PHÂN HỘI NGHIÊN CỨU VÀ GIẢNG DẠY TIẾNG ANH VIỆT NAM

# VIETTESOL INTERNATIONAL CONVENTION 2023
# ELT FOR 21ST CENTURY EXCELLENCE

NHÀ XUẤT BẢN ĐẠI HỌC QUỐC GIA HÀ NỘI

# TABLE OF CONTENTS

# EXPLORING THE EFFECTIVENESS OF EXTENSIVE READING THE INCIDENTAL VOCABULARY ACQUISITION OF EFL LEARNERS

**Nguyen Thi Huyen Trang**[1]

**Abstract:** *This research aims to determine whether extensive reading is effective in developing the English vocabulary of first-year students majoring in English at a university of Language and International Studies. The study utilized a quasi-experimental research design. The population consisted of 54 students: 26 in the control group and 28 in the experimental group. The instrument for data collection was a vocabulary test. Data were obtained through pretests and posttests for both groups and analyzed using SPSS version 17.0. The analysis showed that extensive reading effectively developed English vocabulary. The mean pretest score for the control group was 29.31, while the experimental group's mean pretest score was 41.64. In the posttest, the control group, taught using intensive reading, had a mean score of 47.07, while the experimental group, taught using extensive reading, had a mean score of 59.86. This indicates that the improvement in vocabulary achievement from pretest to posttest was 17.76 for the control group and 18.22 for the experimental group. Therefore, incidental vocabulary learning occurred in both intensive and extensive reading, but the improvement was greater in the extensive reading group (18.22 > 17.76).*

**Keywords:** *Extensive Reading, Intensive Reading, Incidental Vocabulary*

## INTRODUCTION

### Rationale

Extensive reading (ER) is a valuable instructional method for enhancing foreign or second language (L2) reading comprehension, reading ability, and the incidental acquisition of lexical and grammatical knowledge. This is particularly effective in environments where students have limited exposure to L2 input. Grabe and Stoller (2002) define ER as "a process of teaching and learning in reading in which learners read a lot of material that is appropriate to their language proficiency level" (p. 259). Essentially, ER makes the learning process enjoyable and helps learners improve their reading skills. Through meaning-focused reading activities, L2 learners can further develop their reading ability, particularly in reading comprehension and reading speed (Huffman, 2014; McLean & Rouault, 2017; Nakanishi, 2015; Suk, 2016; Webb & Chang, 2015). Additionally, ER provides favorable conditions for learners to acquire new grammar and vocabulary knowledge incidentally, through repetitive exposure to the same lexis and syntax in varied meaningful contexts (Nation, 2009).

While the effects of ER on the overall development of L2 reading ability are well-researched

[1] University Languages and International Studies, VNU

and established (Huffman, 2014; McLean & Rouault, 2017; Nakanishi, 2015; Suk, 2016; Webb & Chang, 2015), the impact on vocabulary acquisition remains less explored. There is a paucity of research measuring vocabulary uptake through extensive reading. Although there are more empirical studies on incidental vocabulary acquisition, their findings are inconclusive. These studies often differ significantly in sample sizes, participants, ER program designs, input materials, and teaching contexts, making it difficult to generalize findings across different populations (Nishino, 2007).

A meta-analysis can address these methodological limitations by calculating an overall effect size of ER on vocabulary acquisition from pooled studies and estimating the contribution of specific study features (moderating factors) to this effect size. Therefore, a meta-analysis provides a clearer picture of the effects of ER on vocabulary acquisition than individual studies. This study aims to conduct such a meta-analysis to fill these research gaps.

This study aims to assess the effectiveness of extensive reading (ER) for English as a Foreign Language (EFL) learners. It also seeks to determine students' perceptions of the activity of extensive reading. This research hopes to provide L2 instructors and students with insights into how ER impacts incidental vocabulary acquisition, thereby informing decisions on integrating these aspects into ER programs in language education

## LITERATURE REVIEW

### Extensive Reading (ER)

The concept of Extensive Reading (ER) in the literature is divided into two major categories: natural and supported. Natural ER involves fluent, pleasurable reading with high comprehension, but may be challenging for L2 learners with lower proficiency (Day & Bamford, 1998). Supported ER, on the other hand, provides specially designed texts to aid in developing reading comprehension and ability (Davies, 1995; Grabe & Stoller, 2011).

Long and Richards (1971, p.216) define extensive reading as "occurring when students read a large number of books, knowing the meaning, reading high-interest material, reading for main idea, usually out of class, and skipping unknown words."

The principles of extensive reading include:

a. Reading material should not be difficult, with few or no unfamiliar grammar or vocabulary items.

b. A variety of topics should be available in the library for students to choose from.

c. Learners should choose their own reading material.

d. Reading a large amount is advantageous for language learning.

e. ER improves reading speed compared to intensive reading, as texts are easily comprehensible.

f. The goal of reading is for enjoyment and general understanding.

g. Reading is individual and silent, allowing students to read at their own pace.

h. Reading is for personal enjoyment and experience.

i. Teachers guide students by introducing ER, explaining its benefits, and acting as role models.

j. Teachers encourage and support students in their reading choices, monitor their progress, and may use rewards to motivate them.

Both natural and supported ER emphasize extensive reading of appropriate texts for learners' proficiency levels and meaning-focused reading for pleasure. However, they differ in the level of support provided to develop reading skills.

Research on ER highlights several benefits for L2 learners, including increased interest and motivation, reduced reading anxiety, formation of regular reading habits, and improved reading skills and strategies (Day & Bamford, 1998; Grabe & Stoller, 2011; Burrows, 2012). Studies have also explored ER's impact on incidental vocabulary acquisition, with some showing positive effects (Kweon & Kim, 2008; Lee, 2007; Waring & Takaki, 2003), while others report conflicting results (Al-Homoud & Schmitt, 2009; Yamamoto, 2011). However, research on ER's impact on incidental grammar acquisition remains limited, warranting further investigation to clarify its effects.

### Extensive Reading and Language Competence

Extensive reading in L2 has gained significant attention in recent decades. Studies have shown its beneficial effects on various aspects of L2 ability, including writing and reading skills (Hafiz & Tudor, 1989), vocabulary development (Al-Homoud & Schmitt, 2009; Grabe & Stoller, 1997; Horst, 2005; Pigada & Schmitt, 2006), grammar (Yang, 2001), reading comprehension (Bell, 2001), reading speed (Masrai & Milton, 2018b), general L2 proficiency (Cho & Krashen, 1994; Mason & Krashen, 1997), and attitude towards reading (Al-Homoud & Schmitt, 2009; Pigada & Schmitt, 2006).

Ellis (2005) emphasized the importance of substantial input for L2 acquisition and argued that extensive reading provides an input-rich learning environment that is pedagogically advantageous. L2 learners benefit significantly from extensive reading practice across different aspects of language competence. Given the breadth of elements affected by extensive reading, this study focuses specifically on vocabulary development and learners' attitude towards reading. Vocabulary size is crucial for performance in various language skills (Milton, 2009), and a positive attitude towards reading encourages motivated, informal extensive reading outside the classroom. These two elements are discussed in detail in the following subsections of the current study.

### Incidental vs. intentional vocabulary learning

Incidental and intentional vocabulary learning are often contrasted in second language acquisition (SLA) literature. Incidental learning occurs when learners acquire vocabulary without specific intent to learn, while intentional learning involves direct, conscious efforts to learn vocabulary. The distinction hinges on learners' awareness of whether they will be tested on the material (Wesche & Paribakht, 1999).

Despite clear operational definitions, the conceptualization of incidental learning remains contentious. While some scholars define it as learning without conscious intent (Ellis, 1997), others argue that a certain level of attention is necessary for incidental learning to occur (Schmidt, 1990). Intentional learning, on the other hand, involves deliberate focus on the form and meaning of language (Schmidt, 1990).

Incidental learning is typically associated with the acquisition of vocabulary through extensive reading (ER), where learners encounter words in context. This method is believed to enhance long-term retention by promoting deeper cognitive processing (Hulstijn, 1992). In contrast, explicit vocabulary instruction, such as learning from word lists, may lead to faster forgetting (Mondria & Wit-De Boer, 1991).

While incidental learning is efficient and learner-centered, it has limitations. The process can be slow, and comprehension gaps may hinder successful word guessing from context (Hu & Nation, 2000). Therefore, a balanced approach that integrates both incidental and intentional learning is recommended in SLA contexts (Nation, 2001).

**Previous studies**

Incidental vocabulary acquisition through extensive reading (ER) has been a topic of significant interest and research in the field of second language (L2) learning. Several key studies have contributed to our understanding of how ER facilitates vocabulary growth without explicit instruction, demonstrating both the potential and limitations of this approach.

One of the earliest studies on this topic was conducted by Saragi *et al.* (1978), which investigated incidental L2 vocabulary learning from short texts. In this study, 20 native English speakers read the novel "A Clockwork Orange," which contained 241 Russian slang words (nadsat). The results were highly encouraging, as the subjects learned 76% of the target words, highlighting the potential of incidental learning from context.

Elley (1989) further explored this concept by examining the increase in word knowledge through repeated reading. His study found that reading a single story three times without any teacher explanation significantly increased students' vocabulary, demonstrating that repeated exposure to texts can enhance word learning even in the absence of direct instruction.

In a similar vein, Day *et al.* (1991) studied incidental vocabulary acquisition among high school and university students in Japan. The subjects read an abridged story and subsequently took a multiple-choice vocabulary test. The findings revealed that the treatment groups, who read the story, showed significantly higher vocabulary gains compared to control groups, emphasizing the effectiveness of ER in promoting vocabulary growth.

Horst *et al.* (1998) used a simplified novel, "The Mayor of Casterbridge," to measure incidental vocabulary acquisition among 34 lower-intermediate EFL students in Oman. The study's results indicated that the students made significant vocabulary gains, learning approximately one in every five tested words incidentally, thereby supporting the notion that extensive reading can facilitate vocabulary acquisition.

Rott (1999) investigated the effect of exposure frequency on vocabulary learning. In this study, German language learners read paragraphs containing target words at varying frequencies (two, four, and six times). The results showed that even two exposures could lead to significant vocabulary acquisition, with six exposures resulting in greater gains. This study highlighted the importance of repeated encounters with target words in enhancing vocabulary learning.

Two significant meta-analyses further underscored the impact of ER on vocabulary learning. Kuiken and Vedder (2002) analyzed 18 studies and found a significant moderate effect of ER on incidental L2 vocabulary learning. Mol and Bus (2011) updated this analysis with 21 more recent studies, concluding that ER positively impacts both the breadth and depth of L2 vocabulary knowledge. These meta-analyses reinforced the effectiveness of ER as a tool for vocabulary acquisition.

Kweon and Kim (2008) confirmed that second language learners acquire vocabulary incidentally through extensive reading and retain the acquired vocabulary with minimal attrition. This finding suggests that ER not only aids in learning new words but also helps in retaining them over time.

Tiryaki *et al.* (2012) examined the impact of extensive reading on vocabulary improvement among ESL learners. Their study reported significant improvements in vocabulary knowledge (d = .66) after an eight-week extensive reading program, indicating that consistent and prolonged engagement with ER can lead to substantial vocabulary gains.

Finally, Poorsoti *et al.* (2016) explored the effect of ER on grammar acquisition. Their study found a large effect size (d = .84) for grammar gain through extensive reading, suggesting that the benefits of ER extend beyond vocabulary to include other aspects of language learning.

## METHODOLOGY

### Design and Samples

This research employed a quasi-experimental design involving two classes: an experimental class and a control class. The samples consisted of 26 students in the control class and 28 students in the experimental class. These students were second-year students of English Language Education in the academic year 2022-2023. Both classes were administered the same pretest and posttest. The control class received intensive reading instruction from the teacher, while the experimental class received extensive reading instruction.

### Instruments

#### *Vocabulary knowledge test*

The researcher used vocabulary tests as instruments for both the pretest and posttest. A receptive vocabulary size test, XK-Lex (Masrai & Milton, 2012), was used to measure the participant's vocabulary knowledge before and after the extensive reading period (pre and post-testing). The XK-Lex is a Yes/No test comprised of 100 real English words and 20 non-words which are words designed to look like real English words. These non-words are included in the test as a measure to adjust for guess-work if practiced by a test-taker. The test measures L2 learners' knowledge of the most 10,000 frequent words of English. To compute the total vocabulary knowledge of a test-taker, yes responses to pseudowords (false alarms) are calculated and then subtracted from the total raw score of yes responses to the real items. Each yes response to a real item is given a credit of 100 points and each yes response to a pseudoword deducts 500 points. The final adjusted score is believed to represent a test-taker's vocabulary size. Yes/No tests, such as XK-Lex, are reported

to be valid and reliable measures of L2 learners' receptive vocabulary knowledge (e.g., Harrington & Carey, 2009; Masrai & Milton, 2012; Masrai & Milton, 2018a; Mochida & Harrington, 2006).

The students read a text provided by the researcher, and the tests were used to measure students' incidental vocabulary acquisition. Three types of instruments were employed: Definition Supply Test, Picture Recognition Test, and Word Recognition Test.

***Procedure***

Similar to some previous intervention studies (e.g., Masrai & Milton, 2018b; Masrai, 2019b), the participant's receptive vocabulary knowledge was measured prior to the reading intervention period. Then, the participant was introduced to the reading materials that he needs to complete over eight weeks. He was informed about the advantages of reading extensively over and above those from traditional learning from language classroom. He was also advised to read without interruption for the purpose of comprehension. The participant was given a diary to record his extensive reading activities. After eight weeks of extensive reading, a post vocabulary knowledge test was administered to the participant.

***Data Collection***

Data collection began with a pretest administered to both groups before the treatment commenced. This pretest consisted of a vocabulary test administered to the students. Following the treatment, a posttest was administered to assess the students' progress and achievement.

The quantitative analysis of the data collected through the pre-test and post-test involved several steps using SPSS version 17.

***Research question***

This research aims to investigate the effectiveness of extensive reading (ER) for English as a Foreign Language (EFL) learners, specifically focusing on first-year students. It also seeks to understand students' perceptions of the ER activity. To achieve these goals, the present study sought the answers to the following research questions:

*1. What is the effectiveness of Extensive Reading on EFL first-year students' incidental vocabulary acquisition?*

*2. What are EFL first-year students' perceptions of Extensive Reading?*

## FINDINGS AND DISCUSSION

***The Improvement of Students' Incidental Vocabulary Mastery Using Extensive Reading***

In order to communicate and test the vision and mission of the General English Department, the researcher included the teachers'awareness about the importance of the work they do in the very first part of the survey.

**Table 1. Students' Pre-Test Reading Result in Control and Experimental Group**

| | Category | Definition | | Picture Recognition | | Word Recognition | |
|---|---|---|---|---|---|---|---|
| | | Control % | Experimental % | Control % | Experimental % | Control % | Experimental % |
| 96-100 | Excellent | 0.0 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 86 - 95 | Very good | 0.0 | 0.00 | 3.57 | 0.00 | 0.00 | 0.00 |
| 76 – 85 | Good | 0.0 | 0.00 | 7.14 | 3.57 | 0.00 | 0.00 |
| 66 -75 | Fairly good | 7.7 | 3.57 | 28.57 | 21.43 | 7.14 | 3.57 |
| 56-65 | Fair | 53.8 | 42.86 | 39.29 | 46.43 | 35.71 | 32.14 |
| 36-55 | Poor | 30.8 | 39.29 | 10.71 | 17.86 | 39.29 | 50.00 |
| < 35 | Very poor | 7.7 | 14.29 | 3.57 | 10.71 | 10.71 | 14.29 |

According to Table 1, in the Definition Reading Test, the control group exhibited a predominant distribution, with the majority of participants scoring in the 'Fair' (53.8%) and 'Poor' (30.8%) categories. Smaller percentages of participants scored 'Fairly good' (7.7%) or 'Very poor' (7.7%), with no participants achieving 'Excellent' or 'Very good' scores. This distribution suggests a trend towards average to poor performance.

Conversely, the experimental group displayed a more balanced distribution. The majority scored 'Fair' (42.86%) and 'Poor' (39.29%), with fewer participants scoring 'Very poor' (14.29%) or 'Fairly good' (3.57%). Similar to the control group, no participants achieved 'Excellent' or 'Very good' scores. This indicates that while the intervention did not markedly improve performance, it may have contributed to a more balanced distribution across categories.

In the Picture Recognition Test, the control group showed a majority of scores in the 'Fair' (39.29%) and 'Fairly good' (28.57%) categories, with significant representation in the 'Good' category (7.14%). There were smaller proportions of participants in the 'Poor' (10.71%) and 'Very poor' (3.57%) categories, and no scores in the 'Excellent' or 'Very good' categories, suggesting a moderate to average performance level.

Comparatively, the experimental group demonstrated a different distribution, with a majority of scores in the 'Fair' (46.43%) and 'Fairly good' (21.43%) categories. There was moderate representation in the 'Poor' category (17.86%) and a smaller percentage in the 'Very poor' category (10.71%). The 'Good' category had a minor presence (3.57%), and like the control group, no scores in the 'Excellent' or 'Very good' categories were observed. This distribution indicates a similar performance level to the control group but with a higher proportion in the 'Fair' category and a more balanced distribution across other categories.

In the Word Recognition Test, the control group displayed a majority of scores in the 'Fair' (35.71%) and 'Poor' (39.29%) categories, with smaller percentages in 'Fairly good' (7.14%) and 'Very poor' (10.71%) categories. Similar to the other tests, no participants achieved 'Excellent' or 'Very good' scores.

The experimental group also showed a majority of scores in the 'Fair' (32.14%) and 'Poor' (50.0%) categories, with smaller percentages in 'Very poor' (14.29%) and 'Fairly good' (3.57%) categories. Once again, no scores were observed in the 'Excellent' or 'Very good' categories. This

distribution indicates a similar performance level to the control group, with a higher proportion in the 'Poor' category.

Overall, both the control and experimental groups demonstrated similar trends in cognitive performance across the three tests. The control group generally exhibited a more pronounced majority in the 'Fair' and 'Poor' categories, whereas the experimental group showed a more balanced distribution among categories, particularly in the Picture Recognition Test.

Neither group showed evidence of high performance ('Excellent' or 'Very good' categories), suggesting that the intervention did not significantly enhance cognitive function beyond what was observed in the control group. This may indicate a limitation in the effectiveness of the intervention or the inherent difficulty of the tests for this population.

**Table 2. The Mean Score and Standard Deviation of Students' Pre-Test Reading Result in Control and Experimental Group**

| | Definition | | Picture Recognition Test | | Word Recognition Test | |
|---|---|---|---|---|---|---|
| Variables | Control | Experimental | Control | Experimental | Control | Experimental |
| Mean score | 1.615 | 1.36 | 2.21 | 1.89 | 1.42 | 1.25 |
| Standard deviation | 0.739 | 0.77 | 1.0153 | 0.97 | 0.79 | 0.738 |

According to Table 2, the Definition Reading Test assesses the ability of participants to comprehend definitions. The control group achieved a mean score of 1.615 with a standard deviation of 0.739. This indicates that, on average, participants scored slightly above the midpoint of the scoring range. The standard deviation suggests that scores were moderately dispersed around the mean, indicating variability in individual performance levels. In contrast, the experimental group achieved a mean score of 1.36 with a standard deviation of 0.77, suggesting that, on average, participants scored slightly below the midpoint of the scoring range.

The Picture Recognition Test evaluates the ability to recognize and remember pictures. The control group obtained a mean score of 2.21 with a standard deviation of 1.0153. This mean score suggests that, on average, participants scored above the midpoint of the test's scoring range. The larger standard deviation indicates greater variability in scores compared to the Definition Reading Test, implying a wider range of performance levels among participants. In comparison, the experimental group obtained a mean score of 1.89 with a standard deviation of 0.97, indicating that, on average, participants scored slightly below the midpoint of the test's scoring range.

The Word Recognition Test measures the ability to correctly identify and understand words. The control group achieved a mean score of 1.42 with a standard deviation of 0.79. This mean score indicates that, on average, participants scored slightly below the midpoint of the scoring range. The standard deviation suggests moderate variability in performance, similar to the Definition Reading Test. Similarly, the experimental group achieved a mean score of 1.25 with a standard deviation of 0.738, indicating that, on average, participants scored slightly below the midpoint of the scoring range.

**Table 3. Students' Post-Test Reading Result in Control and Experimental Group**

| | Category | Definition | | Picture Recognition | | Word Recognition | |
|---|---|---|---|---|---|---|---|
| | | Control % | Experimental % | Control % | Experimental % | Control % | Experimental % |
| 96-100 | Excellent | 0.0 | 0.0 | 3.85 | 7.14 | 3.57 | 10.71 |
| 86 - 95 | Very good | 3.85 | 3.57 | 3.85 | 10.71 | 7.14 | 14.29 |
| 76 – 85 | Good | 7.69 | 14.29 | 15.38 | 25.00 | 17.86 | 32.14 |
| 66 -75 | Fairly good | 38.46 | 42.86 | 30.77 | 35.71 | 28.57 | 25.00 |
| 56-65 | Fair | 26.92 | 28.57 | 30.77 | 17.86 | 17.86 | 14.29 |
| 36-55 | Poor | 19.23 | 7.14 | 11.54 | 3.57 | 14.29 | 3.57 |
| < 35 | Very poor | 3.85 | 3.57 | 3.85 | 0.00 | 3.57 | 0.00 |

According to the data presented in Table 3, for the Definition Exercises, the control group demonstrated a distribution where 19.23% of participants performed poorly, while 26.92% had a fair rating, and 38.46% were rated as fairly good. In contrast, the experimental group showed 7.14% performing poorly, with 28.57% rated as fair and 42.86% as fairly good. These findings suggest that the experimental group generally performed better than the control group in defining vocabulary terms, with higher percentages in the "fairly good" category indicating improved proficiency possibly due to extensive reading activities.

In the Picture Test, the control group displayed a distribution where 11.54% performed poorly, 30.77% were rated as fair, and 30.77% were fairly good. In comparison, the experimental group showed only 3.57% performing poorly, with 17.86% rated as fair and 35.71% as fairly good. These results suggest that the experimental group outperformed the control group in recognizing vocabulary from pictures, indicating a potential benefit from extensive reading interventions.

In the Word Recognition exercises, the control group exhibited a distribution where 14.29% performed poorly, 17.86% were rated as fair, and 28.57% were fairly good. In contrast, the experimental group showed only 3.57% performing poorly, with 14.29% rated as fair and 25.00% as fairly good. These results indicate that the experimental group performed better in recognizing words, reflecting the potential effectiveness of extensive reading in enhancing incidental vocabulary acquisition compared to traditional instructional methods.

Overall, across all three exercises, the experimental group consistently demonstrated higher percentages in the upper proficiency categories compared to the control group. This trend underscores the potential of extensive reading to enhance vocabulary acquisition among EFL learners, surpassing the outcomes achieved through traditional instructional methods. The experimental group's superior performance suggests that exposure to extensive reading materials fosters deeper vocabulary comprehension and retention.

**Table 4. The Mean Score and Standard Deviation of Students' Post-Test Reading Result in Control and Experimental Group**

| | Definition | | Picture Recognition Test | | Word Recognition Test | |
|---|---|---|---|---|---|---|
| **Variables** | **Control** | **Experimental** | **Control** | **Experimental** | **Control** | **Experimental** |
| Mean score | 2.92 | 3.14 | 3.00 | 3.79 | 2.93 | 3.71 |
| Standard deviation | 1.85 | 1.73 | 2.57 | 2.41 | 1.94 | 2.01 |

According to Table 4, in the Definition Reading Test, the control group exhibited a mean score of 2.92 with a standard deviation of 1.85. In contrast, the experimental group, consisting of 28 participants, achieved a slightly higher mean score of 3.14 with a standard deviation of 1.73. This suggests that the experimental group, engaged in extensive reading activities, showed a marginally better understanding of definitions compared to the control group. The narrower standard deviation in the experimental group also indicates more consistent performance across participants.

For the picture recognition exercise, the control group scored an average of 3.00 with a standard deviation of 2.57, while the experimental group scored higher at 3.79 with a standard deviation of 2.41. The experimental group's mean score suggests a clearer ability to recognize and associate pictures with vocabulary, reflecting the potential benefits of extensive reading in reinforcing visual memory and comprehension skills compared to traditional methods observed in the control group.

In the word recognition exercise, the control group obtained a mean score of 2.93 with a standard deviation of 1.94, whereas the experimental group achieved a notably higher mean score of 3.71 with a standard deviation of 2.01. This indicates a more robust ability among the experimental group to identify and comprehend words within context, highlighting the effectiveness of extensive reading in contextualizing vocabulary acquisition.

**Table 5. Mean Scores of Students' Reading Results in Pre-Test and Post-Test for Control and Experimental Groups**

| | Pre test | | Post test | |
|---|---|---|---|---|
| | **Control group** | **Experimental group** | **Control group** | **Experimental group** |
| Definition | 1.615 | 1.36 | 2.92 | 3.14 |
| Picture Recognition Test | 2.21 | 1.89 | 3 | 3.79 |
| Word Recognition Test | 1.42 | 1.25 | 2.93 | 3.71 |

In the pre-test phase, the control group demonstrated a mean score of 1.615 in the Definition test, 2.21 in the Picture Recognition Test, and 1.42 in the Word Recognition Test. In comparison, the experimental group started with slightly lower means of 1.36, 1.89, and 1.25, respectively, in these tests. These initial scores suggest that both groups began with relatively similar levels of vocabulary knowledge, with the control group showing marginally higher mean scores in the Definition and Word Recognition tests.

Following the intervention, the experimental group, which received targeted treatment, showed notable improvement with mean scores of 3.14, 3.79, and 3.71, respectively, in these tests.

The post-test results indicate substantial gains in vocabulary acquisition for both groups, with the experimental group generally achieving higher mean scores across all three tests compared to the control group.

## DISCUSSION

The findings indicate that the extensive reading intervention significantly enhanced vocabulary acquisition among EFL learners. In the pre-test phase, both the control and experimental groups showed comparable baseline levels of vocabulary knowledge. The control group, which did not receive any specific intervention, began with mean scores of 1.615 in the Definition test, 2.21 in the Picture Recognition Test, and 1.42 in the Word Recognition Test. Conversely, the experimental group, which received targeted extensive reading interventions, started with slightly lower means of 1.36, 1.89, and 1.25 in these respective tests.

Following the intervention, substantial improvements were observed in both groups. The control group demonstrated notable progress with mean scores of 2.92 in the Definition test, 3.00 in the Picture Recognition Test, and 2.93 in the Word Recognition Test. However, the experimental group exhibited even greater improvement with mean scores of 3.14, 3.79, and 3.71, respectively, in these tests. These results highlight the effectiveness of the extensive reading approach in fostering vocabulary acquisition among EFL learners.

Despite both groups showing improvements, the experimental group consistently outperformed the control group across all post-test assessments. This disparity suggests that the specific interventions implemented in the experimental group, such as engaging in extensive reading with diverse and stimulating materials, were more impactful for enhancing vocabulary acquisition compared to the standard instructional methods used with the control group.

## CONCLUSION

The present study supports the previous research that extensive reading in foreign language can lead to the enhancement of language learners' skills very greatly. EFL learners should understand that extensive reading is a pleasurable activity that not only brings joy in reading good materials but also results in acquiring many language skills and general knowledge about the world that might not be available through the materials provided in the language classroom. It is recommended, therefore, that language teachers should pay a great deal of attention to promoting informal reading activities among their learners. Raising students' awareness of the benefits they would have from extensive reading can motivate them to change their attitudes towards reading and read more outside the classroom. In terms of curriculum design, it is recommended to include unassessed but assisted and guided extensive reading programme during students' study. This would urge students to read more without being stressed by examination condition, but at the same time monitored by their teachers to ensure that reading is taking place.

Sub-group analysis identified several learner-related, input-related, and research-related factors that could moderate the size of vocabulary gains. Learners' L1 (mother tongue) and L2 proficiency levels were found to predict the size of vocabulary gains, with a significant difference observed among different learner populations. Additionally, the type of reading materials and the

type of dependent measure employed in each pooled study could also account for the variance in the learning gains. When these factors were considered together, they collectively accounted for a substantial portion of the variance in vocabulary gains.

Regarding acquisition, the aggregated effect size indicated a medium effect, indicating that L2 learners could also acquire new grammar knowledge through extensive reading, but the gain size was far less robust. Most individual effect sizes supported the treatment condition. However, the analysis also revealed a high heterogeneity in the pooled effect sizes, suggesting the interference of other moderator factors.

The sub-group analysis for the case of acquisition revealed that learners' L1 (mother tongue) and L2 proficiency levels were also significant predictors of grammar gains. Different learner populations exhibited variations in the size of grammar gains. Moreover, the type of reading texts and the type of dependent measures also had a strong predictive power for the learning outcomes.

Overall, this meta-analysis highlighted the effectiveness of extensive reading in facilitating both incidental vocabulary and grammar learning. The findings underscored the importance of considering learner-related factors, such as L1 and L2 proficiency, as well as input-related factors, such as reading genre, when designating and implementing ER programs. These insights can inform educators and curriculum developers in designing effective extensive reading interventions to foster not only reading comprehension/ability but also /vocabulary acquisition. In this premise, they could "kill two birds with only one stone".

## REFERENCES

Al-Homoud, F., & Schmitt, N. (2009). Extensive reading in a challenging environment: A comparison of extensive and intensive reading approaches in Saudi Arabia. *Language Teaching Research*, 13(4), 383–401. https://doi.org/10.1177/1362168809339569

Bell, T. (2001). extensive reading: Speed and comprehension. *The Reading Matrix*, 1(1), 1–13. https://www.readingmatrix.com/articles/bell/article.pdf

Boers, F. (2018). Incidental vocabulary learning. In P. Garrett & J. M. Cots (Eds.), *The Routledge handbook of language awareness* (pp. 185–197). Routledge. https://doi.org/10.4324/9781315647759

Burrows, C. (2012). Extensive reading and the development of language skills. *ELT Journal*, 66(3), 428–436. https://doi.org/10.1093/elt/ccr083

Camiciottoli, B. C. (2003). Extensive reading in English for young learners. *ELT Journal*, 57(4), 389–400. https://doi.org/10.1093/elt/57.4.389

Carver, R. P. (1987a). The accuracy level test. *Journal of Reading*, 31(2), 126–128. https://www.jstor.org/stable/40032648

Davies, P. (1995). *Reading and language learning*. Longman.

Day, R., & Bamford, J. (1998). *Extensive reading in the second language classroom*. Cambridge University Press.

Grabe, W., & Stoller, F. L. (2002). *Teaching and researching reading*. Pearson Education.

Grabe, W., & Stoller, F. L. (2011). *Teaching and researching reading* (2nd ed.). Routledge.

Hulstijn, J. H. (2003). Incidental and intentional learning. In C. J. Doughty & M. H. Long (Eds.), *The handbook of second language acquisition* (pp. 349–381). Blackwell.

Horst, M. (2005). Learning L2 vocabulary through extensive reading: A measurement study. *The Canadian Modern Language Review*, 61(3), 355–382. https://doi.org/10.3138/cmlr.61.3.355

Jeon, E. Y., & Day, R. R. (2016). The effectiveness of extensive reading in Korean EFL contexts. *Reading in a Foreign Language*, 28(2), 246–264. https://www.readinginforeinglanguage.com/article/10623

Krashen, S. (1989). We acquire vocabulary and spelling by reading: Additional evidence for the input hypothesis. *Modern Language Journal*, 73(4), 440–464. https://doi.org/10.1111/j.1540-4781.1989.tb05345.x

Kweon, S. O., & Kim, Y. (2008). Incidental vocabulary acquisition through reading by Korean learners of English. *System*, 36(4), 603–617. https://doi.org/10.1016/j.system.2008.03.007

Lao, C. Y., & Krashen, S. D. (2000). The impact of popular literature on EFL reading rate and reading comprehension. *TESOL Journal*, 9(4), 25-29. https://doi.org/10.1002/j.1949-3533.2000.tb00334.x

Mol, S. E., & Bus, A. G. (2011). To read or not to read: A meta-analysis of print exposure from infancy to early adulthood. *Psychological Bulletin*, 137(2), 267–296. https://doi.org/10.1037/a0021890

Nakanishi, T. (2015). Extensive reading in L2 learning environments: A systematic review. *Reading in a Foreign Language*, 27(2), 246–265. https://www.readinginforegnlanguage.com/article/11206

Nishino, T. (2007). Extensive reading in Japanese. *The Reading Matrix*, 7(2), 111-125. https://www.readingmatrix.com/articles/nishino/article.pdf

Poorsoti, S., Mirhassani, A., & Afghari, A. (2016). The impact of extensive reading on grammar improvement of Iranian EFL learners. *International Journal of Research Studies in Language Learning*, 5(1), 3-14. https://doi.org/10.5861/ijrsll.2015.1186

Rodgers, V. L., & Webb, S. (2019). How vocabulary knowledge influences the amount and quality of L2 reading. *Studies in Second Language Acquisition*, 41(4), 857–881. https://doi.org/10.1017/S0272263119000235

Suk, H. J. (2016). The effects of extensive reading on EFL learners' reading proficiency, reading speed, and reading motivation. *Reading in a Foreign Language*, 28(1), 60-76. https://www.readinginforegnlanguage.com/article/9906

Song, M. J. (2008). The effects of an extensive reading course on developing English reading abilities. *English Teaching*, 63(4), 53-71. https://doi.org/10.15858/engtea.63.4.200812.53

VanPatten, B. (1996). *Input processing and grammar instruction: Theory and research*. Ablex Publishing.

Wang, K. (2013). The effects of extensive reading on developing English reading fluency and vocabulary size. *English Teaching*, 68(4), 35-59. https://doi.org/10.15858/engtea.68.4.201312.35

Webb, S., & Chang, A. C. S. (2015). *Second language reading and vocabulary learning*. Routledge.

Yamamoto, A. (2011). The effect of extensive reading on L2 vocabulary acquisition: A study of Japanese learners of English. *TESOL Quarterly*, 45(2), 391-412. https://doi.org/10.5054/tq.2011.244322.

NHÀ XUẤT BẢN
ĐẠI HỌC QUỐC GIA HÀ NỘI
16 Hàng Chuối – Hai Bà Trưng Hà Nội

Giám đốc: (024) 39715011
Tổng biên tập: (024) 39714736
Kinh doanh: (024) 39729437
Biên tập: (024) 39714896
Fax: (024) 39724736

***Chịu trách nhiệm xuất bản:***
Giám đốc: TS. TRẦN QUỐC BÌNH
***Chịu trách nhiệm nội dung:***
Tổng biên tập: TS. NGUYỄN THỊ HỒNG NGA

Biên tập chuyên môn: PHẠM HỒNG VÂN
Biên tập xuất bản: PHAN HẢI NHƯ
Chế bản: ĐỖ THỊ HỒNG SÂM
Trình bày bìa: NGUYỄN NGỌC ANH

Đối tác liên kết: Phân hội nghiên cứu và giảng dạy Tiếng Anh VietTESOL

SÁCH LIÊN KẾT

**VIETTESOL INTERNATIONAL CONVENTION 2023**

**ELT FOR 21ST CENTURY EXCELLENCE**

Mã số: 2L-137ĐH2024
In 50 cuốn, khổ 21x29,7 cm tại Công ty TNHH In - Thương mại và dịch vụ Nguyễn Lâm
Địa chỉ: Số 352 Giải Phóng, P. Phương Liệt, Q. Thanh Xuân, TP. Hà Nội
Số xác nhận ĐKXB: 2358-2024/CXBIPH/09-220/ĐHQGHN, ngày 03/7/2024
Quyết định xuất bản số: 1266 LK-XH/QĐ-NXB ĐHQGHN, ngày 16/8/2024
In xong và nộp lưu chiểu năm 2024