

## Impact of Short Story Books as Extensive Reading on Vocabulary Development among EFL Learners of Jahad-Daneshgahi Language Institute in Kerman

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### ABSTRACT

The present study investigated the impact of short story books as Extensive Reading on vocabulary development among 60 English per-intermediate learners in EFL environment. The subjects were assigned to two groups. Experimental and control groups. Experimental group received more treatments, two short story books, regarding vocabulary development. After conducting a pre-test just before the instruction begins and a post –test after it, the obtain results indicated that the experimental group, regarding its mean differences with control group respectively, has made the greater progress in developing vocabulary regarding short story books as Extensive Reading.

**KEYWORDS:** Short story book; Extensive Reading; vocabulary development; EFL; per-intermediate

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### INTRODUCTION

The past two decades have seen a considerable amount of interest in the cognitive processing of vocabulary acquisition (Arnaud, 1992). Reading is one of the skills that a learner of foreign language should acquire. In the language classroom it is most often taught by careful reading (or translation) of shorter, more difficult foreign language texts. The goal of reading is usually complete and detailed understanding. But reading is also considered by many people as a very pleasurable free time activity that broadens ones knowledge and vocabulary (Stanley, 2007).

In learning a foreign language, vocabulary plays the most significant role. It is one element that links the four skills of speaking, listening, reading and writing all together. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately and appropriately (Pazhakh, 2010).

One important way to develop vocabulary knowledge is through extensive reading. Students by reading extensively will be exposed to different new scope of vocabulary which is necessary in reading comprehension (Pazhakh, 2010).

Extensive Reading (ER) is an important aspect of any English as a foreign/second language reading program. Bell (2001) states that Extensive Reading is a type of reading instruction program that has been used in ESL or EFL settings, as an effective means of developing reading fluency, comprehension, and vocabulary development.

Most methodologists discuss the indirect teaching of vocabulary as a main part of language learning such as reading comprehension. Krashen (1990) claimed that reading is a neglected source of comprehensible input for second/foreign language learners. If the students are emboldened through pleasure reading, they may greatly enrich their vocabularies with retention, and they remember more and better since they work out the meanings by themselves.

As Wilkins (1974) states, without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Learning a language mainly involves learning its grammar, vocabulary, and how to use them in an appropriate way. Although vocabulary is not the only important component on its own in language learning, its value should not be underestimated, it is neglected most of the time in foreign language teaching and classroom. So Extensive reading, ER, can be considered as a good learning technique to improve learners' vocabulary knowledge.

This research aims to provide whether students can learn more vocabulary through extensive reading. In the next step this research is attempting to investigate whether there is any discrepancy in vocabulary growth between the control and the experimental groups.

The research questions formulated in accordance whit purpose of this study are as fallow:

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1. How can extensive reading (be a factor to) affect vocabulary development?
2. How can experimental group learn much more words as control group through extensive reading?

To obtain logical answers to the research questions the following hypotheses are designed:

1. Extensive reading cannot (be a factor to) affect vocabulary development.
2. Experimental group cannot learn much more many words as control group through extensive reading.

The main purpose of this study is to investigate the impact of short story books as Extensive Reading on vocabulary development, researcher is also interested:

1. This research aims to provide whether students can learn more vocabulary through extensive reading.
2. In the next step this research is attempting to investigate whether there is any discrepancy in vocabulary growth between the control and the experimental group.

## RESEARCH METHOD

The design of this study warrants the experimental model to be adopted.

An experiment is defined as a situation in which one observes the relationship between two variables by deliberately producing a change in one and looking to see whether this alteration produce a change in the other (Brown & Rodgers, 2004).

The design of this study ranges from truly experimental; in order to answer the research questions an experimental design involves comparison. Many language studies involve a comparison between two or more groups. This is known as a between groups design. This comparison can be made in one of two ways: two or more groups with different treatment or two or more groups, one of which the control group, received no treatment (Mackey & Gass, 2005).

Furthermore as this research aims to study impact of Extensive Reading on vocabulary development the experimental research would be the most appropriate design for the following research.

The participants of this study were 60 EFL learners at Jahad-daneshgahi language institute in Kerman, Iran. All of them were enrolled during a summer semester eighteen sessions (three session each week) and they were male and female learners, aged from 19 to 28. All the participants were native Persian speakers. They were selected from 100 language learners, having successfully passed previous English proficiency levels of elementary. To select them a language proficiency test was used. After that 60 per-intermediate learners were selected on the basis of their scores in proficiency test. Then, this level was randomly divided into two groups: experimental and control, each of which consisted of an equal number of subjects. For this level, the control group composed of 30 learners, and the experimental group consisted of 30 learners.

In addition to students' course books (Top Notch 2A) in Language Institute, two short stories; *Hard Times* and *A Christmas Carol* both by Charles Dickens were given to per-intermediate learners in the experimental group as the materials of this study.

The present study applied some story books as instrument. It is attempted to choose the stories from the same author and the same level in order that the author thinking is similar and there is no difference in the method of the author.

In order to collect the data different instruments were used in this study. First of all, a homogenize test was used to identify learners' level of language proficiency: per-intermediate.

In order To homogenize the subject with the same level of proficiency, Quick oxford Placement test (2004) version two (40 multiple-choice questions) was performed on 100 students and of 100 based on mean 22.93,  $\pm 5$  SD, 60 subjects were selected to participate in the study.

The mean was calculated together with the Standard Division of the mean and to homogenize the subject  $\pm 5$  SD of mean was calculated.

To homogenize the test Quick Oxford Placement test second version was applied it is latest and better one.

In this study a pre- test was measure the vocabulary range of learners.

At the beginning of the course, Schmidt's vocabulary test the 2000 and 3000-word version 1 with 20 matching questions was administered to the two per- intermediate groups (control group and experimental group) as a pre-test to check the students' vocabulary knowledge.

The third instrument was a post-test which was used to gather data regarding the student's improvement in vocabulary development in this level after the experiment.

One session before last session a post-test consisted of same section of pre-test, Schmidt's vocabulary tests the 2000 and 3000-word version 2 with 20 matching questions was given to the two per- intermediate groups (control group and experimental group) to check the students' vocabulary development.

The level of pre-test and post-test questions was equal just it was presented in two different forms, pre-test version 1 and post-test version 2 was applied. This was due to the fact that reliability of the study was kept. As the students in pre-test took some notes of questions to find the answers and used their answers in post-test. This difference of pre-test and post-test was done not to lose the reliability of the study.

In this study, in inference statistics, if the data was normal, parametric statistics was used and if the data was not normal, non-parametric statistics was applied. Thus, independent t-test was applied for the parametric data and Mann Whitney test was applied for non-parametric data.

## RESULTS

### Data Analysis

In this section the research question of the study are answered .as it was mentioned earlier in chapter three this research benefits from experimental research design and also based on the discussion mentioned in chapter three in this form of research two instruments pre-test and post-test were used.

Therefore it can be highlighted that in order to answer the research questions of the study the data collected through the pre-test and post-test will be analyzed such as T-test and Mann Whitney ,and final results will be compared to find any significant change among them.

### Pre-test

First session of six weeks of research a pre-test with 30 matching questions was given to subjects to assess their previous state of knowledge on vocabulary.

### Post-test

One session before last session a post-test consisted of same section of pre-test with 30 matching questions supposed to identified for accuracy ,was conducted among all two groups with sixty students and data analysis were calculated.

### The description of the condition of the main variables of the study

This section is consisting of descriptive findings and findings of hypotheses.

**Table 1: The description of the score of the subjects in control and experiment groups**

Variable	Pre-test of control group	Post-test of control group	Pre-test of experiment group	Post-test of experiment group	The difference of pre-test and post-test scores of control group	The difference of pre-test and post-test scores of experiment group
<b>Mean</b>	27.5667	31.1000	29.5667	37.0667	3.5333	7.5000
<b>Median</b>	26.0000	28.5000	27.0000	35.5000	3.0000	6.5000
<b>SD</b>	12.86182	12.90643	13.92265	14.30441	4.24047	5.86486
<b>Min</b>	9.00	10.00	11.00	12.00	-4.00	.00
<b>Max</b>	52.00	53.00	54.00	58.00	16.00	21.00
<b>Number</b>	30	30	30	30	30	30

The above table shows pre-test Mean of control group was 27.5667 , post-test Mean of control group was 31.1000 , pre-test Mean of experimental group was 29.5667 and post-test Mean of experimental group was 37.0667,Which means post-test Mean of experimental group is the biggest than the others.

Pre-test Median of control group was 26.0000, post-test Median of control group was 28.5000, pre-test Median of experimental group was 27.0000 and post-test Median of experimental group was 35.5000, which means post-test Median of experimental group is the biggest than the others.

Pre-test Standard Division of control group was 12.86182, post-test Standard Division of control group was 12.90643, pre-test Standard Division of experimental group was 13.92265 and post-test Standard Division of experimental group was 14.30441, which means post-test Standard Division of experimental group is the biggest than the others.

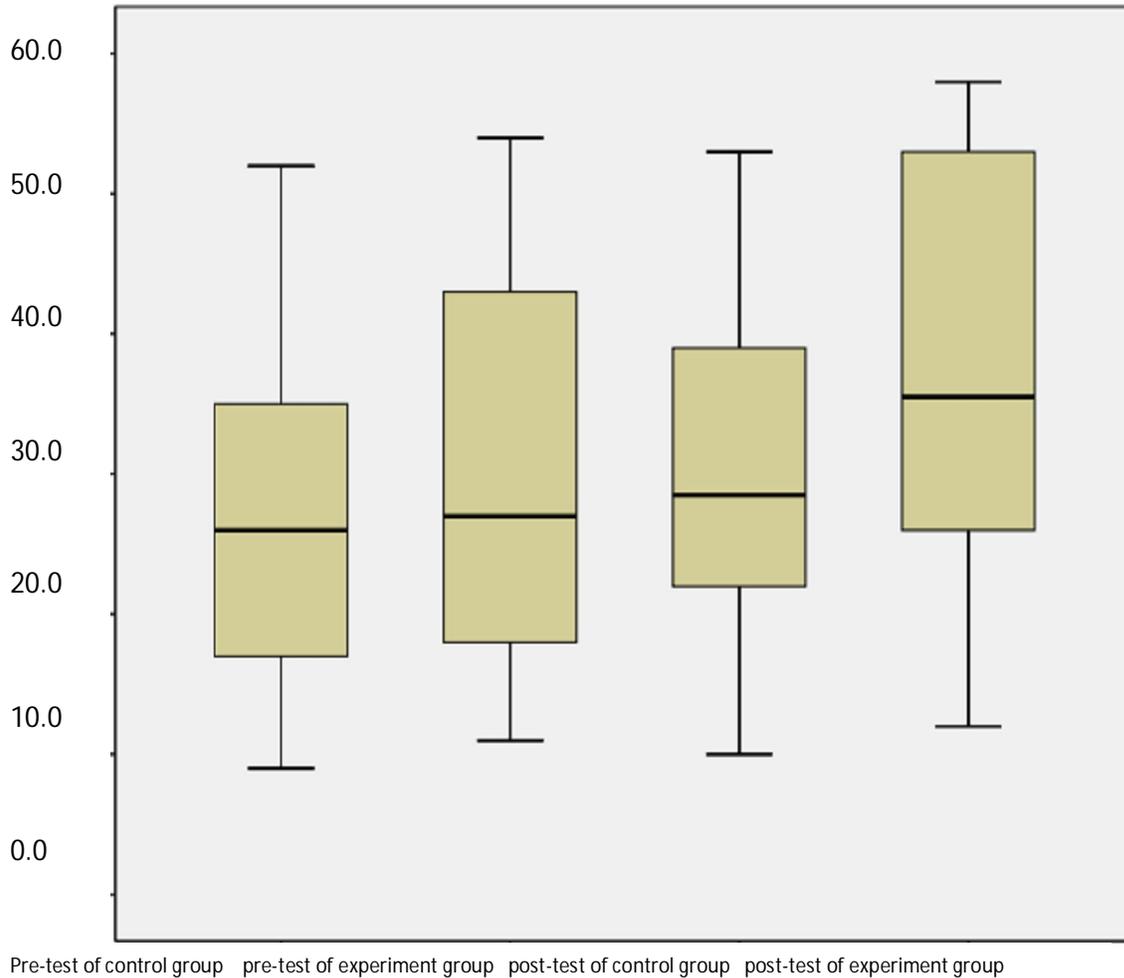
In above table pre-test Minimum Score of control group was 9.00, post-test Minimum Score of control group was 10.00, pre-test Minimum Score of experimental group was 11.00 and post-test Minimum Score of experimental group was 12.00.

In above table pre-test Maximum Score of control group was 52.00, post-test Maximum Score of control group was 53.00, pre-test Maximum Score of experimental group was 54.00 and post-test Maximum Score of experimental group was 58.00.

The above table also shows in The difference of pre-test and post-test scores of control group Mean was 3.5333 , Median was 3.0000 , Standard Division was 4.24047, Minimum Score was -4.00 , Maximum Score was 16.00.

The above table also shows in The difference of pre-test and post-test scores of experimental group Mean was 7.5000, Median was 6.5000, Standard Division was 5.86486, Minimum Score was 0.00 , Maximum Score was 21.00.

Regarding the above-mentioned it can be conclude experimental group post-test had made the greatest progress.



**Chart 1: Box chart of the subjects' scores in control and experiment groups**

Box chart 1 shows that the median of pre-test scores in experiment and control groups and median of post-test of experiment group were equal, while the median of post-test scores of experiment group was considerably more than 3 mentioned groups. The exact values of medians are shown in Table 1.

**Main variables of the study**

The inference findings of the hypotheses, presented the suitable statistical analyses results being raised as determining the effect and hypotheses test.

**Normality test of subjects scores based on experiment and control groups**

It is necessary before the data analysis, Kolmogorov-Smirnov test and Shapiro-Wilk test were performed to determine the data normality and decision making about using suitable statistical tests.

**Table 2: Normality test of subjects scores based on experiment and control groups**

	Kolmogorov-Smirnov test			Shapiro-Wilk test		
	Test statistics	Degree of freedom	Significance	Test statistics	Degree of freedom	Significance
<b>Pre-test of control group</b>	0.120	30	0.200	0.930	30	0.069
<b>Post-test of control group</b>	0.101	30	0.200	0.955	30	0.237
<b>Pre-test of experiment group</b>	0.148	30	0.092	0.914	30	0.068
<b>Post-test of experiment group</b>	0.134	30	0.179	0.939	30	0.087
<b>The difference of pre-test and post-test scores of control group</b>	.156	30	.050	.920	30	.027
<b>The difference of pre-test and post-test scores of experiment group</b>	.126	30	.048	.926	30	.039
<b>The difference of pre-test and post-test scores</b>	0.160	60	0.001	0.921	60	0.001

In this study, in inference statistics, if the data was normal, parametric statistics was used and if the data was not normal, non-parametric statistics was applied. Thus, independent t-test was applied for the parametric data and Mann Whitney test was applied for non-parametric data.

In Kolmogorov-Smirnov test the Test statistics for Pre-test of control group was 0.120, for Post-test of control group was 0.101, for Pre-test of experiment group was 0.148, for Post-test of experiment group was 0.134, for the difference of pre-test and post-test scores in control group was 0.156, for the difference of pre-test and post-test scores in experiment group was 0.126 and for the difference of pre-test and post-test scores was 0.160.

In Kolmogorov-Smirnov test Degree of freedom for Pre-test of control group, Post-test of control group, Pre-test of experiment group, Post-test of experiment group, the difference of pre-test and post-test scores in control group, difference of pre-test and post-test scores in experiment group was 30 and for the difference of pre-test and post-test scores was 60.

In Kolmogorov-Smirnov test the Significance for Pre-test of control group was 0.200, for Post-test of control group was 0.200, for Pre-test of experiment group was 0.092, for Post-test of experiment group was 0.179, for the difference of pre-test and post-test scores in control group was 0.050, for the difference of pre-test and post-test scores in experiment group was 0.048 and for the difference of pre-test and post-test scores was 0.001.

In Shapiro-Wilk test the Test statistics for Pre-test of control group was 0.930, for Post-test of control group was 0.955, for Pre-test of experiment group was 0.914, for Post-test of experiment group was 0.939, for the difference of pre-test and post-test scores in control group was 0.920, for the difference of pre-test and post-test scores in experiment group was 0.926 and for the difference of pre-test and post-test scores was 0.921.

In Shapiro-Wilk test Degree of freedom for Pre-test of control group, Post-test of control group, Pre-test of experiment group, Post-test of experiment group, the difference of pre-test and post-test scores in control group, difference of pre-test and post-test scores in experiment group was 30 and for the difference of pre-test and post-test scores was 60.

In Shapiro-Wilk test the Significance for Pre-test of control group was 0.069, for Post-test of control group was 0.237, for Pre-test of experiment group was 0.068, for Post-test of experiment group was 0.087, for the difference of pre-test and post-test scores in control group was 0.027, for the difference of pre-test and post-test scores in experiment group was 0.039 and for the difference of pre-test and post-test scores was 0.001.

The results of Table 2 showed that significance level of Kolmogorov-Smirnov test and Shapiro-Wilk test for pre-test and post-test scores in experiment and control groups were more than significance level 0.05. It can be said that the mentioned scores had normal distribution. So the T-test was used. But Significance values of the difference of pre-test and post-test in control group, significance values of the difference of pre-test and post-test in experimental group and significance values of the difference of pre-test and post-test totality were lower than significance level 0.05 ( $0.001 < 0.05$ ). Thus, the scores difference didn't follow the normal distribution. So the Mann Whitney test was used.

**Equality test of the mean of pre-test scores in control and experiment groups**

To study the effect of experimental interference on the subjects, at first the pre-test scores in control and experiment groups were tested. As pre-test scores followed normal distribution, equality assumptions of pre-test scores mean of control and experiment groups with t-test is tested.

**Table 3: The results of mean equality test of pre-test scores of leaning progress motivation in two groups**

		Variance equality test statistics	Significance of variance equality test	T statistics	Degree of freedom	Significance	Means difference
Pre-test	Variance of two equal groups	0.825	0.367	-0.578	58	0.566	-2.00000
	Variance of two unequal groups			-0.578	57.639	0.566	-2.00000

In Variance of two equal groups Variance equality test statistics was 0.825, Significance of variance equality test was 0.367, T statistics was -0.578, Degree of freedom was 58, Significance was 0.566 and Means difference was -2.00000.

In Variance of two unequal groups T statistics was -0.578, Degree of freedom was 57.639, Significance was 0.566 and Means difference was -2.00000.

To test equality test of the mean of pre-test scores in control and experiment groups, independent t-test was applied. As significance level of hypothesis equality of the variances of two groups is equal to 0.367. The variances equality hypothesis at significance level 0.05 is not rejected and the significance level of the means equality test is 0.566. Thus, the means equality hypothesis at significance level 0.05 is not rejected. It can be said that the mean of pre-test scores in experiment and control groups was equal. It shows that the subjects of two groups were assigned to equal groups.

**Equality test of the mean of post-test scores in control and experiment groups**

To study the effect of experimental interference on the subjects, also the post -test scores in control and experiment groups were tested. As post -test scores followed normal distribution, equality assumptions of post -test scores mean of control and experiment groups with t-test is tested.

**Table 4: The results of mean equality test of post-test scores of leaning progress motivation in two groups**

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		Variance equality test statistics	Significance of variance equality test	T statistics	Degree of freedom	Significance	Means difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower		Upper
Post-test	Variance of two equal groups	0.003	0.956	2.058	58	0.044	7.50000	3.64443	.20488	14.79512
	Variance of two unequal groups			2.058	57.958	0.044	7.50000	3.64443	.20477	14.79523

In Variance of two equal groups Variance equality test statistics was 0.003, Significance of variance equality test was 0.956, T statistics was 2.058, Degree of freedom was 58, Significance was 0.044 and Means difference was 7.50000, Standard Error Difference was 3.64443.

In Variance of two unequal groups T statistics was 2.058, Degree of freedom was 57.958, Significance was 0.044 and Means difference was -7.50000, Standard Error Difference was 3.64443.

To test equality test of the mean of post-test scores in control and experiment groups, independent t-test was applied. As significance level of hypothesis equality of the variances of two groups is equal to 0.957. The variances equality hypothesis at significance level 0.05 is not rejected and the significance level of the means equality test is 0.044. Thus, the means equality hypothesis at significance level 0.05 is rejected. It can be said that the mean of post-test scores in experiment and control groups was not equal. By comparing mean of post-test scores in experiment and control groups (table 1) as mean of post-test scores of control group was calculated 37.06 was more

than the mean of post-test scores of experimental group was calculated 29.56. It can be said that experimental interference was effective.

**The mean equality test difference of pre-test and post-test scores in control and experiment groups**

**Table 5: The calculation of Mann Whitney test statistics and its significance**

	Number	Rank mean	Sum of ranks
The difference of pre-test and post-test of control group	30	24.62	738.50
The difference of pre-test and post-test of experiment group	30	36.38	1091.50
<b>Total</b>	60		
<b>U=273.500</b>		<b>Z=-2.622</b>	<b>P=0.009</b>

In above table number in the difference of pre-test and post-test of control group and the difference of pre-test and post-test of experiment group were 30.

Rank mean in difference of pre-test and post-test of control group was 24.62 and in the difference of pre-test and post-test of experiment group were 36.38.

Sum of ranks in difference of pre-test and post-test of control group was 738.50 and in the difference of pre-test and post-test of experiment group were 1091.50.

Mann Whitney test statistics was equal to 273.500, the other Mann Whitney test statistics z was equal to -2.622 and its significance was 0.009.

To test the mean equality test difference of pre-test and post-test scores in control and experiment groups, as the difference of pre-test and post-test scores didn't follow normal distribution; non-parametric test equal to independent t-test (Mann Whitney test) was applied. Based on data analysis (Table 5), Mann Whitney test statistics was equal to 273.500. As statistics values was calculated must be compared by available values in statistic tables (that are not usually available) for making decision, easily by comparing calculated significant 0.009 was smaller than significance level 0.05. Thus, null hypothesis is rejected at level 0.05. So it means that the mean of the difference of pre-test and post-test scores in two groups was not equal. By comparing the mean and the sum of the ranks of two groups, it can be said that the difference of the mean of pre-test and post-test scores of experiment group significantly was more than control group. Thus, by 90 % it can be said that experimental interference was effective.

**RESULT AND FINDINGS**

After conducting pre-test and post-test, based on the analysis data the research questions presented in chapter one are answered and discussed.

**First Research Question**

1. How can extensive reading (be a factor to) affect vocabulary development?

The main objective for presenting this research question was to investigate whether students can learn more vocabulary through extensive reading. After conducting post-test in control and experimental groups (table 4), statistical analysis of the obtain results and to test the hypothesis of this questions that Extensive Reading cannot (be a factor to) affect vocabulary development. Based on what can see in tables (3) and (4) describes the results of this question, the mean equality hypothesis is 0.044 at significant level 0.05 is rejected, thus it can be said that the mean of post-test score in control and experimental groups wasn't equal .In order to that the data analysis showed that teaching short story books as extensive reading is beneficial to them to improve their vocabulary.

**Second Research questions**

2. How can experimental groups learn much more words as control groups through individualized instruction extensive reading?

The main objective for presenting this research question was to investigate whether there is any discrepancy in vocabulary growth between the control and the experimental groups. After conducting pre-test and post-test, statistical analysis of the obtain results and to test the hypothesis of this question that Experimental group cannot learn much more many words as control group through individualized instruction extensive reading. Based on what we can see in table (5) describes the results of this question, the mean equality hypothesis, its significance was 0.009 at significant level 0.05 is rejected ,thus it can be said that the mean of pre-test and post-test score in experimental group and mean of pre-test and post-test score in control group wasn't equal. In other words it can be asserted story

books can be beneficial to them. As the difference mean and ranks mean with experimental group was more and the difference of the scores between experimental group post-test whit control group pre-test and post-test and experimental group pre-test was more, the above question is supported.

### **Conclusion**

The analysis of data shows that based on data analysis (Table 4), T- test statistics was equal to 273.500 and its significance was calculated as 0.009. It can be said that the difference of the mean of post-test of experimental group significantly was more than control group. Thus, experimental interference was effective.

The analysis of data shows that based on data analysis (Table 5), Mann Whitney test statistics was equal to 273.500 and its significance was calculated as 0.009. It can be said that the difference of the mean of pre-test and post-test scores of experiment group significantly was more than control group. Thus, experimental interference was effective.

The finding of this research are supported by the finding of the other studies such as Elley and Mangubhai (1983), McNeil (1984), Nagy, Herman and Anderson (1985), Nagy and Herman (1987), Wodinsky and Nation (1988), (Krashen, 1989), Krashen , Hafiz and Tudor (1989), Hill and Holden (1990), Schmidt (1996), Mason and Krashen (1997), Coady (1997), Day and Bamford (1998), Hayashi (1999), Schmitt (2000), Nation ( 2001), Leung (2002), Gatbonton and Segalowitz (2005), Nassaji (2006), Pigada and Schmitt (2006), Golkar and Yamini (2007), Rashidi (2010), Soltani (2011).

According to this findings it can be conclude that there is a great differences between when the teacher uses both course book and short story books than when just uses course book. This will help student in improving their vocabulary knowledge.

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