with word form questions is  $r = 0,639$ ;  $p < 0.001$ ; word meaning questions  $r = 0.662$ ;  $p < 0.001$  and with vocabulary knowledge  $r = 0.621$ ;  $p < 0.001$ .

Finally, as regards the relationship between the extensive reading and vocabulary knowledge, it was found that there is a relation between both variables with values of  $r = 0.621$ ;  $p < 0.001$ .



## Prediction analysis

Because significant and high correlations are found between extensive reading and vocabulary knowledge, a complementary study on this aspect identifies the linear casuistic relationship that can maintain with vocabulary knowledge. It requires the development of an additional study of determination ( $R^2$ ) and its aim is the identification of the predictive power of extensive reading in vocabulary knowledge as we can see in table 16.

**Table 16:**  
**Prediction analysis of extensive reading upon vocabulary knowledge**

<b>Level</b>	<b>Correlation</b>	<b>Determination</b>
<i>Interest in books</i>	,751**	,564
<i>Enjoyment</i>	,713**	,508
<i>Motivation</i>	,671**	,450
<b>Extensive reading</b>	,752**	,566

**Note:** \*\*  $p < 0,01$

**Source:** Observational card - questionnaire

**Made by:** Campaña, C. (2018)

The prediction analysis indicates that extensive reading predicts the changes in the variance in vocabulary knowledge. Thus, it is observed that interest in books predicts 56.4% the changes in the variance, enjoyment with 50.8% and motivation with 45%. This is a prediction of extensive reading factors.

Whereas in a global way, it can be considered that extensive reading can predict in 56.6% the changes of the existing variances in vocabulary knowledge. It can indicate the close relationship between the variables analyzed.

### 4.3 Hypothesis verification

Table 17:

*Hypothesis verification technical sheet*

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- **Null Hypothesis (H<sub>0</sub>):** There is no correlation between extensive reading and vocabulary knowledge.
- **Alternative Hypothesis (H<sub>1</sub>):** There is correlation between extensive reading and vocabulary knowledge.
- **Test of Null Hypothesis (PPMC):** Pearson (*r*) product-moment correlation coefficient.
- **Acceptable value of the test:** To be acceptable, The PPMC (*r*) must show that the variables have a covariation. ( $r > 0,2$ ).
- **Statistical significance (p):** The significance must be less than 5% ( $p < 0.05$ ). The statistical power indicates that the probability that the data found is due to chance is less than 5%.
- **Results:** The *r* test indicates values of 0.752 equivalents to correlation, exceeding the acceptable value ( $r > 0.02$ ). The significance is  $p < 0.01$ , that is to say, the probability of committing type I error is less than 5%.
- **Conclusion:** The H<sub>0</sub> is rejected because a positive and high correlation exists and H<sub>1</sub> is accepted because it marks statistically significant differences and the probability that these results are due to chance is less than 1% ( $p < 0.01$ ).

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**Made by:** Campaña, C. (2018)

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Conclusions

After analyzing the data collected, it leads to the following conclusions.

- The levels of presence of the extensive reading criteria are low among the participants and do not reach the general estimated criterion of 70%. The categorical analysis displays that 64.6% of the participants have a low, deficient or medium extensive reading level. Thus, it means that the tendency does not display a clear presence of the assessed competence. Students are not interested enough in the reading material they use in classes and because of that, there is a lack of enjoyment and motivation while reading.
- The presence or the intensity of the two aspects of vocabulary knowledge, word form and word meaning, are far below from the cut point. That is to say, the perspectives of the competence domain are limited and are insufficient in order to demonstrate the significant presence of the domain. The critical analysis displays that 56.3% of the participants have a low, deficient or medium levels of vocabulary knowledge domain. They display flaws or limitations of domain.
- After trying to correlate the two variables using suitable strategies to enhance vocabulary knowledge through extensive reading, the correlation analysis indicates the presence of a relationship between the components of the extensive reading and vocabulary knowledge. There is a relation between both variables with values of  $r = 0.621$ ,  $p < 0.001$ . The prediction analysis indicates that extensive reading predicts the changes in the variance in vocabulary knowledge. Thus, in a global way, it can be considered that extensive reading can predict in 56.6% the changes of the

existing variances in vocabulary knowledge. Finally, it indicates the close relationship between the variables analyzed as well. Thus, the use of a vocabulary handbook has a positive effect upon the development of vocabulary knowledge.

## **5.2 Recommendations**

Based on the conclusions established, we can give the following recommendations:

- It is suggested that teachers implement extensive reading besides the ones they utilize during their classes so that learners can enjoy and be motivated while reading. It is relevant that students can also choose the reading material for their reading lessons.
- It is highly important that teachers help learners to enhance their domain or limitations of vocabulary knowledge. Teachers must apply an educative intervention and give students as many opportunities as possible for its improvement.
- Because there is a relationship between the components of extensive reading and vocabulary knowledge; it is advisable that teachers utilize extensive reading material and a handbook created by the author that contains vocabulary activities to help students to enhance their vocabulary knowledge. In this way, learners can work with this material in classes and outside them as well. Thus, they will enjoy the reading and will see their lessons as a meaningful process that can lead them to acquire more vocabulary.

## **CHAPTER VI**

### **THE PROPOSAL**

**TOPIC:** Improvement plan handbook for vocabulary knowledge through extensive reading

#### **6.1 Informative data**

**Name of the institution:** Universidad Tecnológica Indoamérica

**Beneficiaries:** Students of the university

**Estimated time for the execution:** Second term of the semester B17 – 2017-2018

**Beginning:** Last week of January

**End:** First week of February

**Person in charge:** Diana Carolina Campaña Días

**Cost:** \$ 300

#### **6.2 Background of the proposal**

The current proposal arises with the need to create an improvement plan for vocabulary knowledge through extensive reading because we have noticed that teachers do not really pay attention to the reading skill and it is one of the reasons why students do not normally work with interesting and engaging reading material during their classes. This leads to a poor or low acquisition of vocabulary. Unfortunately, the majority of the students struggle when trying to convey their ideas to other people and an important factor that makes them to have a weak or sometimes a poor conversation with others is their lack of vocabulary knowledge.

Additionally, it was noticed that teachers do not usually utilize extensive reading along with vocabulary activities to help students learn more lexicon. Sometimes, students just memorize words in isolation without learning them by heart, preventing them to use that vocabulary in the future. Thus, without the use of extensive reading, students do not always enjoy the process of learning new vocabulary because they are not free to choose the material they want to read, leading to the lack of interest while internalizing new lexicon.

### **6.3 Justification**

Indeed, developing vocabulary knowledge is a crucial factor when learning a new language because having a good amount of lexicon helps students to communicate with others in a more efficient way. Moreover, because most teachers do not really pay attention to the reading skill, teachers do not utilize additional, interesting and engaging material when trying to enhance vocabulary knowledge. In this way, most students do not enjoy the process of learning vocabulary through reading. Hence, the use of extensive reading can motivate students to read and helps them to improve their lexicon. Thus, the acquisition of vocabulary becomes an interesting, funny and meaningful process inside and outside the classroom, as well.

After analyzing the data collected, it is noticed that students have a low amount of vocabulary and the lack of it prevents students to convey their ideas and thoughts to others in a good way. Sometimes, students do not internalize new vocabulary using the regular methods and activities for vocabulary development. It is absolutely relevant to propose different vocabulary activities through the use of extensive reading so that students can learn new lexicon and enjoy the process at the same time.

Therefore, the proposal is a good tool that can help teachers and students to acquire new vocabulary because the use of extensive reading gives freedom and joy when learning lexicon. Besides, the activities of this improvement plan can enhance vocabulary knowledge and vocabulary acquisition, which lead to have a

better communication with other people because students' vocabulary size grows as well.

## **6.4 Objectives**

### **6.4.1 General**

- To design a handbook of vocabulary activities to enrich students' vocabulary knowledge.

### **6.4.2 Specific objectives**

- To utilize extensive reading to enhance vocabulary development.
- To implement the handbook of vocabulary activities according to the extensive reading material.
- To assess vocabulary acquisition after each chapter of the books by means of vocabulary activities designed by the author of the proposal.

## **6.5 Feasibility analysis**

The current proposal is feasible to develop and implement because the authorities of the university and the coordinator of the English department are always willing to help teachers to improve their teaching techniques. They also support teachers when using new techniques, activities, etc. that assist students to have a better learning environment and to improve the language level at any degree.

## **6.6 Foundation**

### **Extensive reading**

Harmer (2007) claims that *extensive reading* is the type of reading that occurs mostly outside the classroom, but it also occurs inside of it. This type of reading might include newspapers, novels, magazines, web pages or any other related material. Enjoyment should be part of this type of reading and it can



improve if students select the material they want to read by themselves, if students are encouraged by their teachers, and if students have some opportunities to talk about their experiences with their reading. Even though, not all the students are willing to deal with this type of reading, let's say that the more the people read, the more they will progress.

Similarly, for Palmer, (as cited in Harmer 2007) the meaning of extensive reading was to read rapidly book after book. The reader should pay attention to the meaning not to the language that the text has.

Additionally, Harmer (2007) adds that extensive reading is relevant for the development of students' word recognition and for a general development, as well. It is essential for a good acquisition, not just to read a considerable amount but also to have a well-designed programme that has proper materials, tasks, facilities like handy and long-lasting book libraries and guidance.

### **The development of general vocabulary knowledge**

The supreme part of vocabulary in the first language reading has been well set, the bigger the vocabulary of children, the better their understanding. For instance, Chall (1987) (as cited in Day and Bamford, 1998) mentions that each reading achievement study highlights the importance of vocabulary knowledge. Nagy and Hernan (1987) (as cited in Day and Bamford, 1998) mention it in a similar way; texts are understood better when children know more words.

This means that, analyzing it from a cognitive point of view, there is no significant difference between fluent first and second language reading. Fluent second language reading requires a large amount of vocabulary as fluent first language does. A large number of words is learnt by children when they learn their first language by guessing the meaning in context during reading. Even though, the research on second language reading is not as rich as the research on first language reading is. People who read tons of interesting and diverse material can increase their general vocabulary knowledge. Additionally, second language readers do not have a large of oral vocabulary and this is the reason why the texts

should not have many unknown and difficult syntactic structures. Thus, the extensive reading approach claims that students need to read large amount of material, which are easy, diverse and interesting so that they can be able to increase their vocabulary development.

### **Teaching vocabulary**

Harmer (2007) states that students must see words within a context so that they can notice how they are used. Therefore, maybe, the best way to present new words is to see them in action that is to say that students need to read texts or listen to tracks. The most important aspect when students read a text in class is to get new lexicon (in contrast to extensive reading). We wish students to see how words are used when they are reading and it is because of this that students are asked to complete some exercises like matching vocabulary with their correct definitions.

### **Vocabulary**

Nunan (1999) states that vocabulary is not only a language list but it is also closely attached to grammar because it is part of the language system. Actually, we can separate the lexical system of the majority of the languages into “grammatical words” (verbs, adverbs, etc.) and content words. The vocabulary “grammatically” is also in the morphology of words, which is the addition of some grammatical fragments at the end or at the beginning of words in order to create new ones.

Additionally, Meara (1980) (as cited in Lightbown and Spada, 2013) mentions that vocabulary learning is a careless point in language learning. In the 70’s and 80’s, the researchers paid attention to morphology and syntax because of the manner in which error pattern and the development of sequences of these aspects can show some things related to language acquisition and language. Nevertheless, the things are different now; meanwhile Meara was giving his comments on this, a great movement about research on vocabulary learning

started. Moreover, the vocabulary acquisition became one of the main and strong areas in the research of second language acquisition.

Moreover, Lightbown and Spada (2013) add that the relevance that vocabulary has is very clear for the majority of the people. As it is known that people can communicate using words that are not pronounced in a proper way, located in a correct order or even if the proper grammar is not used in a good way; but there are misunderstandings when there is not a correct use of a word. Even though, mimic can help so that other people can understand others, thus, vocabulary is so relevant as well.

### **6.7 Methodology**

The operating model consists of a handbook that encompasses 19 vocabulary worksheets and three lessons plans that help students to enhance their vocabulary knowledge through extensive reading. This handbook shows teachers how to work with this material in a daily basis, too.

The current proposal was designed based on the independent methodology of extensive reading. As extensive reading refers to read freely while enjoying it, students chose three books based on their level of competence from which vocabulary worksheets were developed per chapter in order to enhance their lexicon.

The handbook possesses vocabulary worksheets and lessons plans to show how teachers can work with this material. It consists of reading the books chosen by the students in classes and outside as well and after it working with the worksheets developed.

The handbook consists of three books; each book has 2 sessions of 45 minutes and each session possesses some vocabulary worksheets. These vocabulary worksheets assess students' reading and strive to help them to improve their vocabulary knowledge and they encompass activities like, choosing, matching,

definitions, opposites, synonyms and completing. The execution of the proposal is detailed in the following operating plan.

## Operating plan

**Table 18: Operating plan**

<b>BOOK 1 – LESSON 1</b>			
<b>SESSION 1</b>			
<b>Objectives</b>	<b>Contents</b>	<b>Activities</b>	<b>Hour</b>
<p>To understand new vocabulary when reading chapters 1, 2</p> <p>To assess students' reading and vocabulary development</p>	<ul style="list-style-type: none"> <li>* Explaining goals</li> <li>* Presenting vocabulary</li> <li>* Predicting</li> <li>* Reading chapters 1, 2</li> <li>* Working on activities 1 and 2: choosing, matching</li> </ul>	<ul style="list-style-type: none"> <li>* Individual work</li> <li>* Group work</li> <li>* Class work</li> <li>* Written activities (in class, outside the class)</li> <li>* Ask students to read chapters 3, 4, 5</li> <li>* Students complete activities 3,4, 5: definitions, opposites, synonyms at home</li> </ul>	<p>45 minut es</p>
<b>SESSION 2</b>			
<b>Objectives</b>	<b>Contents</b>	<b>Activities</b>	<b>Hour</b>
<p>To check vocabulary presented the last session</p> <p>To understand new vocabulary when reading chapters 1, 2</p> <p>To assess</p>	<ul style="list-style-type: none"> <li>* Brainstorming</li> <li>* Checking activities 3, 4, 5: definitions, opposites, synonyms</li> <li>* Reading chapters 6</li> <li>* Working on activities 6: choosing</li> </ul>	<ul style="list-style-type: none"> <li>* Individual work</li> <li>* Group work</li> <li>* Written activities (in class, outside the class)</li> <li>* Ask students to read chapter 7</li> <li>* Students complete activity 7 at home: definitions</li> </ul>	<p>45 minut es</p>

students' reading and vocabulary development			
<b>BOOK 2 – LESSON 2</b>			
<b>SESSION 1</b>			
<b>Objectives</b>	<b>Contents</b>	<b>Activities</b>	<b>Hour</b>
To understand new vocabulary when reading chapters 1, 2  To assess students' reading and vocabulary development	* Explaining goals * Presenting vocabulary * Predicting * Reading chapters 1, 2 * Working on activities 8 and 9: opposites, choosing	* Individual work * Group work * Class work * Written activities (in class, outside the class) * Ask students to read chapters 3, 4, 5 * Students complete the activities of 10, 11, 12: synonyms, definitions, completing	45 minut es
<b>SESSION 2</b>			
<b>Objectives</b>	<b>Contents</b>	<b>Activities</b>	<b>Hour</b>
To check vocabulary presented the last session  To understand new vocabulary when reading	* Brainstorming * Checking activities 10, 11, 12: synonyms, definitions, completing * Reading chapter 6 * Working on activity 13: choosing	* Individual work * Group work * Written activities (in class, outside the class)	45 minut es

chapters 1, 2 To assess students' reading and vocabulary development			
<b>BOOK 3 – LESSON 3</b>			
<b>SESSION 1</b>			
<b>Objectives</b>	<b>Contents</b>	<b>Activities</b>	<b>Hour</b>
To understand new vocabulary when reading chapters 1, 2  To assess students' reading and vocabulary development	* Explaining goals * Presenting vocabulary * Predicting * Reading chapters 1, 2 * Working on activities 14 and 15: completing, choosing	* Individual work * Group work * Class work * Written activities (in class, outside the class) * Ask students to read chapters 3, 4, * Students complete the activities 16, 17: synonyms, opposites	45  minut es
<b>SESSION 2</b>			
<b>Objectives</b>	<b>Contents</b>	<b>Activities</b>	<b>Hour</b>
To check vocabulary presented the last session  To understand new vocabulary when reading chapters 1, 2	* Brainstorming * Checking activities 16, 17: synonyms, opposites * Reading chapters 6 * Working on activities 18: choosing	* Individual work * Group work * Written activities (in class, outside the class) * Ask students to read chapter 7 * Students complete activity 19:	45  minut es

To assess students' reading and vocabulary development		completing at home	
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**UNIVERSIDAD  
TECNOLÓGICA  
INDOAMÉRICA**

IMPROVEMENT PLAN HANDBOOK FOR  
VOCABULARY KNOWLEDGE THROUGH  
EXTENSIVE READING



By: Carolina Campaña D.

## INTRODUCTION

Dear teachers,

I have a great pleasure to share, “*The improvement plan handbook for vocabulary knowledge through extensive reading*” with you. I have created this handout with the intention to provide additional material for enhancing students’ lexicon using extensive reading material in classes and outside of them as well. One of the principal objectives is to provide students with the opportunity to choose the material they want to read and in this way, they can be fully involved in the reading.

I am extremely pleased that this handbook can help you improve the students’ vocabulary and at the same time, they can enjoy their reading lessons and feel that they are part of a meaningful learning.

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**UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA**  
**LESSON PLAN 1**

**GENERAL INFORMATION**

Area: English  
 Level: First  
 Semester: B17  
 Topic: Book 1 – A little trouble in Dublin  
 Teacher: Carolina Campaña D.

**Table N° 1: Lesson Plan 1**

<b>CLASS OBJECTIVE</b>	<b>ACTIVITIES</b>	<b>RESOURCES</b>	<b>ASSESSMENT</b>
<p>To learn new vocabulary words through extensive reading.</p> <p>To review vocabulary learnt last class</p> <p>To assess vocabulary through different activities</p> <p>To keep track of students reading</p>	<p style="text-align: center;"><b>SESSION 1</b></p> <ul style="list-style-type: none"> <li>* Introduction</li> <li>* T explains the objective of session 1</li> <li>* T presents new vocabulary: twins, hundred, small, quietly, end, garden, street, dark, dangerous, head</li> <li>* Ss give their prediction about the book</li> <li>* T and ss read chapter 1 as a whole class.</li> <li>* Ss complete activity 1: choosing, in pairs</li> <li>* Ss read chapter 2 individually and complete activity 2: matching, in groups.</li> <li>* T asks ss to complete activities of chapter 3, 4, 5: definitions, opposites, synonyms</li> </ul> <p style="text-align: center;"><b>SESSION 2</b></p>	<ul style="list-style-type: none"> <li>*Photocopies of books</li> <li>*Pencils</li> <li>*Pens</li> <li>*Worksheets with vocabulary activities</li> </ul>	<p>Chapter activities</p>

	<ul style="list-style-type: none"> <li>* Sharing ideas about the reading</li> <li>* T and ss check vocabulary learnt last session</li> <li>* T and ss check activities 3, 4, 5</li> <li>* Ss read chapter 6 in groups and complete activity 6 choosing, individually</li> <li>* T asks ss to read chapter 7 and complete activity 7: definitions</li> </ul>		
<p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>* Complete the activities 3, 4, 5: definitions, opposites, synonyms</li> <li>* Complete the activity 7: definitions</li> </ul>			
<b>Coordinator's signature</b>		<b>Teacher's signature</b>	

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## UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA

### *A little trouble in Dublin*

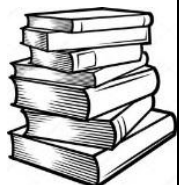
#### Worksheet 1

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Choose the correct option in each statement.

1.	Andy and Mary are <i>cousins</i> / <i>twins</i> .
2.	Andy and Mary were in the city of Dublin in <i>Ireland</i> / <i>Paris</i> .
3.	The book of Kells was a <i>hundred</i> / <i>thousand</i> years old.
4.	The € 20 note was <i>blue</i> / <i>red</i> .
5.	Dublin is a <i>small</i> / <i>big</i> city
6.	In the ice cream shop - the € 20 note was <i>forged</i> / <i>real</i> .
7.	The real note had a kind of <i>door</i> / <i>window</i> on it.





**UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA**

*A little trouble in Dublin*

**Worksheet 2**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Match the adjectives with their correct adverbs and fill in the gaps with the adverbs.**

___	real	<b>a.</b>	quietly
___	happy	<b>b.</b>	really
___	quiet	<b>c.</b>	happily

1. ‘Oh, thank you, Miss O’ Brien,’ said Mary \_\_\_\_\_.  
‘That is kind of you.’
2. ‘That’s him,’ said Mary \_\_\_\_\_. ‘Mr Green Shirt.’
3. But Mary did not \_\_\_\_\_ watch.







UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA

*A little trouble in Dublin*

Worksheet 3

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Match the words on the left with the correct definitions on the right.

___	end	<b>a.</b>	a carved or cast figure of a person or animal, especially one that is life-size or larger.
___	statue	<b>b.</b>	a building for human habitation.
___	garden	<b>c.</b>	a final part of something.
___	street	<b>d.</b>	a public road in a city or town, typically with houses and buildings on one or both sides.
___	house	<b>e.</b>	a piece of ground, often near a house, used for growing flowers, fruit, or vegetables





UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA

*A little trouble in Dublin*

Worksheet 4

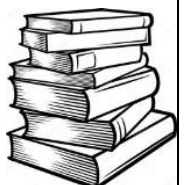
Name: \_\_\_\_\_

Date: \_\_\_\_\_

Match the words with the correct opposites and complete the sentences with the words in bold.

___	darkly	<b>a.</b>	short
___	front	<b>b.</b>	get into
___	under	<b>c.</b>	brightly
___	tall	<b>d.</b>	above
___	get out	<b>e.</b>	back

1. 'We are here for two more days,' said Andy \_\_\_\_\_.
2. Mary and Andy waited for the taxi at the \_\_\_\_\_ of the hotel.
3. \_\_\_\_\_ the driver's brown jacket was a green shirt.
4. A \_\_\_\_\_ and thin man with a blue shirt and black trousers got into the car.
5. Mary and Andy could not \_\_\_\_\_ of the taxi.





**UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA**

*A little trouble in Dublin*

**Worksheet 5**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Match the words on the left with the correct synonyms on the right.**

___	afraid	<b>a.</b>	alarming
___	dangerous	<b>b.</b>	noisy
___	angry	<b>c.</b>	fearful
___	loud	<b>d.</b>	humorous
___	funny	<b>e.</b>	mad





UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA

*A little trouble in Dublin*

Worksheet 6

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Underline the incorrect option in each sentence.**

1.	Quickly Mary opened the <i>front / back</i> windows of the car and started to get out.
2.	Mary and Andy were <i>good / bad</i> swimmers.
3.	'What <i>about you / happened?</i> ' asked the people on the street
4.	Andy and Mary started running towards to the <i>police station / house.</i>
5.	Andy and Mary <i>told / did not tell</i> everything to the police officers.
6.	Andy and Mary <i>did not recognize / recognize</i> the men in the photos.





# UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA

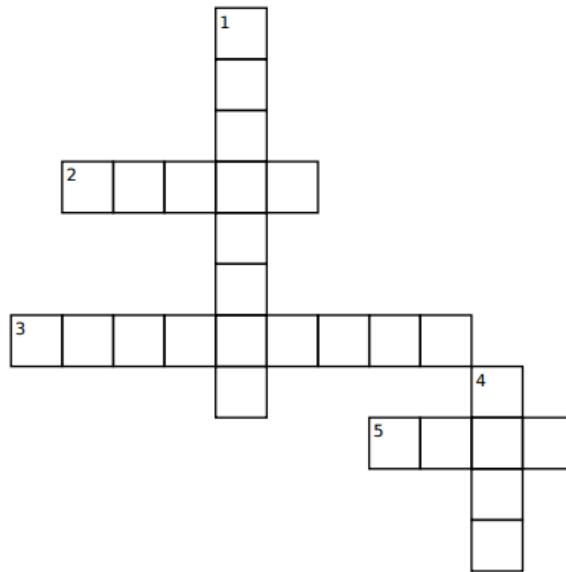
## *A little trouble in Dublin*

### Worksheet 7

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Complete the crossword with the correct words of the following definitions.



**Down:**

1. a small, typically round cake of bread leavened with baking powder, baking soda, or sometimes yeast.
4. a hinged, sliding, or revolving barrier at the entrance to a building, room, or vehicle, or in the framework of a cupboard.

**Across:**

2. the opposite of white.
3. a small restaurant selling light meals and drinks at night.
5. a part or division of a building enclosed by walls, floor, and ceiling.





**UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA**  
**LESSON PLAN 2**

**GENERAL INFORMATION**

Area: English  
 Level: First  
 Semester: B17  
 Topic: Book 2 – Summer Sounds  
 Teacher: Carolina Campaña D.

**Table N° 2 : Lesson Plan 2**

<b>CLASS OBJECTIVE</b>	<b>ACTIVITIES</b>	<b>RESOURCES</b>	<b>ASSESSMENT</b>
<p>To learn new vocabulary words through extensive reading.</p> <p>To review vocabulary learnt last class</p> <p>To assess vocabulary through different activities</p> <p>To keep track of</p>	<p><b>SESSION 1</b></p> <p>* Checking activity 7: definitions</p> <p>* T explains the objective of session 1</p> <p>* T presents new vocabulary: cabin, summer camp, earache, museum, deaf, hearing aid, information, strange, to steal, to turn on</p> <p>* Ss guess about book 2</p> <p>* T and ss read chapter 1 as a whole class.</p> <p>* Ss complete activity 8: opposites, in pairs</p> <p>* Ss read chapter 2 individually and complete activity 9: choosing, in groups.</p> <p>* T asks ss to read chapter 3, 4, 5 and complete activities 10, 11, 12: synonyms, definitions, completing</p>	<p>*Photocopies of books</p> <p>*Pencils</p> <p>*Pens</p> <p>*Worksheets with vocabulary activities</p>	<p>Chapter activities</p>

students reading	<p style="text-align: center;"><b>SESSION 2</b></p> <ul style="list-style-type: none"> <li>* Sharing ideas about the reading.</li> <li>* T and ss check vocabulary learnt last session</li> <li>* T and ss check activities 10, 11, 12</li> <li>* Ss read chapter 6 in groups and complete activity 13: choosing, individually</li> </ul>		
<b>Assignment:</b> Read chapters 3, 4, 5 and complete activities 10, 11, 12: synonyms, definitions, completing			
<b>Coordinator's signature</b>		<b>Teacher's signature</b>	

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UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA

*Summer sounds*

**Worksheet 8**

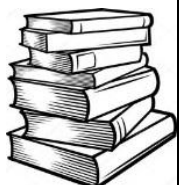
**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Match the words with the correct opposites and complete the sentences with the words in bold.**

___	cabin	<b>a.</b>	winter
___	interesting	<b>b.</b>	sad
___	terrible	<b>c.</b>	boring
___	happy	<b>d.</b>	building
___	summer	<b>e.</b>	calming
___	look	<b>f.</b>	ignore

1. Katy was \_\_\_\_\_ to go camping.
2. They \_\_\_\_\_ at the camp information on a booklet.
3. Kate had got a \_\_\_\_\_ earache.
4. 'Thirteen-year-old girls do not go to \_\_\_\_\_ camps,' said Kate.
5. Three of four times a week did not go on visits to \_\_\_\_\_ places like museums.
6. The bus stopped in front of a big \_\_\_\_\_.







UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA

*Summer sounds*

Worksheet 9

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Choose the correct option in each statement.

1.	The campers were going to visit a museum and then a <i>shopping center / amusement park</i> .
2.	Riley was a little <i>blind / deaf</i> .
3.	Riley had to use a <i>hearing aid / glasses</i> .
4.	Ms Averly gave everyone <i>computers / an MP3 player</i> .
5.	The MP3 player had lots of <i>information / videos</i> .
6.	Katy's MP3 player had <i>no sound / high</i> sound because of her earache.
7.	The campers and the bus driver were <i>beautiful / strange</i> .
8.	Back on the bus, all the boys and girls were <i>quiet / noisy</i> .





**UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA**

*Summer sounds*

**Worksheet 10**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Match the words on the left with correct synonyms on the right.**

___	to steal	<b>a.</b>	to watch
___	to hear	<b>b.</b>	to listen
___	to see	<b>c.</b>	to speak
___	to talk	<b>d.</b>	to comprehend
___	to understand	<b>e.</b>	to rob





UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA

*Summer sounds*

**Worksheet 11**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Match the words on the left with correct definitions on the right.**

___	to walk	<b>a.</b>	make a computer, light, etc. start working.
___	to get on (sth)	<b>b.</b>	communicate information, facts, or news to someone in spoken or written words.
___	to turn on	<b>c.</b>	direct one's gaze toward someone or something or in a specified direction.
___	to look	<b>d.</b>	to go on a bus, train, aircraft, or boat.
___	to tell	<b>e.</b>	move at a regular and fairly slow pace by lifting and setting down each foot in turn, never having both feet off the ground at once.





UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA

*Summer sounds*

**Worksheet 12**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Fill in the gaps with the correct words from the box.**

was<sup>2</sup>   cleaning   were   walked   steal   had   read

1.	Ms Averly _____ very angry.
2.	The two friends _____ with Ms Averly across the camp to the kitchen.
3.	Katy and Riley started _____ the kitchen.
4.	The strange sounds _____ on the MP3 players.
5.	I could not _____ their lips.
6.	Ms Averly or George _____ near the boys all the boys all the time.
7.	Riley _____ an expensive watch in his hand. He tried to _____ it.





UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA

*Summer sounds*

Worksheet 13

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Underline the incorrect option in each sentence.**

1.	George had two <i>shopping bags / computers</i> .
2.	They went to their <i>houses / cabins</i> after dinner.
3.	Katy opened her eyes and she was in the boathouse near the <i>ocean / lake</i> .
4.	Ms Averly found a <i>lollipop / a MP3</i> player on her desk.
5.	A <i>scientist / a thief</i> came into the boathouse.
6.	George said 'summer sounds' and a second later, there was a <i>soft / loud</i> noise.
7.	The door opened and some police officers / teachers came in.
8.	George was a <i>scientist / policeman</i> .





**UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA**  
**LESSON PLAN 3**

**GENERAL INFORMATION**

Area: English  
 Level: First  
 Semester: B17  
 Topic: Book 3 – Amazing young sports people  
 Teacher: Carolina Campaña D.

**Table Nº 3: Lesson Plan 3**

<b>CLASS OBJECTIVE</b>	<b>ACTIVITIES</b>	<b>RESOURCES</b>	<b>ASSESSMENT</b>
<p>To learn new vocabulary words through extensive reading.</p> <p>To review vocabulary learnt last class</p> <p>To assess vocabulary through different activities</p> <p>To keep track of students reading</p>	<p><b>SESSION 1</b></p> <p>* Introduction</p> <p>* T explains the objective of session 1</p> <p>* T presents new vocabulary: race, plane, ship, rock climbing, fighting, games, fit, fans, match, disabled, athlete, blind, coach, hat trick</p> <p>* Ss give their prediction about the book 3</p> <p>* T and ss read chapter 1 as a whole class.</p> <p>* Ss complete activity 14: completing, in pairs</p> <p>* Ss read chapter 2 individually and complete activity 15: choosing, in groups.</p> <p>* T asks ss to read chapters and complete activities 16, 17: synonyms, opposites</p>	<p>*Photocopies of books</p> <p>*Pencils</p> <p>*Pens</p> <p>*Worksheets with vocabulary activities</p>	<p>Chapter activities</p>

	<p style="text-align: center;"><b>SESSION 2</b></p> <ul style="list-style-type: none"> <li>* Sharing ideas about the reading.</li> <li>* T and ss check vocabulary learnt last session</li> <li>* T and ss check activities 16, 17</li> <li>* Ss read chapter 6 in groups and complete activity 18 choosing, individually</li> <li>* T asks ss to read chapter 7 and complete the activity 19: completing, at home</li> </ul>		
<p><b>Assignment:</b> * Complete the activities of chapter 16, 17, 19: synonyms, opposites, completing</p>			
<b>Coordinator's signature</b>	<b>Teacher's signature</b>		

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**UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA**

*Amazing young sports people*

**Worksheet 14**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Fill in the gaps with the correct words from the box.**

fighting   ship   plane   races   stadium
---

<b>1.</b>	Runners practiced for the running _____.
<b>2.</b>	Forty thousand people sat in this _____.
<b>3.</b>	Only _____ played in the first Olympic Games.
<b>4.</b>	In Greece, at that time, there was a lot of _____. But the Games started and everybody stopped fighting for a month.
<b>5.</b>	5. Sometimes the Olympic torch needs to go on a _____ or _____.





UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA

*Amazing young sports people*

Worksheet 15

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Choose the correct option in each statement.

1.	Boxers fight for <i>long / short</i> 'rounds'.
2.	A boxer tries to <i>kill / knock</i> the other boxer <i>down</i> .
3.	After every fight, Amir sits down with his trainer and they talk about his <i>games / mistakes</i> .
4.	Champions need to be very <i>fat / fit</i> .
5.	'It's everyone's <i>dream / job</i> to go to the Olympic Games.' said Amir.
6.	Famous people like Amir have a lot of <i>matches / fans</i> .



**UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA**

*Amazing young sports people*

**Worksheet 16**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Match the words on the left with correct synonyms on the right.**

___	disabled	<b>a.</b>	winner
___	athlete	<b>b.</b>	Visually impaired
___	champion	<b>c.</b>	incapacitated
___	flame	<b>d.</b>	fire
___	blind	<b>e.</b>	competitor



**UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA**

*Amazing young sports people*

**Worksheet 17**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Match the words with the correct opposites and complete the sentences with the words in bold.**

___	different	<b>a.</b>	able
___	disabled	<b>b.</b>	last
___	same	<b>c.</b>	few
___	first	<b>d.</b>	different
___	many	<b>e.</b>	same

1. The Paralympic Games are for physically \_\_\_\_\_ athletes.
2. Paralympic athletes have many \_\_\_\_\_ disabilities.
3. At the Paralympics, there are \_\_\_\_\_ wheelchair sports.
4. Lots of sports are the \_\_\_\_\_ in the Paralympics and the Olympics.
5. In the \_\_\_\_\_ Paralympic Games, there were only four hundred athletes from twenty three countries.



**UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA**

*Amazing young sports people*

**Worksheet 18**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Underline the incorrect option in each sentence.**

<b>1.</b>	There are five <i>players / coaches</i> on a team in blind football.
<b>2.</b>	The football ball has got a <i>bell / key</i> in it.
<b>3.</b>	The goalkeepers and the coaches <i>can / cannot</i> see.
<b>4.</b>	Ricardo Alves started playing <i>basketball / football</i> at the age of two.
<b>5.</b>	When Ricardo was eight, he went blind but he did not <i>give up / continue</i> .
<b>6.</b>	Ricardo scored <i>a goal / a hat trick</i> in his first American Cup for the blind.
<b>7.</b>	Ricardo wants to study <i>medicine / physical education</i> at university.



# UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA

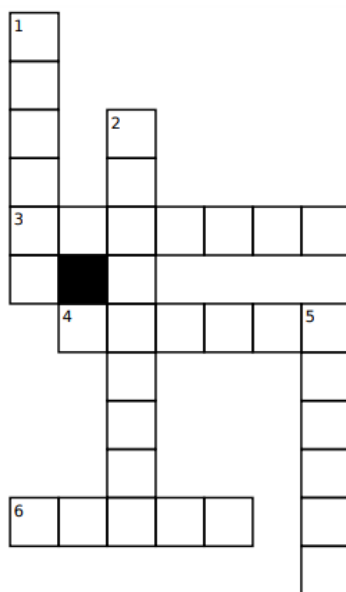
*Amazing young sports people*

## Worksheet 19

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Complete the crossword with words missing from chapter 7.



Down:

1. Some athletes at the X Games enjoy the \_\_\_\_.
2. Travis Pastrana is a \_\_\_\_ champion.
5. The X Games are for extreme action \_\_\_\_.

Across:

3. Sports are always \_\_\_\_ and they are always special.
4. Athletes do \_\_\_\_ on motorbikes, bikes, skates and skateboards.
6. Athletes often \_\_\_\_ their arm or legs.

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## 6.8 Administration of the proposal

The execution of the current proposal started the last week of January 2018 and finished the first week of February 2018 of the second partial of the semester B17 - 2017/2018. The information concerning the phases, activities, time and more details related to how the proposal will be implemented are displayed in the operating model.

## 6.9 Evaluation of the proposal

A survey will be conducted to the teachers in order to validate the activities of the proposal. (see annex 5)

**Table 19:** Proposal evaluation

<b>Basic questions</b>	<b>Explanation</b>
1. Who is asking the evaluation?	The proposal's author
2. Why to evaluate?	To verify feasibility
3. For what to evaluate?	To implement the proposal to enhance vocabulary knowledge
4. What to evaluate?	The proposal's execution
5. Who evaluates?	Two EFL teaching experts
6. When to evaluate?	During the time established in the operating model
7. How to evaluate?	Through examination and observation
8. With what to evaluate?	Evaluation forms

Note. Taken from Tutoría de la investigación científica. Herrera, Medina, & Naranjo (2010)

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# ANNEXES

ANNEX 1 – Research authorization

UNIVERSIDAD TECNOLÓGICA  
INDOAMERICA



CENTRO DE IDIOMAS

AMBATO 14 de diciembre del 2017

El departamento de idiomas **AUTORIZA** a la Licenciada **Diana Carolina Campaña Días**, con número de C.I **1804191482**, aplicar en la Universidad Tecnológica Indoamerica, el trabajo de investigación, **"THE EFFECT OF EXTENSIVE READING ON VOCABULARY KNOWLEDGE"**

Particular que comunico para fines pertinentes.

Lic. Diego López

**DIRECTOR DEL DEPARTAMENTO DE IDIOMAS UTI**

ANNEX 2 – Observation card



**UNIVERSIDAD TÉCNICA DE AMBATO**

Teaching English as a Foreign Language Master Program

“The effect of extensive reading on vocabulary knowledge” Master Research

**OBSERVATION EXTENSIVE READING CARD**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Age:** \_\_\_\_\_

**Gender:** M / F

**Course:** \_\_\_\_\_

\* This observational card is used to value the students’ attitudes, behavior towards the reading material they use during their English classes. Each component has a maximum value of 2 points and a minimum value of 0 points. The overall value is 6 points.

<b>EXTENSIVE READING</b>		
<b>Questions</b>	<b>Components</b>	<b>Value / 2</b>
Is the student <b>interested</b> in the reading material?	<b>Interest</b>	
Does the student <b>enjoy</b> the reading?	<b>Enjoyment</b>	
Is the student <b>motivated</b> while reading?	<b>Motivation</b>	
	<b>Total</b>	<b>/ 6 points</b>





10. I woke up in the middle of the night because I hear a \_\_\_\_\_ noise.
- a. stranger
  - b. strange
  - c. strangely

**Choose the correct definition for the underlined word.**

11. I missed the plane because I arrived late to the airport.
- d. a large motor vehicle carrying passengers by road
  - e. a machine capable of flight
  - f. larger than a boat for transporting people or goods by sea
12. My children are having problems at the school. I need to talk to the head of the school.
- d. The chief of any organization
  - e. a person employed by an individual or in an office to assist with correspondence, keep records, make appointments, and carry out similar tasks police officer
  - f. a member of a police force who guards the law.
13. The complete story was dramatic since the beginning but at the end everything was ok.
- d. a final part of something, especially a period of time, an activity, or a story.
  - e. the point in time or space at which something has its origin
  - f. the point or position at an equal distance from the sides, edges, or ends of something.
14. I always go to see car racers because I love speed.
- d. a contest in which people or teams compete against each other in a particular sport.
  - e. a competition between runners, horses, vehicles, boats, etc., to see which is the fastest in covering a set course.
  - f. a form of play or sport, especially a competitive one played according to rules and decided by skill, strength, or luck.
15. Tom bought a cabin in the mountains because he loves the nature.
- a. a suite of rooms forming one residence, typically in a building containing a number of these.
  - b. a small shelter or house, made of wood and situated in a wild or remote area.

- c. a building or group of buildings where goods are manufactured or assembled chiefly by machine
16. Some thieves got into the jewelry yesterday. They tried to steal all the money.
- a. obtain in exchange for payment.
  - b. make or become different.
  - c. take (another person's property) without permission or legal right and without intending to return it.

## ANNEX 4 – Experts validation

### **VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO SOBRE “THE EFFECT OF EXTENSIVE READING ON VOCABULARY KNOWLEDGE” EN EL PRIMER NIVEL DE LOS ESTUDIANTES DE LA UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA**

#### **Objetivos**

##### **Objetivo general**

- ✓ To analyze the effect of extensive reading on vocabulary knowledge in first level students at Universidad Tecnológica Indoamérica.

##### **Objetivos específicos**

- ✓ To determine how vocabulary knowledge increases reading comprehension.
- ✓ To examine how extensive reading enhances the development of word recognition.

#### **Instrucciones**

- ✓ Validar la rúbrica que tiene concordancia con las dimensiones e indicadores de la operacionalización de variables.
- ✓ Lea con atención los ítems y categorías y marque con una X el casillero que crea prudente; si selecciona no pertinente, insuficiente o inadecuado por favor justifique su opinión en el casillero de observaciones.

**VALIDACIÓN DE CONTENIDOS DEL INSTRUMENTO SOBRE "THE EFFECT OF EXTENSIVE  
READING ON VOCABULARY KNOWLEDGE" IN FIRST LEVEL STUDENTS AT UNIVERSIDAD  
TECNOLÓGICA INDOAMÉRICA**

**CORRESPONDENCIA DE LAS PREGUNTAS DEL INSTRUMENTO**

**FICHA DE OBSERVACIÓN – VARIABLE DEPENDIENTE – EXTENSIVE READING**

CATEGORÍAS  ÍTEMS	(A) CORRESPONDENCIA DE LOS ÍTEMS CON LOS OBJETIVOS, VARIABLES E INDICADORES P= PERTINENTE NP= NO PERTINENTE		(B) CALIDAD TÉCNICA Y REPRESENTATIVIDAD O= ÓPTIMA B= BUENA R= REGULAR I= INSUFICIENTE				(C) LENGUAJE, GRAMÁTICA Y ORTOGRAFÍA A= ADECUADO I= INADECUADO		OBSERVACIONES
	P	NP	O	B	R	I	A	I	
1.	✓		✓				✓		
2.	✓		✓				✓		
3.	✓		✓				✓		

UNIVERSIDAD CENTRAL DEL ECUADOR

Nombre del validador/a N° 1: Stalyn Alejandro Avila

Firma

C.I.

  
18 03467131

**VALIDACIÓN DE CONTENIDOS DEL INSTRUMENTO SOBRE "THE EFFECT OF EXTENSIVE  
READING ON VOCABULARY KNOWLEDGE" IN FIRST LEVEL STUDENTS AT UNIVERSIDAD  
TECNOLÓGICA INDOAMÉRICA**

**CORRESPONDENCIA DE LAS PREGUNTAS DEL INSTRUMENTO**

**PREGUNTAS PARA LOS ESTUDIANTES – VARIABLE INDEPENDIENTE –  
VOCABULARY KNOWLEDGE**

CATEGORÍAS  ÍTEMS	(A) CORRESPONDENCIA DE LOS ÍTEMS CON LOS OBJETIVOS, VARIABLES E INDICADORES P= PERTINENTE NP= NO PERTINENTE		(B) CALIDAD TÉCNICA Y REPRESENTATIVIDAD O= ÓPTIMA B= BUENA R= REGULAR I= INSUFICIENTE				(C) LENGUAJE, GRAMÁTICA Y ORTOGRAFÍA A= ADECUADO I= INADECUADO		OBSERVACIONES
	P	NP	O	B	R	I	A	I	
1.	X		X				X		
2.	X		X				X		
3.	X		X				X		
4.	X		X				X		
5.	X		X				X		
6.	X		X				X		
7.	X		X				X		
8.	X		X				X		
9.	X		X				X		
10.	X		X				X		
11.	X		X				X		
12.	X		X				X		

UNIVERSIDAD CENTRAL DEL ECUADOR

Nombre del validador/a N° 1: Stalyn Alejandro Ávila

Firma

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1803467131

**VALIDACIÓN DE CONTENIDOS DEL INSTRUMENTO SOBRE "THE EFFECT OF EXTENSIVE  
READING ON VOCABULARY KNOWLEDGE" IN FIRST LEVEL STUDENTS AT UNIVERSIDAD  
TECNOLÓGICA INDOAMÉRICA**

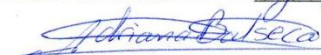
**CORRESPONDENCIA DE LAS PREGUNTAS DEL INSTRUMENTO**

**FICHA DE OBSERVACIÓN – VARIABLE DEPENDIENTE – EXTENSIVE READING**

CATEGORÍAS  ÍTEMS	(A) CORRESPONDENCIA DE LOS ÍTEMS CON LOS OBJETIVOS, VARIABLES E INDICADORES P= PERTINENTE NP= NO PERTINENTE		(B) CALIDAD TÉCNICA Y REPRESENTATIVIDAD O= ÓPTIMA B= BUENA R= REGULAR I= INSUFICIENTE				(C) LENGUAJE, GRAMÁTICA Y ORTOGRAFÍA A= ADECUADO I= INADECUADO		OBSERVACIONES
	P	NP	O	B	R	I	A	I	
1.	X		X				X		
2.	X		X				X		
3.	X		X				X		

UNIVERSIDAD CENTRAL DEL ECUADOR

Nombre del validador/a N° 2: Mg. Adriana Babeca



Firma  
C.I. 180379958-2

**VALIDACIÓN DE CONTENIDOS DEL INSTRUMENTO SOBRE "THE EFFECT OF EXTENSIVE  
READING ON VOCABULARY KNOWLEDGE" IN FIRST LEVEL STUDENTS AT UNIVERSIDAD  
TECNOLÓGICA INDOAMÉRICA**

**CORRESPONDENCIA DE LAS PREGUNTAS DEL INSTRUMENTO**

**PREGUNTAS PARA LOS ESTUDIANTES – VARIABLE INDEPENDIENTE –  
VOCABULARY KNOWLEDGE**

CATEGORÍAS ÍTEMS	(A) CORRESPONDENCIA DE LOS ÍTEMS CON LOS OBJETIVOS, VARIABLES E INDICADORES P= PERTINENTE NP= NO PERTINENTE		(B) CALIDAD TÉCNICA Y REPRESENTATIVIDAD O= ÓPTIMA B= BUENA R= REGULAR I= INSUFICIENTE				(C) LENGUAJE, GRAMÁTICA Y ORTOGRAFÍA A= ADECUADO I= INADECUADO		OBSERVACIONES
	P	NP	O	B	R	I	A	I	
1.	X		X				X		
2.	X		X				X		
3.	X		X				X		
4.	X		X				X		
5.	X		X				X		
6.	X		X				X		
7.	X		X				X		
8.	X		X				X		
9.	X		X				X		
10.	X		X				X		
11.	X		X				X		
12.	X		X				X		

UNIVERSIDAD CENTRAL DEL ECUADOR

Nombre del validador/a N° 2: *Mg. Adriana Babeca*

*Adriana Babeca*

Firma  
C.I. *180379958-2*

ANNEX 5 – Survey for the proposal validation – teachers

**UNIVERSIDAD TÉCNICA DE AMBATO**

Teaching English as a Foreign Language Master Program

“The effect of extensive reading on vocabulary knowledge” Master Research



**SURVEY FOR THE PROPOSAL VALIDATION - TEACHERS**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Instructions:

- Read the questions carefully and choose the option you consider appropriate

1. Did you like the handout?

- a. yes                      b. partially                      c. no

2. Which activities do you consider should be improved?

Book 1	Book 2	Book 3
1 ___	8 ___	14 ___
2 ___	9 ___	15 ___
3 ___	10 ___	16 ___
4 ___	11 ___	17 ___
5 ___	12 ___	18 ___
6 ___	13 ___	19 ___
7 ___		

3. Would you utilize the handout in classes?

- a. yes                      b. partially                      c. no



## ANNEX 6 – Results of the proposal application

### 1. Pre – post test

This brief analysis seeks to know the changes that vocabulary knowledge has through the extensive reading of some books and with the used of educational vocabulary activities related to them. For this, an inter-subject experimental design was used with two equivalent groups (control and experimental). Its objective was to determine the differences at the statistical level after using the proposal designed with the experimental group.

#### 1.1 Control group analysis

Twenty-four students belonged to this group. They took a pre-test at the initial stage and they continued to work with their normal reading activities. After, a couple of weeks they took a post test again in order to see if there were significant changes in the development of vocabulary knowledge.

The means of the pretest and posttest were calculated along with the overall punctuation and the *t* test was used as a hypothesis test to relate the samples (*t*) that will allow to know if there were significant statistical differences or not. ( $p < 0,05$ ) (see table 1).

**Table 1.**  
***Pretest-Posttest analysis of the control group***

<b>Components</b>	<b>Pre-test</b>		<b>Post-test</b>		<b><i>r</i></b>	<b>Mean Pre-Post</b>	<b><i>t</i></b>
	<b>Mean</b>	<b>Dev.</b>	<b>Mean</b>	<b>Dev.</b>			
Word form questions	2,08	,58	1,88	,54	,590**	,21	2,01
Word meaning questions	1,92	,50	1,92	,65	,638**	,00	0,00
<b>Vocabulary knowledge</b>	<b>4,00</b>	<b>,66</b>	<b>3,79</b>	<b>,93</b>	<b>,495*</b>	<b>,21</b>	<b>1,23</b>

Note: \*  $p < 0,05$ ; \*\*  $p < 0,01$

In the first component of the control group, word form questions, there were values of  $Md_{(pre)} = 2,08$  points;  $SD = 0,58$  and  $Md_{(post)} = 1,88$  points;  $SD = 0,54$  without finding significant differences  $t = 2,01$ ;  $p > 0,05$ . On the other hand, in the

second component, word meaning questions, the results were  $Md_{(pre)}= 1,92$  points;  $SD= 0,50$  y  $Md_{(post)}= 1,92$  points;  $SD= 0,65$  without any differences either  $t = 0,00$ ;  $p > 0,05$ .

At a global level of vocabulary knowledge, the analysis of the mean showed:  $Md_{(pre)}= 4,00$  points;  $SD= 0,66$  y  $M_{(post)}= 3,79$  points;  $SD= 0,93$  without finding any significant statistical differences  $t = 2,01$ ;  $p > 0,05$ .

## 1.2 Experimental group analysis

As in the control group, twenty-four students encompass this group. However, they took a pre-test before working with the proposal and a post test after the application of it in order to see if there were significant changes in the development of vocabulary knowledge.

The means of the pretest and posttest were calculated along with the overall punctuation and the  $t$  test was used as a hypothesis test to relate the samples ( $t$ ) that will allow to know if there were significant statistical differences or not. ( $p < 0,05$ ) (see table 2).

**Table 2.**  
**Pretest-Posttest analysis of the experimental group**

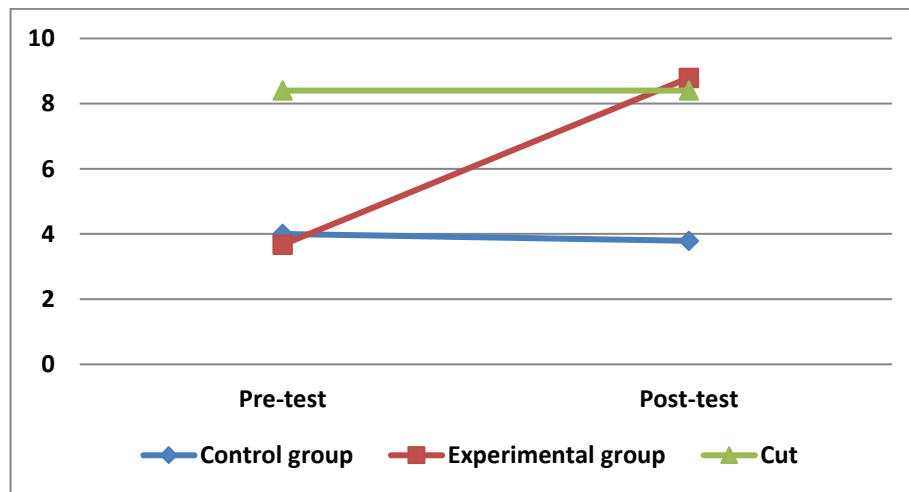
<b>Components</b>	<b>Pre-test</b>		<b>Post-test</b>		<b>r</b>	<b>Mean Pre-Post</b>	<b>t</b>
	<b>Mean</b>	<b>Dev.</b>	<b>Mean</b>	<b>Dev.</b>			
Word form questions	1,88	,61	3,75	,53	,167	-1,88	-12,40***
Word meaning questions	1,79	,78	5,04	,55	,123	-3,25	-17,75***
<b>Vocabulary knowledge</b>	<b>3,67</b>	<b>,70</b>	<b>8,79</b>	<b>,98</b>	<b>,275</b>	<b>-5,13</b>	<b>-24,27***</b>

Note: \*  $p < 0,05$ ; \*\*  $p < 0,01$

In the first component of the control group, word form questions, there were values of  $Md_{(pre)}= 1,88$  points;  $SD= 0,61$  and  $Md_{(post)}= 3,75$  points;  $SD= 0,53$ . Besides, there were significant differences  $t= -12,40$ ;  $p < 0,001$ . We can see a significant increase between the initial punctuation and the punctuation obtained after the application of the proposal.

In the second component, word meaning questions, the results were  $Md_{(pre)}= 1,79$  point;  $SD= 0,78$  y  $Md_{(post)}= 5,04$  points;  $SD= 0,55$ . As in the first component, there were significant differences too, with  $t= -17,75$ ;  $p < 0,001$ . The punctuation increased after the application of the proposal.

Finally, at a global level of vocabulary knowledge, the analysis of the mean showed:  $Md_{(pre)}= 3,67$  points;  $SD= 0,70$  y  $Md_{(post)}= 8,79$  points;  $SD= 0,98$  and similarly, significant statistical differences were found with values of  $t= -24,27$ ;  $p < 0,001$ . We can see in the analysis of the components an increase in the punctuation between the initial and final stage. (see graph 1).



**Graph 1.** Pretest-posttest analysis of the Vocabulary Knowledge in the control and experimental group

The graph shows that the vocabulary knowledge punctuations of the control group remained the same in a general way, without the significant changes in its domain. Additionally, it shows a slight decrease in the domain of the competence as time went by. It also indicates that the level of pretest and posttest were below the cut point; it means that there is a deficiency in the domain of the competence. This data also reveals the difficulty of spontaneously acquiring this competence and leads to the need for an artificial intervention process.

On the other hand, we can see the changes in the vocabulary knowledge punctuations in the experimental group; there is improvement between the initial

and final stages. The punctuations enhanced with the application of the proposal and they slightly passed the cut point. These data is relevant in order to understand the process of acquisition of the competence, through a process of manipulation to enhance learning.

**ANNEX 7 – Evidences of students' activities**







UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA

*A little trouble in Dublin*

Worksheet 1

Name: Sebastian Altamirano

Date: 01-25-2018

Choose the correct option in each statement.

1. Andy and Mary are *cousins* / twins. ✓
2. Andy and Mary were in the city of Dublin in Ireland / Paris. ✓
3. The book of Kells was a *hundred* / thousand years old. ✓
4. The € 20 note was blue / red. ✓
5. Dublin is a small / big city. ✓
6. In the ice cream shop - the € 20 note was forged / real. ✓
7. The real note had a kind of *door* / window on it. ✓







8. My children are having problems at the school. I need to talk to the head of the school.
- The chief of any organization
  - a person employed by an individual or in an office to assist with correspondence, keep records, make appointments, and carry out similar tasks police officer
  - a member of a police force who guards the law.
9. The complete story was dramatic since the beginning but at the end everything was ok.
- a final part of something, especially a period of time, an activity, or a story.
  - the point in time or space at which something has its origin
  - the point or position at an equal distance from the sides, edges, or ends of something.
10. I always go to see car races because I love speed.
- a contest in which people or teams compete against each other in a particular sport.
  - a competition between runners, horses, vehicles, boats, etc., to see which is the fastest in covering a set course.
  - a form of play or sport, especially a competitive one played according to rules and decided by skill, strength, or luck.
11. Tom bought a cabin in the mountains because he loves the nature.
- a suite of rooms forming one residence, typically in a building containing a number of these.
  - a small shelter or house, made of wood and situated in a wild or remote area.
  - a building or group of buildings where goods are manufactured or assembled chiefly by machine
12. Some thieves got into the jewelry yesterday. They tried to steal all the money.
- obtain in exchange for payment.
  - make or become different.
  - take (another person's property) without permission or legal right and without intending to return it.



**UNIVERSIDAD TÉCNICA DE AMBATO**

Teaching English as a Foreign Language Master Program

“The effect of extensive reading on vocabulary knowledge” Master Research

**General objective**

- ✓ To analyze the effect of extensive reading on vocabulary knowledge in first level students at Universidad Tecnológica Indoamérica

**Specific objectives**

- ✓ To determine how vocabulary knowledge increases reading comprehension
- ✓ To examine how extensive reading enhances the development of word recognition

Name: KENDRA ESPIN Course: 1ER0 Date: \_\_\_\_\_

**Read the instructions carefully.**

**Circle the correct option in each sentence.**

1. There is a strong tornado; it is \_\_\_\_\_ to go outside the house.  
 a. dangerous  c. dangerously  
 b. danger
2. People need a \_\_\_\_\_ to cross oceans.  
 a. ship  c. shipping  
 b. to ship
3. My baby is sleeping; speak \_\_\_\_\_ please.  
 a. quiet  c. quietly  
 b. quietness
4. My favorite sport is \_\_\_\_\_ because I love the mountains.  
 a. to rock  c. rock climbing  
 b. rocky
5. I would like to practice rock climbing. I'm looking for all the \_\_\_\_\_ about it.  
 a. information  c. informed  
 b. to inform
6. I woke up in the middle of the night because I hear a \_\_\_\_\_ noise.  
 a. stranger  c. strangely  
 b. strange

**Choose the correct definition for the underlined word.**

7. I missed the plane because I arrived late to the airport.  
 a. a large motor vehicle carrying passengers by road  
 b. a machine capable of flight  
 c. larger than a boat for transporting people or goods by sea

8. My children are having problems at the school. I need to talk to the head of the school.
- a. The chief of any organization
  - b. a person employed by an individual or in an office to assist with correspondence, keep records, make appointments, and carry out similar tasks police officer
  - c. a member of a police force who guards the law.
9. The complete story was dramatic since the beginning but at the end everything was ok.
- a. a final part of something, especially a period of time, an activity, or a story.
  - b. the point in time or space at which something has its origin
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  - b. a competition between runners, horses, vehicles, boats, etc., to see which is the fastest in covering a set course.
  - c. a form of play or sport, especially a competitive one played according to rules and decided by skill, strength, or luck.
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- a. a suite of rooms forming one residence, typically in a building containing a number of these.
  - b. a small shelter or house, made of wood and situated in a wild or remote area.
  - c. a building or group of buildings where goods are manufactured or assembled chiefly by machine
12. Some thieves got into the jewelry yesterday. They tried to steal all the money.
- a. obtain in exchange for payment.
  - b. make or become different.
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**UNIVERSIDAD TÉCNICA DE AMBATO**

Teaching English as a Foreign Language Master Program

“The effect of extensive reading on vocabulary knowledge” Master Research

**OBSERVATIONAL EXTENSIVE READING CARD**

Name: Daniela Campana / Date: \_\_\_\_\_

Age: 18 years old Gender: M / F

Course: I

\* This observational card is used to value the students' attitudes, behavior towards the reading material they use during their English classes. Each component has a maximum value of 2 points and a minimum value of 0 points. The overall value is 6 points.

EXTENSIVE READING		
Questions	Components	Value / 2
Is the student <b>interested</b> in the reading material?	<b>Interest</b>	0.7
Does the student <b>enjoy</b> the reading?	<b>Enjoyment</b>	0.8
Is the student <b>motivated</b> while reading?	<b>Motivation</b>	0.6
	<b>Total</b>	<u>2.1</u> 6 points