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**The influence of extensive reading on EFL students' motivation
and vocabulary learning: A case study at a private University in
Ecuador**

TRABAJO DE TITULACIÓN

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Magister.

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De mi consideración:

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“Yo, Eduardo Alexander Vargas Romero, declaro ser autor del presente trabajo de titulación: *The influence of extensive reading on EFL students’ motivation and vocabulary learning: A case study at a private University in Ecuador*”, de la Titulación de Ciencias de la Educación Mención: Inglés, siendo Luz Mercedes Castillo Cuesta directora del presente trabajo; y eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones legales. Además, certifico que las ideas, conceptos, procedimientos y resultados vertidos en el presente trabajo investigativo, son de exclusiva responsabilidad de su autor.

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DEDICATION

This research work is dedicated to God and my loving family who have supported me throughout this path; especially to my mother who has given me wise advice and has guided me all the time to reach my goals.

Eduardo

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ABSTRACT

This research is focused on the influence of extensive reading (ER) on Ecuadorian learners' motivation and vocabulary learning at a higher education level in English as Foreign Language (EFL). The purpose of this research is determining whether or not extensive reading has a positive effect on students' motivation and vocabulary learning. This study was carried out in a private university in Loja during a period of 6 months. The participants included 16 students who were divided into 2 groups: experimental group and control group. The study was developed using quantitative and qualitative methods. The experimental group participants were engaged in an extensive reading program (ER). Data was collected by using a reading motivation survey, before and after the ER interventions; also, a Vocabulary Size Test was applied as a pretest and posttest; finally, a semi-structured interview was used during the ER program. The findings showed positive attitudes towards extensive reading and particularly significant gains in vocabulary acquisition.

KEYWORDS: EFL reading, extensive reading, reading motivation, vocabulary learning

RESUMEN

Este trabajo se centra en la influencia de la lectura extensiva (LE) en la motivación y aprendizaje de vocabulario en estudiantes ecuatorianos de nivel superior en Inglés como Lengua Extranjera. El propósito de esta investigación es determinar si la lectura extensiva tiene un efecto positivo sobre la motivación de los estudiantes y el aprendizaje de vocabulario. Esta investigación se llevó a cabo en una universidad privada de Loja durante un período académico de 6 meses. Fueron 16 los participantes incluidos en la investigación, los cuales se dividieron en 2 grupos: grupo experimental y grupo control. El estudio fue desarrollado utilizando métodos cuantitativo y cualitativo. El grupo experimental estuvo inmerso en un programa de lectura extensiva. Los datos se obtuvieron por medio de una encuesta de motivación para la lectura dirigida a adultos; un test de vocabulario como pretest and posttest y una entrevista semi-estructurada durante el programa de lectura extensiva. Los resultados fueron positivos debido a que los estudiantes incrementaron su motivación por la lectura extensiva, así mismo los participantes mostraron un incremento significativo en su vocabulario en el idioma Inglés.

PALABRAS CLAVES: Lectura en Inglés como Lengua Extranjera, lectura extensiva, motivación lectora, aprendizaje de vocabulario

INTRODUCTION

In most of the countries, reading has traditionally been considered as one of the most influential and essential skills for the educational and personal development. In fact, reading is much more than a single skill; it involves the coordination of a range of abilities, strategies and knowledge (Soliman, 2012, p. 26). Reading is also considered, by English as a foreign language (EFL) learners, as a very pleasurable free time activity that increases their knowledge and motivation.

The most effective way to build vocabulary knowledge and increase students' motivation towards reading is by reading extensively; learners who have reading habits and take responsibility for their own learning are able to gain important benefits (Bamford, 1998). Thus, in a study performed by the Centro Regional para el Fomento del Libro en América Latina y el Caribe (CERLAC), results show that Argentina has the highest percentage of reading books in Latin America (55%), while Mexico has the lowest percentage, 27%, (CERLAC, 2012). Regarding our country, a survey performed by the Instituto Nacional de Estadística y Censos (INEC) revealed that in Ecuador 27% of Ecuadorian people do not have the habit of reading and most of them (56, 8%) do not read because of lack of interest while 31, 7% of people in this group answered that they do not read due to lack of time (INEC, 2012).

It can be seen from the above statistics that one of the reasons why people do not read is due to lack motivation and interest. In this way, this study not only examines students' motivation but it also observes vocabulary learning through a 6-week EFL extensive reading program. In this context, the purpose of the present research work is to determine if an extensive reading (ER) program has a positive effect on EFL students' motivation and vocabulary learning; therefore, the research questions are: will ER increase EFL students' motivation? Will ER increase EFL students' vocabulary learning? Consequently, this study is very important for EFL teachers and students.

There have been different experimental studies which have supported the use of ER in English as a second language (ESL) and EFL classroom settings. Although several studies regarding extensive reading in ESL and EFL have been conducted around the world, there is no current data in regards to this topic in our country.

Pigada and Schmitt (2006) researched vocabulary acquisition from extensive reading involving a learner in an extensive reading program. The study assessed a relatively large number of words, and observed whether one month of extensive reading enhanced knowledge

of the target words spelling, meaning, and grammatical function. The measurement procedure included a one-on-one interview, a pre and posttest, a one-month period of extensive reading, as well as graded readers Level 1, which were used as reading materials. Results showed that for spelling test, there was relatively strong enhancement; for meaning, there was also improvement in all but one frequency category. Finally, for grammatical function, there was improvement in all frequency groups in the use of nouns. The researchers concluded that extensive reading appears to lead to substantial vocabulary learning, but it is not consistent across all word knowledge types.

Additionally, a case study conducted by Nishino (2007) studied two EFL learners' use of second language (L2) reading strategies and their L2 reading motivational changes. The researchers used graded readers and three books written for native speakers of English as reading materials. Participants had 15-minute reading sessions 4 times a week, whenever they wanted to read. The researcher used semi-structured interviews, observations and tests. The results showed that participants used several reading strategies that helped them understand words that could seem difficult to them and thus they could continue reading extensively. Both participants showed positive attitudes towards reading as well as they seemed to enjoy reading in English. The researcher concluded that the use of reading strategies are required during reading in order to achieve an effective, productive, and pleasurable learning.

Another previous study related to this topic involved analyzing the effect of extensive reading on EFL learners' vocabulary development; it was conducted by Pazhakh and Soltani (2010) who researched vocabulary learning and positive attitudes toward reading through an extensive reading program. Participants were 40 upper-intermediate and 40 lower-intermediate learners who were randomly divided into two groups: experimental and control group. Experimental group was requested to read books and five short stories. Participants had to present a summary, write a paragraph and a sentence contextualizing a newly learned word. The researchers used a Michigan test of English proficiency, a posttest and a semi-structured interview. The results of the vocabulary posttest showed that the experimental group scores were significantly higher than the control group scores. Additionally, in the interview results, experimental group participants agreed that extensive reading enhanced their vocabulary knowledge and it also changed their attitudes toward reading in a positive way. Finally, the researcher concluded that vocabulary knowledge is possible through extensive reading as well as it can be a positive factor to develop EFL learners' positive attitudes towards reading and other language skills.

The findings of this study will be useful for different purposes. Firstly, it will be helpful for teachers who might continue researching in the field of Teaching English as a Foreign Language. Secondly, the results might be useful for educational institutions and authorities that wish to develop and incorporate an extensive reading program in their curricula. Also, it will help students that need this information as a basis to begin their own research.

Regarding the limitations of this research, it was very difficult to measure participants' motivation in a comprehensive way due to the psychological character of motivation. Also, due to the time constraint, the extensive reading program only lasted around six weeks; therefore, the researcher did not have enough time to involve students in an extensive reading program over a longer period of time.

The following section includes the theoretical support regarding the current knowledge, contributions and findings on extensive reading and its benefits for improving EFL students' motivation and vocabulary learning.

LITERATURE REVIEW

The four skills

In school and in life, students face a diversity of circumstances that require language skills. For this reason, experience with a variety of reading, writing, listening and speaking activities in school can help learners acquire the skills they need to be successful. Wallace, Stariha and Walberg (2004, p. 7) state that writing, speaking and listening are communication skills that are important in all subject areas in the curriculum. Hence, language must be taught in an integrative way where all four skills are focused in a single activity so that learners are able to receive and produce the language learned.

In the contemporary world of second and foreign language teaching, most professionals largely take it for granted that language instruction is naturally divided into discrete skill sets, typically reflecting speaking, listening, reading, and writing, and usually arranged in this order (Hinkel, 2006, p. 12). Furthermore, according to Bihari (2013) "listening and reading are known as the receptive skills; on the other hand, speaking and writing are known as the productive skills." In addition, as Al-Jawi (2011, p. 2) asserts, the purpose of language learning is to improve the speakers' four skills of listening, speaking, reading and writing. For this reason, he suggests that these skills should work together, that is to say, if learners need to improve their pronunciation, they should be given opportunities to read a text in order to develop both skills reading and speaking.

Lastly, when learning English language, there are four language skills we must master in order to be able to communicate effectively with native speakers. The four skills are reading, writing, speaking and listening. These four skills help learners become more competent in speaking, pronunciation, vocabulary, grammar and spelling.

Listening

Listening is the ability to accurately receive and interpret messages in the communication process. In the same way, according to Samardi (2015, p. 34) "Listening is a skill in a sense that it is a related but distinct process than hearing which involves merely perceiving sound in a passive way while listening occupies an active and immediate analysis of streams of sounds". Furthermore, Verghese (1989, p. 72) states that "familiarity with the

English sounds system and ability to articulate English sounds prepare the students for listening to English utterances with understanding". Additionally, the author highlights that listening is key to effective communication; without the ability to listen effectively, messages are easily misunderstood, communication breaks down and the sender of the message can easily become frustrated or irritated.

Moreover, Rost (1994, p. 141-142) consider that "listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin. Listening is thus fundamental to speaking".

In addition, teaching listening skills also emphasizes the development of learners' abilities to identify words, sentence boundaries, contractions, individual sounds, and sound combinations, that is, linguistic processing (Hinkel, 2006, p. 117). Finally, it is important that EFL teachers include and promote all four English skills, reading, writing, listening and speaking in their curriculum.

Speaking

According to Gillis (2013), the ability to speak provides the speaker several distinct advantages which include the capacity to put words together in a meaningful way, to reflect on thoughts, opinions, and feelings for a good communication. Hinkel (2006, p. 115) also states that speaking skills involve considering the content, morphosyntax, lexis, discourse and information structuring, as well as prosody"

On the other hand, Gills points out that people with well-developed verbal skills can increase their negotiation skills, they are able to inform, to persuade, to speak in public, and to discuss. Additionally, business managers, educators, military leaders, lawyers, doctors, politicians among others are people who require negotiation skills.

Furthermore, Verghese (1989, p. 16) considers four important speaking functions. First, there is the personal function of communicating and expressing; then, there is the direct utterance in which a person wants to be listened to, a third one is establishing a relationship between speaker and listeners; last, there is the creative use of language as in poetry, song, etc. Therefore, speaking is necessary because it provides and offers the capacity to express opinions, thoughts, doubts, wishes, advice, and so on.

Reading

Reading is just one of the skills of our language system by which we communicate, connect, transfer, and make meaning and understanding of the information (Harris, 2006, p. 17). Hinkel (2006, p. 120) also explains that "reading involves a broad array of distinct

cognitive sub skills, such as word recognition, spelling and phonological processing, morphosyntactic parsing, and lexical recognition and access”.

On the other hand, Kondrat (2009) states that "reading skills serve as a foundation for writing". She argues that effective reading skills give people the opportunity to learn new information about the world, people, events, and places, enrich their vocabulary, and improve their writing skills. Likewise, she affirms that reading enriches the inner world of a person, improves grammar and spelling. Furthermore, she observes that avid readers not only read and write better than those who read less, but also they process information faster. Additionally, as Davis (2003) states "Reading is fundamental to function in today's society". He asserts that there are many adults who cannot read well enough to understand the instructions on a medicine bottle, advertisements, news bulletin, maps, warning signs and so on. In the same way, the author adds that nonreaders or poor readers often have low opinions of themselves and their skills. They can perform poorly in other subjects because they cannot read and understand the material and so tend to give up. Consequently, the author believes that reading is essential in daily life and in developing a good self-image.

Furthermore, Richland (2011) highlights that “Reading is the most essential skill for success in school and society”. That is to say, a child who fails to learn to read will most likely fail to reach his or her full potential. She also adds that as students grow into mature readers, their comprehension and thinking skills should mature. Reading comprehension involves the ability not only to read the lines but also the abstract step of “reading between the lines.” Richland explains that good readers have the ability to read beyond the lines, in other words, they are able to analyze, interpret, synthesize, and evaluate the text in a deep way.

Writing

Pillai (2012) states that "writing is one of the important ways of expressing thoughts, communicating ideas, and views to others”. Nordquist (2010) also describes writing as the productive skill in the written mode that involves correct use of orthography, capitalization, punctuation, appropriate vocabulary, own style to the genre, so that a text could be understandable for an audience. Likewise, Pillai adds that some people have the innate ability to put their thoughts into words. For instance, people express themselves by writing novels, short stories, biographies, and even personal diaries and so on. Finally, the author highlights that writing is an art, which can be developed and improved over a period or every day.

Additionally, Kokemuller (n.d) argues that "writing skills help in college class performance". In English classes, students typically write many papers, essays, reports, and so

on, that will become the main source of their grade for the semester. The author adds that well-developed writing skills are the key to success. In the same way, the author observes that a well-structured written text helps people communicate effectively.

Moreover, Wright (2011) observes that technology makes writing visible, that is to say, today most people use written communication more regularly now than ever before such as text messages, social media posts, e-mails, blog entries and comments, which are all modes of communication that typically rely entirely on written words. In addition, the author claims that for some people, social networking, texting and e-mail have taken the place of phone calls.

Furthermore, according to Hinkel (2006, p 123), "Teaching writing requires special and systematic approaches that take into account the cultural, rhetorical, and linguistic differences between L1 and L2 writers".

Reading techniques

As Torres (2011) states, texts can be challenging or simply easy for readers, depending on factors inherent in the text, or on the relationship between the text and the knowledge, and the abilities of the reader, or on the activities in which the reader is engaged. Additionally, an article in BBC (2011) adds that a text can come in any forms and be any kind of writing. For instance, letters, advertisements, menus, user-guides, emails, postcards, notes, magazine articles and so on. Because of the variety of texts above mentioned, readers should keep in mind the use of different reading techniques that help them understand any text. In addition, reading for a variety of purposes involves the application of reading techniques in order to achieve maximum effectiveness.

Consequently, readers must apply reading techniques as a way to be sure that what is being read matches their expectations and builds on their growing body of knowledge that is being stored for immediate or future reference. Additionally, as readers become more confident in their reading, the technique that they choose will depend on the reading purpose. Readers also need to understand that it is not necessary to read every word to obtain meaning from a text or to locate information; thus, reading is not just about going from the beginning to the end of a written passage. There are different reading strategies to use for different informational outcomes. The four types below outline the dominant techniques that a student would use while reading, these reading techniques are skimming, scanning, intensive and extensive.

Skimming and Scanning

Skimming and scanning are two very different strategies for speed reading. Skimming is useful when readers want to survey a text to get a general idea of what it is about. It is one of the reading techniques readers can use to read more in less time. It also refers to looking only for the general or main ideas, and works best with non-fiction or realistic material (Beale, 2013). The author also describes that skimming helps locate information quickly while using time wisely. On the other hand, scanning is another useful tool for speeding up reading. Unlike skimming, when scanning, readers look only for a specific fact or piece of information without reading everything (Beale, 2013). For scanning to be successful, it is necessary to understand how the material is structured so as to specific information can be easily located. Scanning also allows finding details and other information in a hurry. Skimming and scanning are reading techniques which are used for finding information from non-fiction texts, articles, magazines, menus, maps, and so on. They are, therefore, extremely useful study skills right across the curriculum. Readers who can skim and scan a text are already well equipped to face a range of reading tasks, up to and including exams (Maxwell, 1972, pp. 48-49).

Additionally, Lamb and Johnson (2001) add that "skimming is used to quickly identify the main ideas of a text and it is done at a speed three to four times faster than normal reading". Also, the authors state that scanning is a technique often used when looking up a word in the telephone book or dictionary and it also involves moving the eyes quickly down the page seeking specific words and phrases. Furthermore, skimming is the most rudimentary type of reading. Its object is to familiarize the reader as quickly as possible with the material to be read. On the other hand, scanning is a skill that requires reading quickly while looking for specific information. To scan a text, the reader should start at the top of the page and then move the eyes quickly toward the bottom. To sum up, Palmer (as cited in Day & Bamford 1998, p. 11) concludes that both types of reading are important because the main goal of reading is to comprehend the information into a text.

Intensive Reading

Bruton (as cited in Wilkinson, n.d) characterizes intensive reading (IR) as "having comprehension and language-focused tasks completed communally by the whole class". Besides, according to Nation (2008, p. 25), "Intensive reading focuses on comprehension of a particular text with no thought being given to whether the features studied in this text will be useful when reading other texts". The author also affirms that intensive reading usually

involves translation and thus comprehension of the text. He asserts that the use of translation makes sure that learners understand and comprehend better the text.

Furthermore, Brown (2007, p 312) states that IR is usually “a classroom-oriented activity in which students focus on the linguistic or semantic details of a passage”. The author states that intensive reading calls students' attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like.

In addition, Anderson (2006) affirms that Intensive Reading occurs when the learner is focused on the language rather than the text. For example, the learner may be answering comprehension questions, learning new vocabulary, studying the grammar and expressions in the text, translating the passage, or other tasks that involve the student in looking intensively at the text. Likewise, the author argues that IR is usually done with difficult texts with many unknown words that require the learner to use a dictionary. That is to say, reading is slow and there are few opportunities for the learner to read smoothly because he has to stop every few seconds to work on something he cannot understand.

Definitions of Extensive Reading

Different criteria and definitions about extensive reading (ER) have emerged over the past years. According to Carrell & Carson (1997, pp. 49-50) “Generally extensive reading involves rapid reading of large quantities of material or longer readings (e.g., whole books) for general understanding, with the focus generally on the meaning of what is being read than on the language”.

In the same way, Richards & Schmidt (2013, p. 212) note that extensive reading involves reading in quantity in order to gain a general understanding of what is read as well as it is intended to develop and improve reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading among the students.

In addition, Day & Bamford (1998, p. 94) state that ER involves reading for pleasure and enjoyment in and outside the classroom. The authors also observe that extensive reading is encouraged by allowing students to read silently and smoothly in their spare time. Furthermore, ER as a language teaching/learning procedure is defined as reading large quantities of material or long texts, for global or general understanding with the intention of obtaining pleasure from the text (Susser & Robb, 1990).

Additionally, as Dawson (2002) states, learners in an extensive reading program typically select books from a wide variety of genres and language levels and read them for

interest and enjoyment, with minimal post-reading tasks. That is why extensive reading provides learners a lot of benefits and advantages. In the same way, Yaqoob (2010) explains that extensive reading usually means, “Reading a lot of self-selected texts, interesting texts, and doing few or no exercises afterwards”. Besides, ER refers to the understanding of what is read.

Furthermore, according to Brown (2000), reading extensively means to read widely and in quantity, that is, if students can develop the habit of reading widely for enjoyment and interest, they benefit not only by increased confidence and fluency, but also take with them the life-long habit of reading in a foreign language. In addition, as Ewert and Vellenga (2014) highlight "extensive reading means reading quickly large amounts of easy, varied and interesting self-selected material". Likewise, the authors define extensive reading as abundant reading, sustained silent reading, pleasure reading, free voluntary reading and supplementary reading.

Similarly, as Barfield (n.d) describes, “extensive reading can be defined as reading a large quantity of text, where reading confidence and reading fluency are prioritized”. Additionally, Pazhakh and Soltani (2010, p. 394) claim that extensive reading can be considered as a good learning technique to improve and develop learners' motivation and vocabulary learning. ER is also a type of reading instruction program used in ESL or EFL settings, as an effective means of vocabulary development.

Although an extensive reading programme comes under different names, including Uninterrupted Sustained Silent Reading (USSR), Drop Everything and Read (DEAR), and Silent Uninterrupted Reading for Fun (SURF), and the Book Flood programme; they all share a common purpose: that learners read large quantities of books and other materials in an environment that nurtures a lifelong reading habit. (Elley & Mangubhai, as cited in Renandya, 2007, p. 135).

Characteristics of Extensive reading

Day & Bamford (1998, p. 7-8) point out some important characteristics of extensive reading in EFL. One main characteristic of extensive reading is that learners read as much as possible, both in and outside the classroom. Another characteristic is that ER provides learners a variety of easy reading material on a wide range of topics which awaken and encourage a desire to read. ER also provides learners the opportunity to choose what they want to read at their own pace, own level, and at their own space. Besides, it involves students

reading long texts or large quantities of books and other materials, which can provide students with essential practice in learning to read as well as help them to develop a positive attitude toward reading that is something missing in ESL and EFL classrooms.

In addition, the Day & Bamford state that the purpose of reading is usually related to pleasure, information and general understanding. That is to say, learners are invited to read for different reasons and for different objectives. Furthermore, the authors claim that learners who read extensively have their own reward, which means, reading a text provides learners a self-learning. Another characteristic of ER is that reading speed is usually faster rather than slower and it is individual, smooth, and silent.

Finally, Day & Bamford state that the teacher is a role model of a reader for the students. That is to say, a teacher should be an active member of the classroom reading community, demonstrating what it means to be a reader and the rewards of being a reader. The teacher also guides learners to the goals of a reading program; he explains the methodology, keeps track of what each student reads, and guides students in getting the most out of the program.

In addition, extensive reading is very different from intensive reading because intensive reading does not allow students to choose a book regarding their interest, likes or level. In other words, the teacher usually provides the same book for all students in the classroom and students are obligated to complete post-reading tasks. On the contrary, extensive reading allows students to read extensively without pressure at their own pace and without worrying about post-reading tasks. Also, ER helps students build vocabulary, understand vocabulary, build reading speed and reading fluency (“Extensive reading”, 2005).

Additionally, Day & Bamford (2002, p. 137) add that “varied reading material not only encourages reading, it also encourages a flexible approach to reading”. They state that learners are led to read for different reasons (e.g., entertainment; information; passing the time) and, consequently, in different ways (e.g., skimming; scanning; more careful reading). Finally, according to Bell (as cited in Pazhakh and Soltani, 2010, p. 389)

Extensive reading is the only way in which learners can get access to language at their own comfort zone, read something they want to read, at the pace they feel comfortable with, which will allow them to meet the language enough time to pick up a sense of how the language fits together and to consolidate what they know.

To sum up, extensive reading is usually short, easy, silent and pleasurable and at once, it helps to increase vocabulary knowledge and students' reading motivation.

Extensive reading in Teaching English as a Foreign Language (TEFL)

As Wahjudi (2002, p. 181) defines, "An extensive reading class is meant to help students explore something starting from their interests and gradually broadening their scope of interest". Furthermore, in EFL classrooms, teachers should be more aware about the benefits of extensive reading and they should do more about it in order to improve their students' proficiency (Wahjudi, 2002, p. 178). In addition, the author notes that students engaged in extensive reading programs, they are required to read as many materials as possible and write short reports of what they have read. Additionally, he affirms that the most important activity in EFL classes is that the students read various kinds of reading materials, both fiction and non-fiction texts. (p. 183)

Furthermore, Guthrie et al. (2006 p.236) recommends that EFL teachers should provide a vast amount of reading materials included fiction books, short stories, articles, essays chapter books in a variety of grade levels appropriate to the students.

Moreover, Davis (1995, p. 329) offers a more useful definition of extensive reading from a classroom implementation perspective:

An extensive reading programme is a supplementary class library scheme, attached to an English course, in which pupils are given the time, encouragement, and materials to read pleurably, at their own level, as many books as they can, without the pressures of testing or marks. Thus, pupils are competing only against themselves, and it is up to the teacher to provide the motivation and monitoring to ensure that the maximum number of books is being read in the time available.

Besides, as Haider and Akhter (2012, P. 126) state "extensive reading is being practiced in many EFL / ESL classrooms as an effective means for developing learners' reading as well as other related skills". Lastly, the authors argue that students who read a vast amount of texts in the target language become better and more confident readers; they write better, their listening and speaking abilities improve, and their range of vocabulary gets richer. In addition, they develop positive attitudes toward and increased motivation to learning the new language.

Students' reading motivation

As Wu (2012, p.5) states “motivation is one of the key factors for achievement in learning a second language, because it directly promotes the students' involvement in language learning”. The author also argues that students' motivation in class is essential because it enables them to take responsibility for their own learning by enhancing their reading autonomy, independence and self-direction. Moreover, the author highlights that it is extremely important that ESL and EFL teachers learn and comprehend how to motivate their students to participate in reading activities.

In addition, in the words of Cambria & Guthrie (2010, p. 16), three powerful motivations drive students' reading such as interest, dedication, and confidence. The authors argue that for some students, these motivations appear in the positive form driving students toward reading. For other students, the motivations are negative and push students away from books. They emphasize that “an interested student reads because he enjoys it; a dedicated student reads because he believes it is important, and a confident student reads because he can do it”. Furthermore, the authors believe that motivation comes from the teacher in the classroom and of course, motivation may be stimulated at home and may be influenced by peers, but the teacher is the main model influencing a student's development of reading motivation.

Moreover, Wu (2012, pp.11-12) observes that motivation is essential to read extensively. Consequently, the author characterizes motivation as intrinsic and extrinsic. He defines extrinsic motivation as the desire to get a reward or avoid punishment; regarding intrinsic motivation, the learning experience is its own reward. From the definitions above mentioned, it can be understood that intrinsic motivation has a positive effect on students' learning and while readers are motivated to read, they will show positive attitudes toward reading.

In addition, students who read for the sheer enjoyment of reading are intrinsically motivated, they are not reading for the external rewards sometimes offered by teachers, such as toys, food, candies, or grades. These students choose to read during their free time both in and outside school, initiating reading without promises of either reward or punishment. (Wu, 2012)

Furthermore, as Wang and Guthrie (as cited in Komiyama, 2013, p. 150) indicate “intrinsically-motivated readers would read because they want to learn about topics of personal interest, to experience pleasure reading interesting materials, and to gain satisfaction

from tackling challenging ideas presented in text". That is to say, when learners have motivation to do an activity, their willing and their attitude are the basis to complete that activity. Additionally, according to Reed (2005),

Good readers tend to be intrinsically motivated to read, and the amount of time they spend reading is highly correlated with their reading proficiency and overall academic success across all subject areas. Students who are less motivated to read, and who spend less time practicing their reading skills, typically lag behind their peers and often experience frustrating academic difficulties.

In the same way, Day & Bamford (1998, p. 27) highlight that readers who are motivated to read extensively have the opportunity to read material within their linguistic ability, they have a choice of what to read and they are not forced to read about topics that are not interested for them. The authors also state that students have the freedom to stop reading when they want to as well as they read when and where they want to. The authors add that "extensive reading is a powerful tool for learners interested in building and maintaining positive attitudes toward reading".

Additionally, extensive reading has gradually been gaining popularity as one of the most effective techniques for motivating second language learners at various proficiency levels showing the effectiveness of extensive reading in contexts of English as a second language and as a foreign language (Takase, 2007). Lastly, Clark and Rumbold (2006, p.24) conclude that reading for pleasure is an activity that has emotional and social consequences. That is to say, students who are introduced to books early are more prone to develop cognitively and linguistically.

Vocabulary acquisition through extensive reading

The vast majority of students and teachers report that vocabulary acquisition is an essential part of first and second language learning. According to Sweeny and Manson (2011, pp. 1-2) "schools should be language-rich environments where teachers and students attend to and celebrate language in all forms and contexts, including orally, in writing, while reading, and in specific content areas". The authors also argue that

An effective vocabulary instruction is characterized by deliberate selection of words to be taught and frequent opportunities for students to interact with the words in meaningful contexts. Interacting with words in multiple ways and in varied contexts results in durable word learning.

Additionally, as Ruddell and Shearer (2002, p. 353) highlight, both teachers and students should be involved in the selection of words they need to study. Including students in the selection process helps to make the purpose for learning personal and therefore meaningful so that it elevates their awareness of words and the way language works.

Moreover, Pikulski and Templeton (2004) add, “young children naturally learn to communicate through listening and speaking. In order to make the transition to communicating through reading and writing, they need a large meaning vocabulary and effective decoding skills”. That is to say, people require vocabulary knowledge in order to communicate with other people. Thus, information, ideas, opinions, thoughts, views and judgments can be expressed well if people have learned enough vocabulary.

Furthermore, according to Krashen (as cited in Clark & Rumbold, 2006, p.6), who firmly believes in the value of reading for pleasure

When children read for pleasure, when they get “hooked on books,” they acquire, involuntarily and without conscious effort, nearly all of the so-called “language skills” many people are so concerned about: They will become adequate readers, acquire a large vocabulary, develop the ability to understand and use complex grammatical constructions, develop a good writing style, and become good (but not necessarily perfect) spellers. Although free voluntary reading alone will not ensure attainment of the highest levels of literacy, it will at least ensure an acceptable level. Without it, I suspect that children simply do not have a chance.

Moreover, as Pigada & Schmitt (2006, p. 1) claim, “EFL learners acquire vocabulary through reading, but only relatively small amounts”. However, they state that exposure to reading texts can contribute to the vocabulary growth in ESL and EFL students. In addition, Wagner, Muse & Tannenbaum (2007, p. 197) state that “The chief way to acquire vocabulary is through extensive reading, where unfamiliar words are encountered in new and varied contexts and each new context presents a potential facet of that word's network”. In the same way, the authors explain that extensive reading helps readers contextualize the new words through accumulated reading experience. Then, once that new words have been contextualized, readers use the vocabulary in conversations, chat, dialogues, etc.

In addition, in terms of Hunt and Beglar (1998), words are learned incidentally through extensive reading and listening; therefore, motivating learners to read and listen extensively can provide them with great opportunities to learn new words. Likewise, Brown (2011) claims

that EFL students can gain a large vocabulary through extensive reading as well as speakers learn a vast amount of words by being continually exposed to input through listening.

Additionally, Nation (as cited in Duppenenthaler 2007, pp. 6-7) explains that:

Vocabulary is not an end in itself. A rich vocabulary makes the skills of listening, speaking, reading and writing easier to perform. Learners' growth in vocabulary must be accompanied by opportunities to become fluent with that vocabulary. This fluency can be partly achieved through activities that lead to the establishment and enrichment of vocabulary knowledge, but the essential element in developing fluency lies in the opportunity for meaningful use of vocabulary in task with a low cognitive load.

Besides, Pazhakh and Soltani (2010, p 387) discuss that "vocabulary plays the most significant role in foreign language learning". It means that 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. In the same way, O'Gam (2012) argues that the best way to expand the vocabulary through reading. She claims that if there is no literature that people can read at home, it is very difficult to acquire the reading habit. A great idea is to create a mini library taking care to place classic literature and contemporary literature texts. Lastly, Krashen (as cited in Browne, 2003, p 4) claimed that people acquire language in only one way that is by understanding messages, or by receiving comprehensible input. Accordingly, the most effective way for learners to acquire, develop and improve new vocabulary is through exposure to large amounts of comprehensible input via extensive reading.

Incidental and Intentional vocabulary learning

In second language L2 and vocabulary learning through reading, there are two prominent instructional techniques for acquiring new vocabulary, namely intentional (explicit) and incidental (implicit) learning.

As Ellis & Fotos (1999, pp. 35-36) state, intentional learning requires focal attention to be placed deliberately on the linguistic code (i.e., on form or form-meaning connections), while incidental learning requires attention to be placed on meaning (i.e., message content) but allows peripheral attention to be directed at form. In addition, Hulstijn (2001, p. 271) defines incidental vocabulary acquisition "as the learning of vocabulary as the by-product of any activity not explicitly geared to vocabulary learning and is contrasted with intentional vocabulary learning, defined as any activity geared at committing lexical information to memory". In the same way, Hulstijn (1998, p 49) states that implicit learning is initially

defined as “without teaching”, “without awareness”, and “learning without intention”, while for explicit learning, learners are often aware about what they are learning.

Additionally, Wagovich and Newhoff (2004, p. 316) add that “Children acquire partial word knowledge in a single exposure when they encounter a word through natural reading”. Carey (as cited in Ponniah, 2011, p. 136) also assures that the partial meaning of a word occurs from the first exposure, which is referred to as fast mapping, and the complete knowledge of a new word; full mapping happens when encountering the word repeatedly in different contexts.

Additionally, Ponniah (2011, p. 135) adds that every day readers read unfamiliar words, acquiring at least partial meanings, and words, so that this process is subconscious; readers do not know that they acquire vocabulary while they read, but, in fact, they subconsciously absorb meaning. Thus, vocabulary acquisition occurs when reading is extensive or free. In the same way, Kweon and Kim (2008, p 205) state that “second language learners acquire vocabulary incidentally through extensive reading and the acquired vocabulary is retained without much attrition”. Additionally, Huckin and Coady (1999, p. 174) concluded that incidental vocabulary learning is not entirely incidental in that learners pay at least some attention to individual words. Accordingly, the authors mention some of the advantages of incidental vocabulary learning. They argue that incidental vocabulary is contextualized, giving the learner a rich sense of word use and meaning. It is also pedagogically efficient in that it yields two activities at the same time: vocabulary acquisition and reading. Finally, it is more learner-based, that is to say, the learner is who selects the reading materials.

Extensive reading benefits

Extensive reading provides many benefits for the readers; these benefits involve improving reading and writing skills, among others. Firstly, Torres (2012) recommends that reading out loud at a young age can help to improve grammar and pronunciation and while looking at the words, the minds are able to both comprehend and store the information. Secondly, Torres (2012) affirms that "reading fiction books enhances the creativity in the brain, especially at a young age". The author states that this is beneficial because creative people are able to solve problems as well as write books and compose music. In addition, he claims that "an improved vocabulary and increase of creativity and imagination are direct results of an established habit of reading". Finally, he notes that extensive reading is a good way to improve spelling and grammar skills.

In the same way, Webb (2007) asserts that students can increase their vocabulary knowledge through independent reading or extensive reading but it requires some resources or materials necessary to achieve that. The author suggests that the resources or materials for an effective reading instruction in an extensive reading program includes, providing students different genres of books, different authors, and different types of reading material (magazines, newspapers, editorials, manuals, comics, articles, etc).

Furthermore, as Krashen (2004, p. 2) asserts, free voluntary reading is effective in improving reading, spelling, writing, and grammar as well as in increasing vocabulary knowledge. In addition, Day (2003, p. 1) believes that:

When EFL students read extensively, they become fluent readers. But there is more. Studies have established that EFL students increase their vocabulary, and become better writers. We also know that reading extensively helps students increase oral fluency, listening and speaking abilities. Finally, students who read a lot develop positive attitudes toward reading and increased motivation to study the foreign language. So there are some excellent reasons for having EFL students reading extensively.

Moreover, graded readers can be used not only to help students gain vocabulary and grammatical knowledge, but can also give students the necessary content to use for simple communicative activities and confidence in understanding natural English (Sawazaki, 2012, pp. 119-120).

Furthermore, Maley (2009) highlights that extensive reading develops learner autonomy, it offers comprehensible input, and it builds vocabulary. ER also consolidates and sustains vocabulary growth and motivation as well as it promotes reading as a lifelong activity. The author also considers that ER is beneficial because it encourages students to progress through different levels of text and monitor their own progress.

Additionally, Brown (2000) concludes that it is important that L2 readers repeatedly meet words with which they already have some familiarity, and ER programs provide students with opportunities to meet words they have met before, and as a result of multiple encounters, all the information about the printed word, eg. semantic, syntactic, phonological, and orthographic properties are consolidated into a highly cohesive whole.

In order to support the ideas and findings in the present study, relevant previous studies have been reviewed; these research studies on the effects of extensive reading on EFL learners evidence the importance of this research area around the world.

Nishino (2007) explored two Japanese EFL learners' use of L2 reading strategies and their L2 reading motivational changes over a period of two and a half years. The two participants in this study were Fumi and Mako, both aged 14 at the beginning of the study (2001) and they became high school students in April 2002. They began to read extensively in English. Nevertheless, because of their lack of experience with extensive reading, the researcher explained participants about the importance of reading. Furthermore, the main method of data collection used in this study was a semi-structured interview. The data were supplemented by observational and testing data.

In addition, graded readers from the Oxford Bookworms Series (Oxford University Press), Penguin Readers (Pearson Education Limited), and Sanyusha Rainbow Series (Sanyusha) as well as three books written for native speakers of English, *Harry Potter IV*, *Harry Potter V*, and *Stravaganza*, were used as reading materials in the study. Graded readers were classified into several levels according to the number of headwords. The participants began with Stage 1, moved to Stage 2, and then to Stage 3. Fumi and Mako had 15-minute reading sessions 4 times a week. They met with the researcher whenever they wanted to read. They did not come if they were busy preparing for their midterm or final exams or for special school events. Aside from these busy periods, they continued to read for approximately 15 minutes each session.

Results suggest that the extensive reading experience may have allowed the participants to develop the use of reading strategies. Actually, participants used several reading strategies that helped them to understand words that could seem difficult to them and thus they could continue with the reading; the reading strategies used by students included referring to glossaries and marginal glosses, grouping words, using background knowledge, guessing word meaning, evaluating guesses, learning vocabulary, and using a dictionary. In addition, participants had similar experiences in extensive reading but they employed different strategies when faced with unknown vocabulary. Additionally, participants showed positive change towards reading, that is to say, during the reading sessions, participants felt motivated to read, and they seemed to enjoy reading in English.

Another study conducted by Wang (2013) examines whether EFL extensive reading could lead to increased word knowledge of 45 lower-level EFL Taiwanese learners. The participants were exposed to read *Reading Success 6 series* with a wide range of fiction and non-fiction texts, which were selected as the supplementary self-learning material for the course and used as the extensive reading material in this study. The participants were asked to

select and read 30 English texts with around 450 words in length within a 15-week EFL extensive reading program without dictionary consultations and teacher assistance. Moreover, in order to collect data, a Vocabulary Knowledge Scale (VKS) to measure the incremental development of vocabulary learning at both a receptive level and a productive level was used as the vocabulary pre-test and post-test. In the VKS pretest, participants were required to check the appropriate category to indicate whether they had seen or knew each of the 50 target words. The VKS posttest was similar to the pretest and it included the same target words.

The results of the pretest indicated that the 50 words measured were unfamiliar or unknown to the majority of the participants who were required to complete the VKS self-report categories. On the other hand, the results from the analysis of the posttest data revealed that participants demonstrated different degrees of word knowledge in the VKS. The results also showed that the 15-week EFL extensive reading treatment had produced a beneficial effect on the overall word knowledge gains of the group of participants with lower EFL competence. The study concluded that EFL vocabulary learning was possible from an input-based, meaning-centered extensive reading program for EFL lower-performing Taiwanese learners.

Finally, the study confirms the general belief that text selection is crucially important for language learning and vocabulary acquisition in either L1 or L2/FL. Reading materials need to be better selected both to meet students' vocabulary levels and to provide for their real needs and learning interests. The researcher adds that the benefits of extensive reading do not come in the short term. It is therefore suggested that Taiwanese English teachers and course designers can consider including an extensive reading component as a supplement to regularly scheduled English lessons and keep a longitudinal record of students' performance of vocabulary acquisition and reading comprehension.

The third study included in this section is a research about the effect of extensive reading on vocabulary development in EFL learners in Dehdasht Language Institute; in this context, Pazhakh and Soltani (2010) examined whether extensive reading enhances vocabulary learning and whether it enhances positive attitudes toward reading. The participants of this study were 80 EFL learners who were selected from 120 language learners.

Different instruments were used in order to collect the data. First of all, the Michigan Test of English proficiency was used for selecting participants. Thus, 40 upper-intermediate

and 40 lower-intermediate learners were selected on the basis of their scores in the proficiency test. Then, each of these levels was randomly divided into two groups: experimental and control group; each group consisting of an equal number of subjects. For each level, the control group included 20 learners; similarly, the experimental group included 20 learners. The second instrument was a students' profile of experimental groups which was provided before the experiment. A semi-structured interview was used as a third instrument to collect the students' overall attitudes about the extensive reading activities concerning the vocabulary improvement; it was the same interview for both levels. Finally, a post-test was used to gather data about the student's improvement in vocabulary knowledge in each level after the experiment.

To investigate the effect of extensive reading on vocabulary learning, ten short stories, five for upper-intermediate and five for lower-intermediate, were given to learners in experimental groups, while learners of both experimental and control groups, at each level received the same reading instruction appropriate to their levels. Learners of experimental groups read two stories per month. After finishing each story, learners in experimental groups were required to give a summary of the story and to write a paragraph and a sentence contextualizing a newly learned word.

The study was developed using quantitative and qualitative methods. In the quantitative analysis, results were analyzed in terms of mean (\bar{X}), standard error of measurement (SEM), standard deviation (SD), t-test, a two-way of Analysis of Variance (ANOVA) and using the Statistical Package of Social Science (SPSS) program while in the qualitative analysis, the data were analyzed in terms of percentage and the results from the semi-structured interviews were transcribed, coded and checked.

Therefore, the results of this study show that there was a significant difference between the vocabulary posttest scores of the upper-intermediate students of the experimental and control groups. That is to say, the results show that the experimental group mean was significantly higher than the control group mean. Likewise, the results of lower-intermediate students show that there was a positive difference in the posttest scores. Additionally, the data collected from the interview at the end of the program and its comparison with learners' profile before the experiment showed that they agreed that extensive reading enhanced their vocabulary knowledge and it also changed their attitudes toward reading in a positive way. Participants enjoyed reading and because of its benefits, they recommended it to their friends.

Thus, these results indicated that extensive reading could enhance positive attitudes toward reading.

Finally, the researcher concluded that vocabulary knowledge is possible through extensive reading and it can be a positive factor to develop EFL learners' positive attitudes towards reading and other language skills.

The fourth case study focuses on vocabulary learning of a French learner who was involved in an Extensive Reading program during 5 weeks. Although the case study emphasizes vocabulary learning in French; it focuses on the influence of extensive reading on vocabulary learning. This research was conducted by Pigada and Schmitt (2006); they investigated vocabulary acquisition from extensive reading. The study examined a relatively large number of words (133) and examined whether one month of extensive reading enhanced knowledge of the target words' form (spelling), meaning (understanding), and use (grammatical functions). The target words consisted of 70 nouns and 63 verbs (133 words in total).

Furthermore, "graded readers" from the "Lectures CLE en Français facile" collection (Level 1) with a range from 400 to 700 words were used as reading materials. The participant selected four from the seventeen titles of the Level 1 series based on what seemed most interesting to him.

In order to collect data, a pre-test and post-test based on spelling, meaning and grammatical function were used to know vocabulary improvement; also, a one-on-one interview was used before and after the extensive reading treatment to know whether learning occurred. Consequently, for the spelling section, the words were read aloud to the participant by the researcher and the participant had to write them down. After that, he was asked to write down five words he was familiar with and then write a sentence with each word. The participant was given a list of all the verbs and he was asked to report on any kind of knowledge about the meaning (or meanings) of the words.

Results showed that substantial learning of the target words occurred during the extensive reading treatment. For spelling, there was relatively strong enhancement; the participant already knew how to spell most of the words. For meaning, there was also improvement in all but one frequency category. There was clear improvement in learning the meaning of words. Similarly, there was improvement in all frequency groups in the use of nouns (grammatical function). Additionally, in the interview the participant commented that he enjoyed reading and felt that it had been useful, as he had learned some new words. The

researcher also states that the participant consciously tried to learn some words for two reasons: because he considered it beneficial for his learning, but also because he thought he might encounter the word later in the story. He did not seem to pay attention to grammar and spelling.

The researchers concluded that extensive reading appears to lead to substantial vocabulary learning, but it is not consistent across all word knowledge types. The results also suggest that spelling is a type of word knowledge that is especially amenable to exposure to comprehensible input. The researchers demonstrated that learners could increase and improve vocabulary knowledge (verbs, nouns, prepositions, articles) through extensive reading.

Another study conducted by Shang, Birody and Lin (2007) analyzed whether extensive reading constitutes an efficient and effective approach for EFL students or not. The researchers established four hypotheses in this study: extensive reading can promote students' motivation in learning English, it enhances their vocabulary, it increases students' reading speed, but it cannot enhance students' reading comprehension.

For this research, eleven participants were involved. They were college students at I-Shou University. Among them, nine had majored in English, one majored in mathematics, and another had majored in communication. In addition, a purposive sampling strategy and a semi-standardized interviewing technique were used in the methodology. Purposive sampling strategy was used to select the participants, because the participants who had experience with extensive reading would be required in order to provide enough information to demonstrate the topic of research paper. A semi-standardized interview was adopted by the researchers. The interview consisted of fifteen questions, which were composed regarding the participants' past and present experiences, and their opinions of extensive reading. In the process of interviewing, tape recording and transcribing were used to collect the data. To develop the profiles, the transcription of each participant was reviewed. After analyzing the profiles, the researcher started to gather and compare data.

The results of this study showed that in the hypothesis 1, nine out of 11 (82%) participants agreed that extensive reading can really promote their motivation to learn English because they can read articles which they are interested in. In the hypothesis 2, ten out of 11 (91%) participants agreed that extensive reading can build their vocabulary, because having more reading input could improve their vocabulary recognition. In the hypothesis 3, nine out of 11 (82%) participants disagree that extensive reading would increase students reading speed, by developing their reading skills. Finally, in the hypothesis 4, eight out of 11 (73%)

participants disagree that extensive reading cannot enhance student reading comprehension. However, some participants argued that extensive reading can increase vocabulary, and reading ability. Thus, according to these participant's opinions, this result completely contradicts hypothesis 4.

These findings indicated that students cannot increase their reading speed through extensive reading; nevertheless, extensive reading can promote students' motivation to learn English, it can also enhance vocabulary, and it might improve reading comprehension.

Finally, the researchers suggest that students ought to discuss with their teacher or classmates and share their opinions with classmates after reading, so extensive reading will become even more efficient.

METHOD

Setting and Participants

Participants of this study were 16 EFL university students enrolled in the sixth semester course in a period of 6 months. The participants ranged in age from 19-23 years old. This research was carried out in a private university in Loja - Ecuador. Participants were divided into two groups: control group and experimental group. Therefore, 8 learners were considered as experimental group. This group decided to participate in a voluntary way in the extensive reading program. The other 8 learners constituted the control group.

Procedures

This research work includes scientific information and five previous studies related to the topic: The influence of extensive reading on EFL students' motivation and vocabulary learning. Books, online sites and journals were fundamental to work on the bibliographical research; after reviewing the aforementioned sources, the most relevant information was selected and included in the literature review. The method applied in this study was a quasi-experimental design and the analysis presented is qualitative and quantitative. The data obtained was organized in tables and percentages.

To investigate the effect of extensive reading on students' motivation and vocabulary learning; learners of this study were divided into experimental group and control group. Experimental group learners participated voluntarily in the six-week extensive reading program; on the other hand, the control group students did not receive any ER treatment. Then, the experimental group learners were informed of the importance of extensive reading and the possible benefits that they could get from the intervention. After that, the participants were exposed to read any genres of books related to their interest, likes and level, which were provided and located in the university library.

The data was collected by using a survey to know students' reading motivation, a vocabulary test to know students' vocabulary knowledge, and a semi-structured interview to determine students' reading progress. Both survey and vocabulary test were used as pre and post instruments with the experimental group and control group. However, the semi-structured interview was applied to the experimental group during the ER program.

The survey was developed by adapting items in an Adult Survey of Reading Attitude (ASRA). ASRA was created by Wallbrown, Brown and Engin; it contains 40 items believed to represent 5 dimensions of reading attitude. However, for this study 18 items from the original survey were revised and adjusted to reflect adults' reading motivation and reading

experiences. The researcher applied the survey twice; before the ER program, the survey was conducted to know students' reading motivation. Then, the same survey was applied to determine changes in students' motivation towards reading; it was conducted after the six week ER reading program.

Furthermore, a Vocabulary Test designed by Paul Nation (1997) was used, it comprises of 100 multiple-choice items. This computer-based test was used as a pretest to measure students' current vocabulary knowledge before the six-week experiment. Then, it was used as a posttest in order to determine any changes in the participants' vocabulary knowledge; therefore, it was carried out after the six-week extensive reading program.

Additionally, a third instrument, a semi-structured interview was used to know students' reading progress and their advance in reading. The interview was carried out during the extensive reading program. Participants were interviewed individually by using 11 open-ended questions.

Once the data was collected, it was tabulated, analyzed, and presented; the information obtained from the surveys is displayed in tables and bar graphs showing percentages of both control and experimental students' results. For the vocabulary test, the data was tabulated, analyzed and interpreted; this quantitative data is presented in tables and figures showing students' scores. The semi-structured interview results were tabulated, coded and contrasted in the qualitative analysis. Finally, conclusions were drawn based on the results and analysis; additionally, some recommendations were included.

DISCUSSION

Description, Analysis, and Interpretation of Results

This section presents the results and analysis of the collected data; it has been divided into two parts. The first part, which is based on the results of the survey used to know students' reading motivation, deals with a quantitative and qualitative analysis. The motivation survey was used twice; it was used before and after the ER program. The results of survey 1 and survey 2 are presented and compared; furthermore, theoretical support and students' semi-structured interview results are also included in this section.

The second part, which is based on the results of the Vocabulary Size test, deals with a quantitative analysis. The vocabulary pretest was carried out to measure participants' vocabulary knowledge before the ER program. Then, the posttest was carried out to examine the growth of their vocabulary knowledge after the ER program. The results of the pretest and posttest are presented in figures; they are described and compared with the respective theoretical support from the literature review.

The data obtained in the surveys, vocabulary tests, and semi-structured interview are detailed and used to compare and contrast between the experimental group and control group participants.

Finally, this section presents conclusions and recommendations based on the research findings and relevant literature.

Table 1 shows general results from the control group, surveys 1 and 2. Participants were to respond the items in Likert-type scale from strong agreement (5) to strong disagreement (1)

N ^o	CONTROL GROUP SURVEY RESULTS	Strongly Agree		Agree		Uncertain		Disagree		Strongly Disagree		Total	
		Survey 1	Survey 2	Survey 1	Survey 2	Survey 1	Survey 2	Survey 1	Survey 2	Survey 1	Survey 2	Survey 1	Survey 2
1	I get a lot of satisfaction when I help other people with their reading problems	1	1	5	5	2	2	0	0	0	0	8	8
2	I am a good reader	1	1	0	3	7	4	0	0	0	0	8	8
3	My friends enjoy having me tell them about the books that I read	0	0	2	3	4	1	2	4	0	0	8	8
4	When I am at home I read a lot	0	0	0	0	3	3	4	3	1	2	8	8
5	Reading is one of the best ways for me to learn things	2	2	4	2	2	3	0	0	0	1	8	8
6	Reading is one of my favorite activities	0	0	1	1	4	4	2	1	1	2	8	8
7	I want to have more books of my choice	0	0	3	1	2	4	2	2	1	1	8	8
8	I read when I have the time to enjoy it	0	0	3	1	3	6	2	1	0	0	8	8
9	My friends and I often discuss the books we have read	0	0	0	0	0	0	7	7	1	1	8	8
10	I get a lot of enjoyment from reading	0	0	2	1	4	4	1	2	1	1	8	8
11	I like going to the library for books	1	0	0	2	4	3	2	2	1	1	8	8
12	When I read an interesting book, story, or article I like to tell my friends about it	1	0	2	3	4	3	1	2	0	0	8	8
13	I like to listen to other people talk about the books they have read	0	0	1	1	6	4	0	3	1	0	8	8
14	Reading is one of the most interesting things which I do	0	0	1	1	4	2	2	3	1	2	8	8
15	I'm the kind of person who enjoys a good book	0	0	0	0	4	2	3	4	1	2	8	8
16	I enjoy it when someone asks me to explain unfamiliar words or ideas to them	0	0	1	0	3	2	4	5	0	1	8	8
17	I spend a lot of my spare time reading	0	0	2	0	3	3	2	4	1	1	8	8
18	I enjoy receiving books as gifts	0	0	1	0	4	3	1	4	2	1	8	8

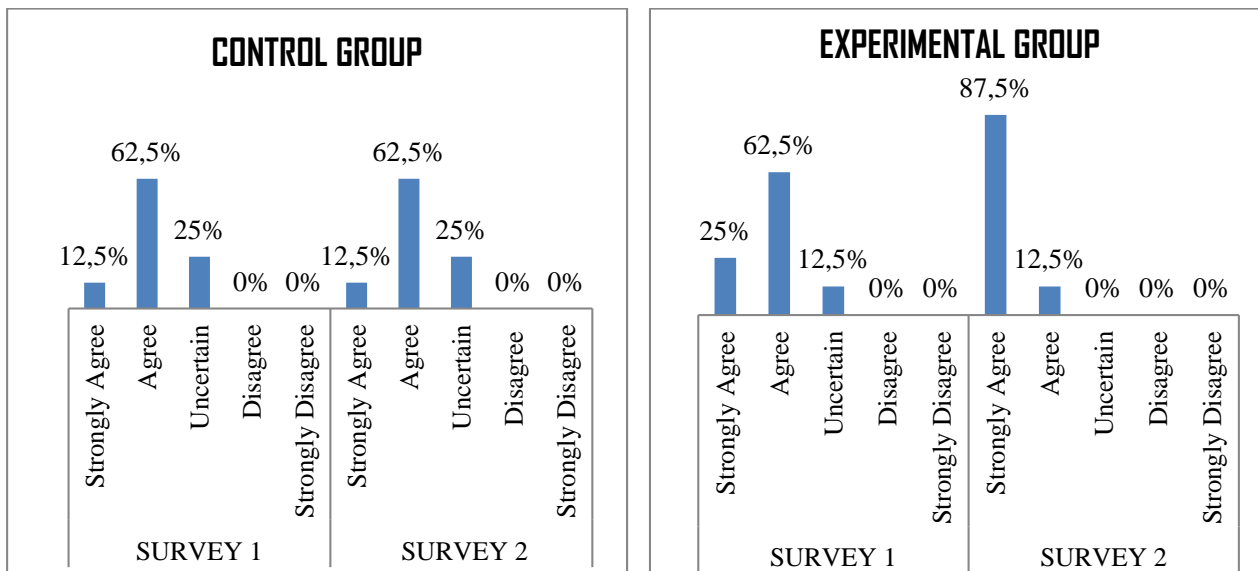
Table 2 shows general results from the experimental group, surveys 1 and 2. Participants were to respond the items in Likert-type scale from strong agreement (5) to strong disagreement (1)

N ^o	EXPERIMENTAL GROUP SURVEY RESULTS	Strongly Agree		Agree		Uncertain		Disagree		Strongly Disagree		Total	
		Survey 1	Survey 2	Survey 1	Survey 2	Survey 1	Survey 2	Survey 1	Survey 2	Survey 1	Survey 2	Survey 1	Survey 2
1	I get a lot of satisfaction when I help other people with their reading problems	2	7	5	1	1	0	0	0	0	0	8	8
2	I am a good reader	2	2	4	6	2	0	0	0	0	0	8	8
3	My friends enjoy having me tell them about the books that I read	0	0	6	8	2	0	0	0	0	0	8	8
4	When I am at home I read a lot	1	6	6	2	1	0	0	0	0	0	8	8
5	Reading is one of the best ways for me to learn things	6	8	1	0	1	0	0	0	0	0	8	8
6	Reading is one of my favorite activities	3	6	3	2	2	0	0	0	0	0	8	8
7	I want to have more books of my choice	3	6	4	2	1	0	0	0	0	0	8	8
8	I read when I have the time to enjoy it	6	7	1	1	1	0	0	0	0	0	8	8
9	My friends and I often discuss the books we have read	1	1	3	6	1	1	3	0	0	0	8	8
10	I get a lot of enjoyment from reading	2	8	5	0	0	0	1	0	0	0	8	8
11	I like going to the library for books	0	0	4	8	3	0	1	0	0	0	8	8
12	When I read an interesting book, story, or article I like to tell my friends about it	3	4	2	4	2	0	1	0	0	0	8	8
13	I like to listen to other people talk about the books they have read	1	4	3	4	4	0	0	0	0	0	8	8
14	Reading is one of the most interesting things which I do	4	3	2	5	2	0	0	0	0	0	8	8
15	I'm the kind of person who enjoys a good book	4	4	3	4	1	0	0	0	0	0	8	8
16	I enjoy it when someone asks me to explain unfamiliar words or ideas to them	1	6	6	2	1	0	0	0	0	0	8	8
17	I spend a lot of my spare time reading	1	2	3	6	4	0	0	0	0	0	8	8
18	I enjoy receiving books as gifts	4	5	2	3	1	0	1	0	0	0	8	8

Figure 1

Statement 1

I get a lot of satisfaction when I help other people with their reading problems.



Author: Vargas Eduardo

Source: Students Survey

Author: Vargas Eduardo

Source: Students Survey

Regarding statement 1 “I get a lot of satisfaction when I help other people with their reading problems”, results show that in the control group, most of the students (62, 5 %) agree with this statement in both surveys. It can also be observed that only 12, 5 % of students strongly agree with the above-mentioned statement in both surveys. Likewise, in both surveys, 25 % of students have doubts about this statement. The rest of the alternatives were not considered by students.

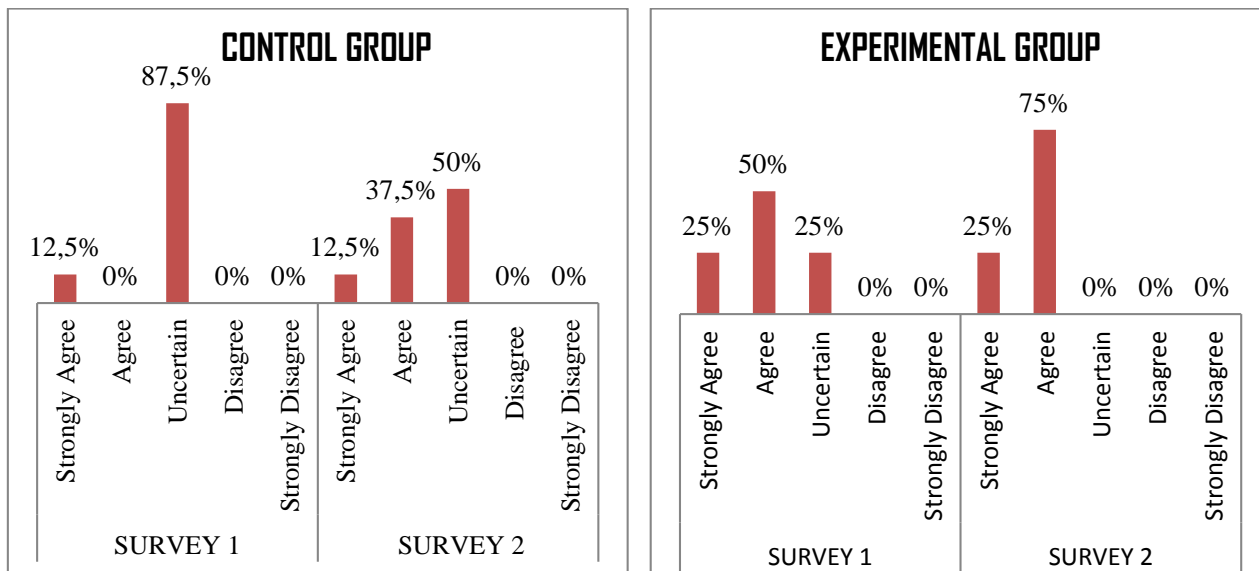
In the experimental group, the results show that 87, 5 %, of students strongly agree and agree that they get a lot of satisfaction when they help other people with their reading problems in survey 1. Additionally, only 12, 5 % of students are not sure about their response in survey 1. Instead, in survey 2, all the students (100 %) strongly agree and agree with this statement. Finally, nobody disagrees or strongly disagrees with the statement 1 in both surveys.

Cooperative Learning has been proven to be effective for English language learners because it promotes learning, helps learners stay on task, and promotes students’ collaboration and contribution. Also, it allows learners to share and solve problems, and accept feedback from peers. Additionally, reading circles are a great way to help students work, learn, discuss and solve problems in teams. (Colorin Colorado, 2007)

Figure 2

Statement 2

I am a good reader.



Author: Vargas Eduardo

Source: Students Survey

Author: Vargas Eduardo

Source: Students Survey

In regards to statement 2 “I am a good reader”, the control group results show that most of the students (87, 5 % and 50 % respectively) are not sure if they are good readers in both surveys. However, at least 12, 5 % of students strongly agree with this idea in survey 1. Likewise, 50 % of students strongly agree and agree with this statement in survey 2. They did not consider the other alternatives.

On the other hand, the experimental group results show that 75% of students strongly agree and agree with this statement in survey 1, and at least 25 % of students express uncertainty with the idea expressed. Instead, all the students (100 %) strongly agree and agree that they are good readers in survey 2. Nobody disagrees and strongly disagrees with the statement 2 in both surveys.

As Reed (2005) states “good readers tend to be intrinsically motivated to read, and the amount of time they spend reading is highly correlated with their reading proficiency and overall academic success across all subject areas”.

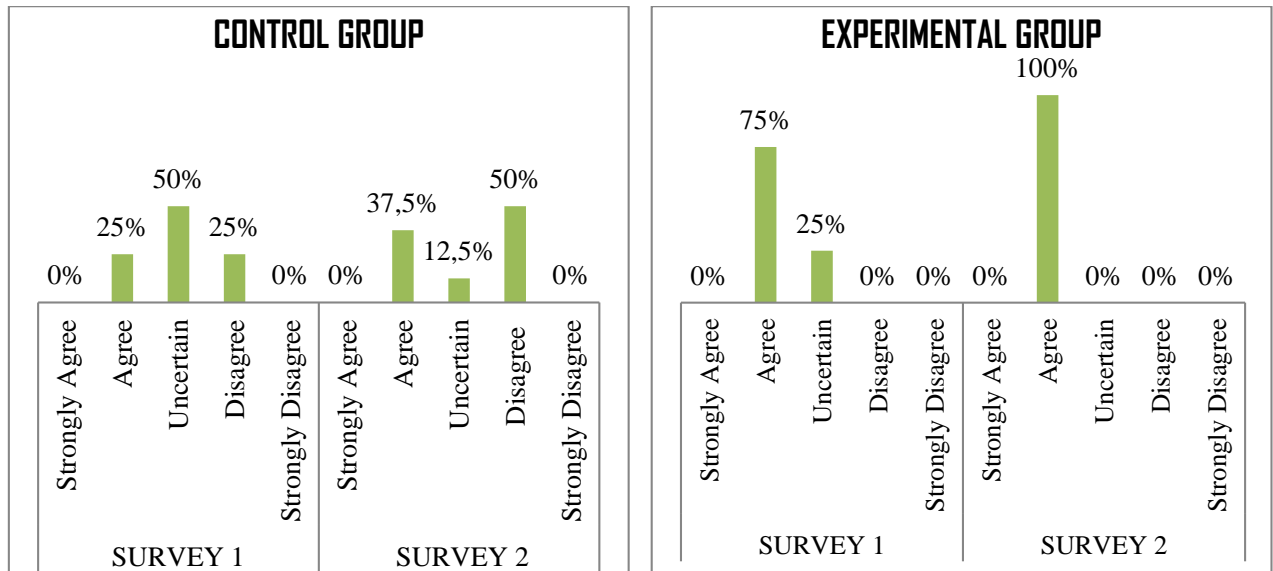
Additionally, Richland (2011) adds that reading comprehension involves the ability not only to read the lines but also the abstract step of “reading between the lines.” This author explains that good readers have the ability to read beyond the lines, in other words, to be able to analyze, interpret and synthesize information, find comprehension of text, create visual

images based on text, process text during and after reading, read fluently, quickly and smoothly, read for longer periods of time, enjoy reading and appreciate literature. Therefore, as students grow into mature readers, their comprehension and thinking skills should mature.

Figure 3

Statement 3

My friends enjoy having me tell them about the books that I read.



Author: Vargas Eduardo

Source: Students Survey

Author: Vargas Eduardo

Source: Students Survey

For statement 3 “My friends enjoy having me tell them about the books that I read”, the control group results show that most of the students (50 %) express uncertainty about their response in survey 1; 25 % of them agree with this statement and 25 % of students disagree with the above-mentioned statement. On the other hand, most of the students (50 %) disagree with this idea in survey 2; at least 37, 5 % of them agree and only 12, 5 % are not sure about their answer.

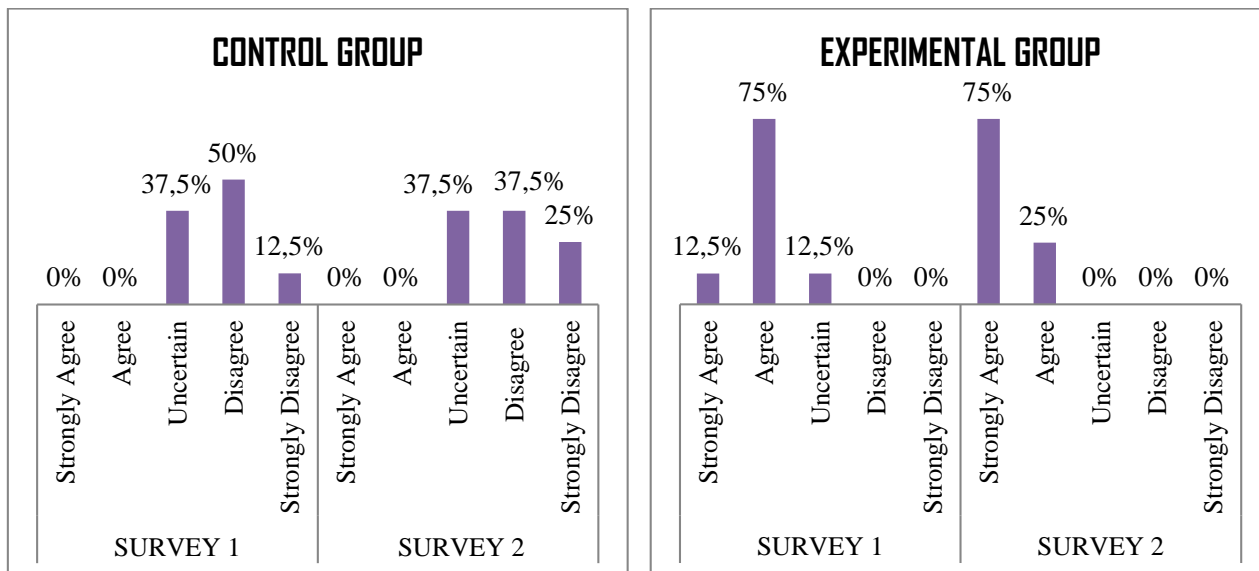
With respect to the experimental group results, 75 % of students agree with the statement in survey 1. In survey 2, all the students (100 %) agree with the idea expressed. Nobody disagrees and strongly disagrees in both surveys.

According to Pearl (2013) "Book Discussion Club is a good place to share books, experiences and feelings". The author also states that readers can meet other readers and discuss about books that they have read. These clubs motivate readers to express their opinions, likes, dislikes, etc. Book clubs also provide an enjoyable and easy way for readers to develop and improve reading skills.

Figure 4

Statement 4

When I am at home, I read a lot.



Author: Vargas Eduardo

Source: Students Survey

Author: Vargas Eduardo

Source: Students Survey

In regards to statement 4 “When I am at home, I read I a lot”, the control group results show that in both surveys, most of the students (62, 5 %) disagree and strongly disagree with this idea; likewise, 37, 5 % of participants are not sure about what to answer in both surveys. Nobody strongly agrees and agrees with the above-mentioned statement in both surveys.

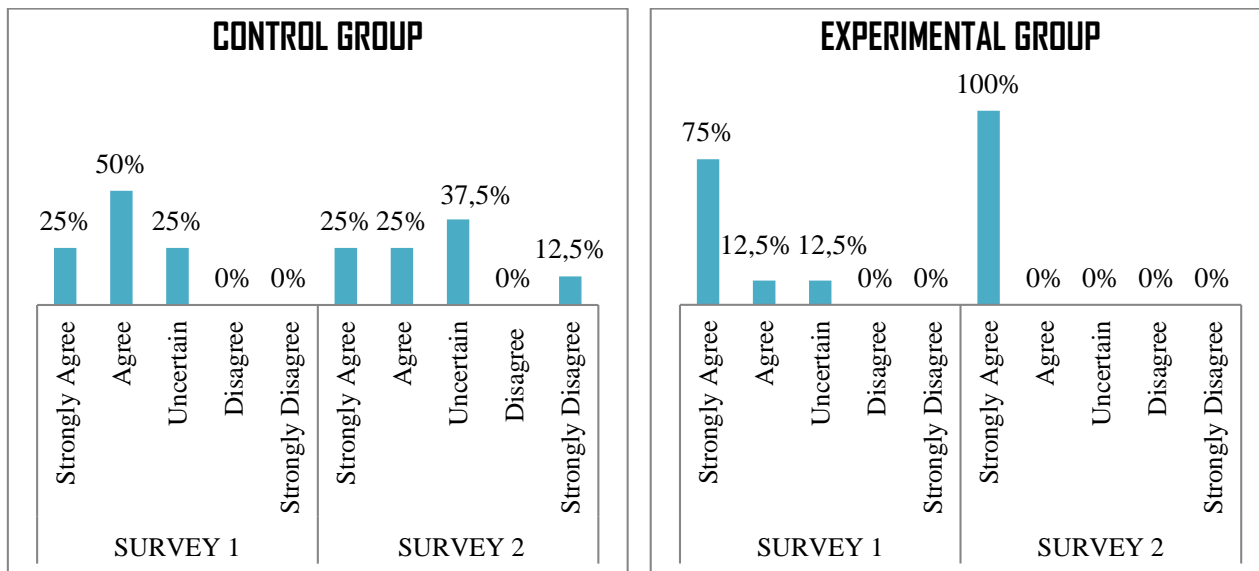
On the other hand, in the experimental group, the results show that in survey 1; 87, 5% of students strongly agree and agree that they read a lot when they are at home, and 12, 5% of students express uncertainty while in survey 2, all of them (100 %) strongly agree and agree with this statement. Participants did not consider the other alternatives.

The aforementioned information supports the data collected in the experimental group participants’ interview, which revealed that many students prefer reading at home, particularly in bed or on the couch because it is a comfortable place to do it and there are no interruptions. The interview results also showed that participants read at least 25 pages per day. Additionally, participants mentioned that reading at home gives them more opportunities to enrich their memory, acquire new cultural knowledge, and improve reading fluency.

Figure 5

Statement 5

Reading is one of the best ways for me to learn things.



Author: Vargas Eduardo

Source: Students Survey

Author: Vargas Eduardo

Source: Students Survey

The control group results, regarding statement 5 “Reading is one of the best ways for me to learn things” show that 75% of students strongly agree and agree in survey 1; 25% of students are not sure about their response and nobody disagrees and strongly disagrees. On the other hand, 50 % of students strongly agree and agree in survey 2. However, at least 37, 5 % of students express uncertainty in their response in survey 2 and 12, 5 % of them strongly disagree with statement 5.

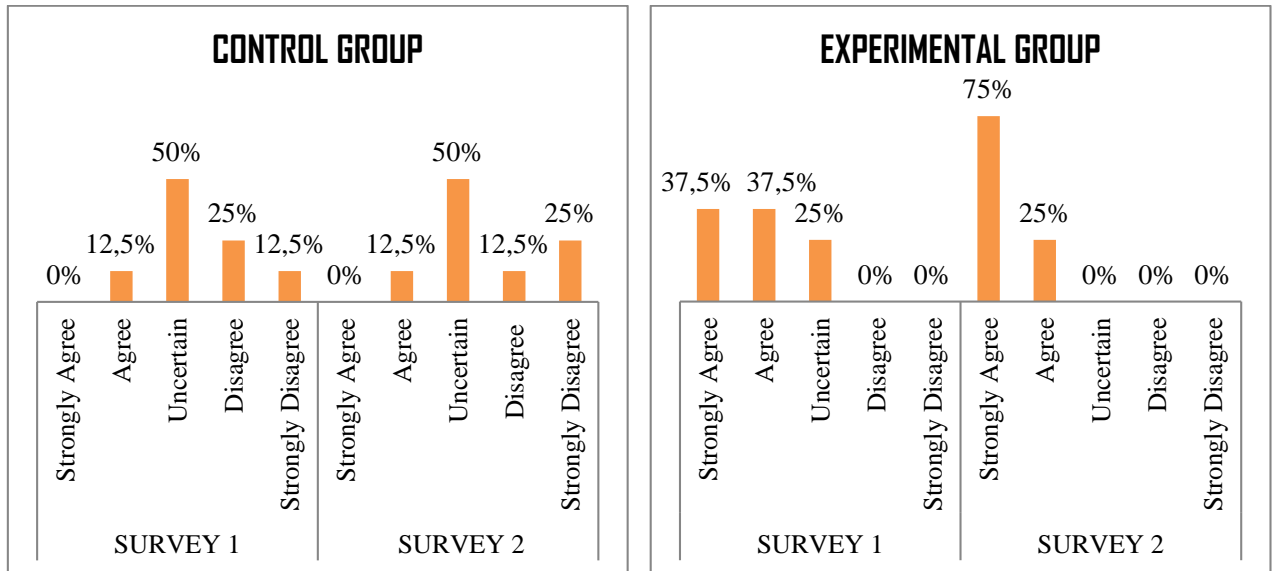
In the experimental group, the results for survey 1 show that despite the fact that 87, 5 % of students strongly agree and agree with the idea proposed; all of them (100 %) strongly agree that they consider reading as one of the best ways to learn things in survey 2.

According to Torres (2012), reading books enhances the creativity in the brain, especially at a young age. The author states that this is beneficial because creative people are able to solve problems as well as write books and compose music. In addition, he claims that "an improved vocabulary and increase of creativity and imagination are direct results of an established habit of reading". Finally, he notes that extensive reading is a good way to improve spelling and grammar skills.

Figure 6

Statement 6

Reading is one of my favorite activities.



Author: Vargas Eduardo

Source: Students Survey

Author: Vargas Eduardo

Source: Students Survey

Regarding statement 6 “Reading is one of my favorite activities”, the control group results show that for both surveys, most of the students (50 %) are not sure about their response. In addition, in both surveys, at least 12, 5 % of students agree with this statement. Nevertheless, 37, 5 % of students disagree and strongly disagree with this idea in both surveys.

On the other hand, the experimental group results show that although 75% of students strongly agree and agree in survey 1; in survey 2, all of them (100%) strongly agree and agree that reading is one of their favorite activities. Nobody disagrees and strongly disagrees with this statement.

Furthermore, the responses from the experimental group participants’ interview confirmed that reading is one of their favorite activities. Participants mentioned that they would like to continue reading books and highlighted their love for reading. In the interview, they also stated that reading has become part of their daily life and they consider it as a pleasurable and enjoyable activity.

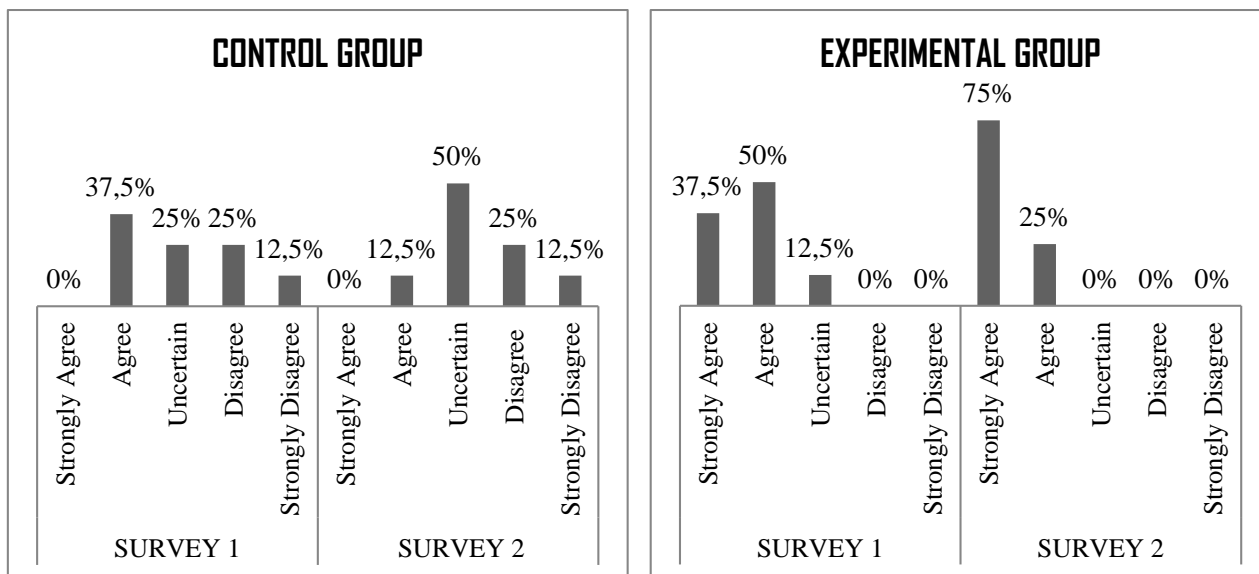
Additionally, Day & Bamford (1998, p. 27) highlight that readers, who are motivated to read extensively, have the opportunity to read material within their linguistic ability; also,

they have a choice to read what they like and they are not forced to read about topics in which they are not interested in.

Figure 7

Statement 7

I want to have more books of my choice.



Author: Vargas Eduardo

Source: Students Survey

Author: Vargas Eduardo

Source: Students Survey

For statement 7 “I want to have more books of my choice”, the control group results show that in survey 1, 37, 5 % of students agree with this statement; 25% of students are not sure about their response, and 37, 5 % of them disagree and strongly disagree with this idea. In survey 2, most of the students (50 %) are not sure about their answer; only 12, 5 % of students agree with the idea expressed, and at least 37, 5 % of participants disagree and strongly disagree with the idea in statement 7.

On the other hand, the experimental group results show that although 87, 5 % of students strongly agree and agree with statement 7 in survey 1; all of them (100 %) strongly agree or agree that they want to have more books of their choice in survey 2. Only 12, 5 % of students are not sure about this response in survey 1, and nobody disagrees and strongly disagrees with the above-mentioned statement in both surveys.

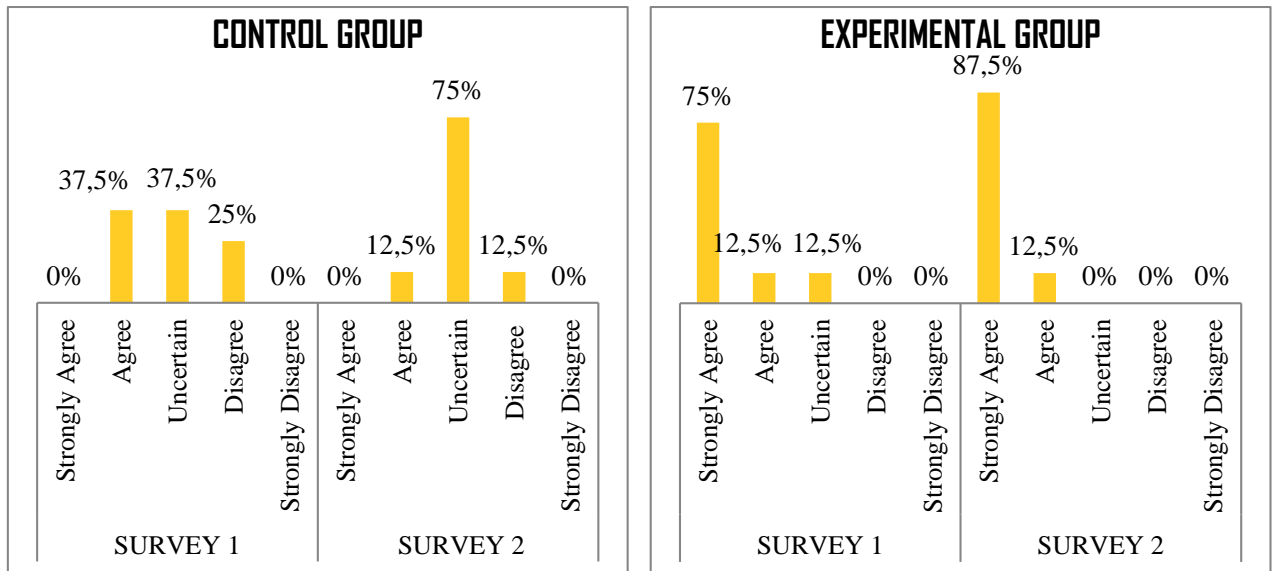
According to Kredátusová (2007, pp. 16-18), “students should be offered a variety of genres and topics to suit their needs”. Also, students should have plenty of attractive material to choose from, that is to say, the topics should be interesting and suitable for them. The author adds that there should be a variety of materials available in the library for students to

choose what they really like; a variety of books in libraries and home encourages them to read extensively.

Figure 8

Statement 8

I read when I have the time to enjoy it.



Author: Vargas Eduardo

Source: Students Survey

Author: Vargas Eduardo

Source: Students Survey

With respect to statement 8, 37, 5 % of students in the control group agree that they read when they have the time to enjoy this activity; 37, 5 % of students are not sure about their response, and 25% of them expressed disagreement with this idea. In survey 2, most of the students (75 %) express uncertainty in this statement; only 12, 5 % of students agree, and 12, 5 % of students disagree.

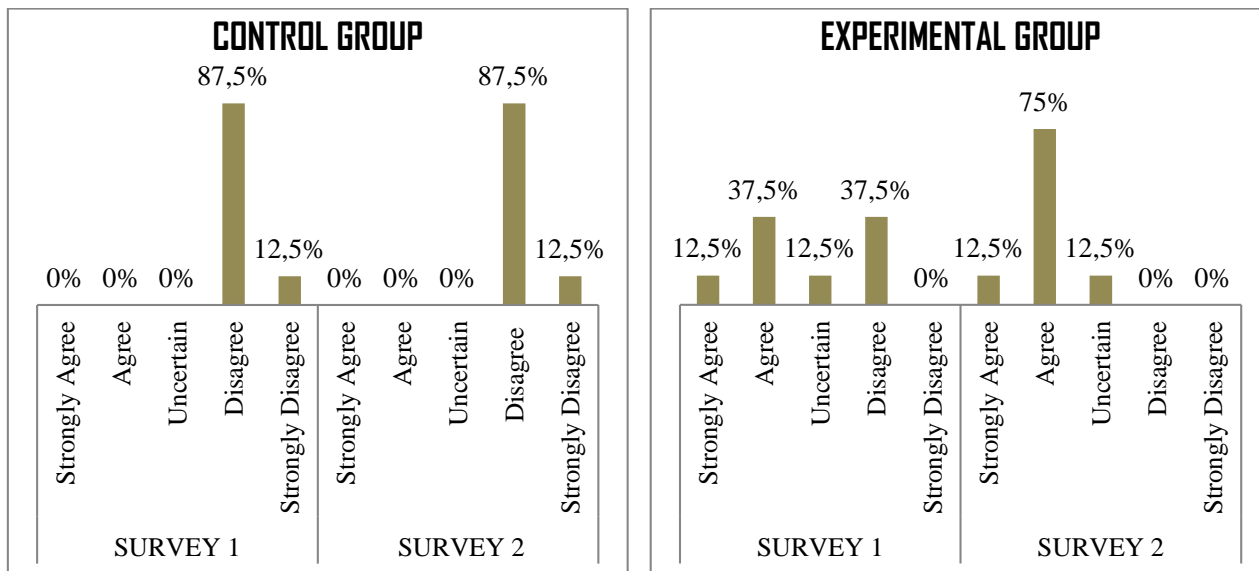
On the other hand, the experimental group results show that 87, 5 % of students strongly agree and agree with statement 8 in survey 1, and 12, 5% of students are not sure about their answer. For survey 2, all of them (100%) strongly agree and agree with this statement. The rest of the alternatives were not considered by participants.

As Pintos (2012) claims, people who read at their leisure perform better in daily life. In addition, the author suggests that people who read for enjoyment every day not only perform better in reading but also develop a broader vocabulary, increase general knowledge and a better understanding of other cultures.

Figure 9

Statement 9

My friends and I often discuss the books we have read.



Author: Vargas Eduardo

Source: Students Survey

Author: Vargas Eduardo

Source: Students Survey

In regards to statement 9 “My friends and I often discuss the books we have read”, the control group results show that in both surveys, all the students (100 %) disagree and strongly disagree with this idea; therefore, nobody strongly agrees and agrees with statement 9.

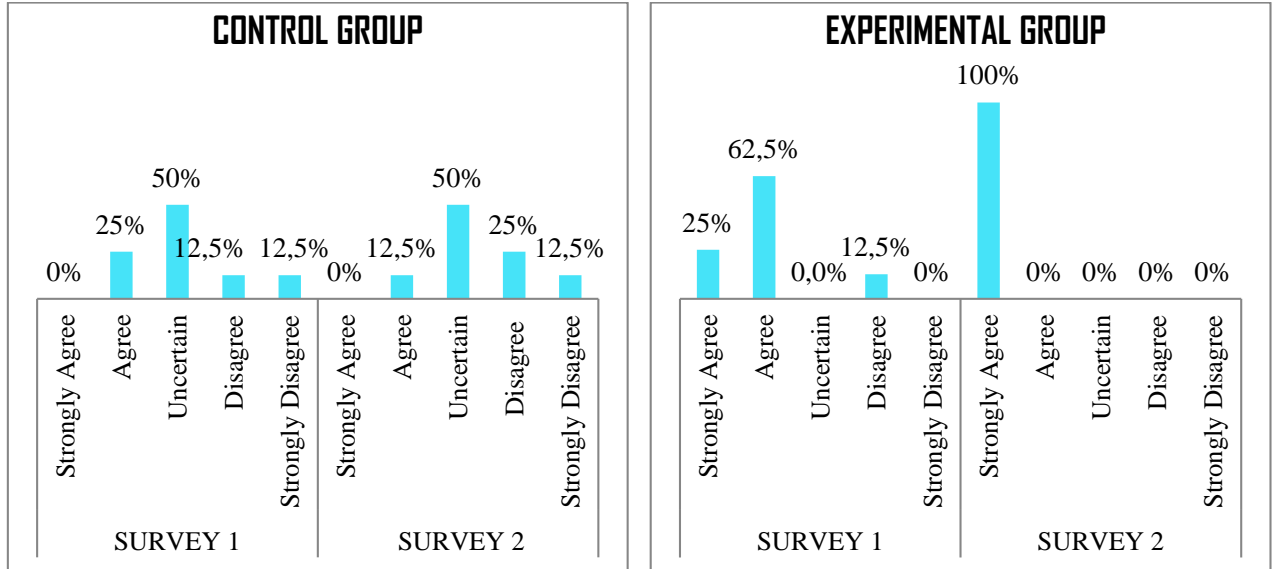
On the other hand, most of the students in the experimental group (50 %) strongly agree and agree with statement 9 in survey 1. The results also show that 12, 5 % of participants have doubts about what to answer in this survey, and 37, 5 % of them disagree with this statement. Nevertheless, in survey 2, most of the students (87, 5 %) strongly agree and agree with this idea, only 12, 5 % of participants express uncertainty about their answer, and nobody disagrees and strongly disagrees with the above-mentioned statement.

In addition, according to Lloyd (2010) “a book club is an important place to socialize with others.” That is to say, book clubs help readers use language to discuss, analyze, make predictions and solve problems. Thus, sharing a book with others brings a whole new perspective on the experience.

Figure 10

Statement 10

I get a lot of enjoyment from reading.



Author: Vargas Eduardo

Source: Students Survey

Author: Vargas Eduardo

Source: Students Survey

Regarding statement 10 “I get a lot of enjoyment from reading”, the control group results show that in both surveys, most of the students (50 %) are not sure about their response; 25% of students agree with this idea in survey 1; and 25 % of students disagree and strongly disagree with the above-mentioned statement in survey 1. On the other hand, in the second survey, only 12, 5 % of students agree, and, 37, 5 % of students disagree and strongly disagree with this statement.

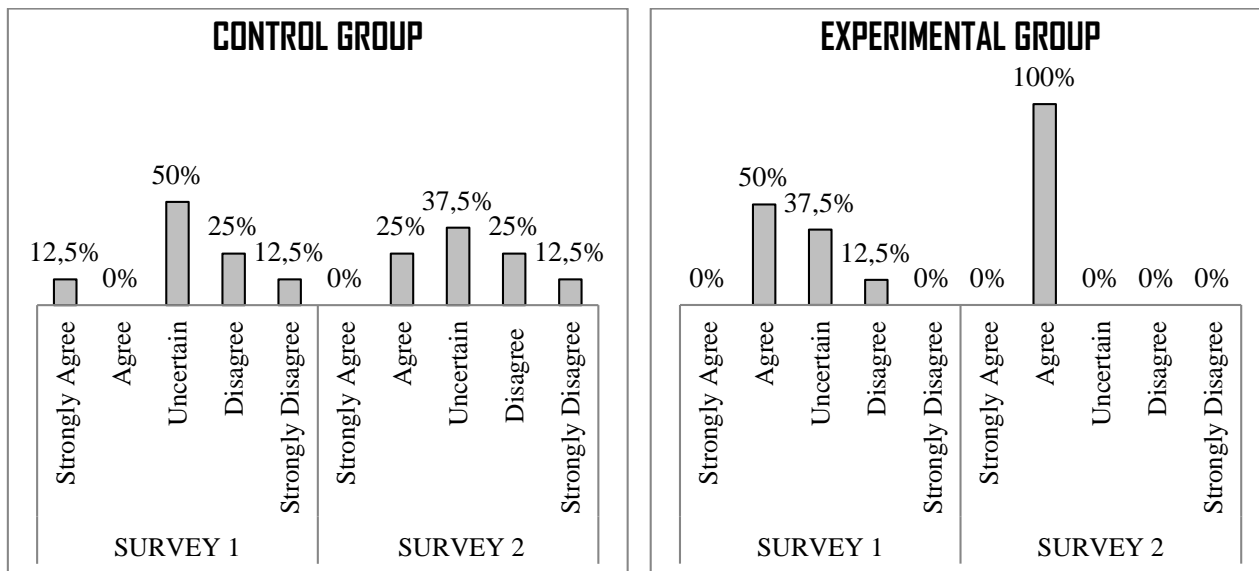
The experimental group results show that in survey 1, most of the students (87, 5 %) strongly agree and agree that they get a lot of enjoyment from reading, only 12, 5% of students expressed disagreement with this idea in survey 1. For survey 2, all of them (100%) strongly agree with this statement. Participants did not consider the rest of the alternatives.

Contrasting the information given by experimental group participants with the data obtained in the interview, most of the students said they read books for fun, entertainment and pleasure. In addition, according to Gibbons (2011, p. 5), reading can provide an escape from day-to-day concerns and can be a wonderful way of relaxing, overcoming anxiety, depression, relieving stress and social isolation.

Figure 11

Statement 11

I like going to the library for books.



Author: Vargas Eduardo

Source: Students Survey

Author: Vargas Eduardo

Source: Students Survey

With respect to statement 11 “I like going to the library for books”, the control group results for survey 1 show that only 12, 5 % of students strongly agree with the statement; 50 % of them express uncertainty regarding this idea; and 37, 5 % of students disagree and strongly disagree with this statement. In survey 2, 25 % of students express agreement with this idea; 37, 5% of them are not sure about their response, and 37, 5 % of students disagree and strongly disagree with statement 11.

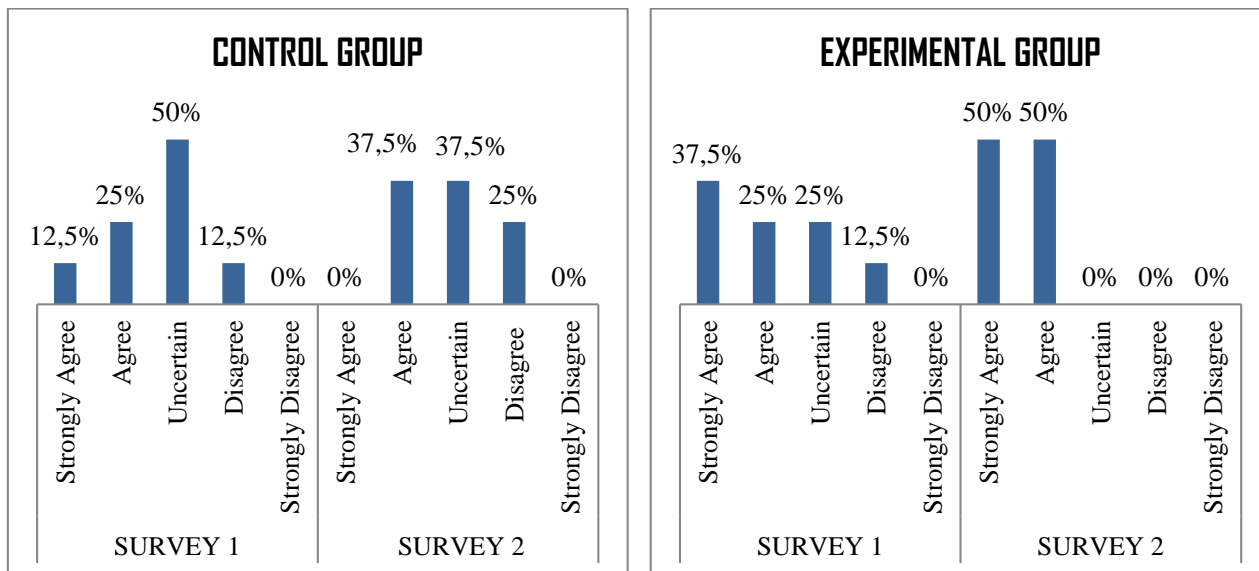
On the other hand, the experimental group results show that although in survey 1, 50% of students agree that they like going to the library for books; 100 % of them agree with this statement in survey 2. It can also be observed that 37, 5 % of students have doubts about this idea in survey 1, and 12, 5 % of students disagree. In the second survey, nobody expresses uncertainty and nobody disagrees and strongly disagrees with statement 11.

Serola and Vakkari (2011) affirm that libraries are wonderful places for learning. In other words, libraries are useful for people who love reading and want to learn a bit more. They add that libraries are perfect places for self-education in leisure time.

Figure 12

Statement 12

When I read an interesting book, story, or article, I like to tell my friends about it.



Author: Vargas Eduardo

Source: Students Survey

Author: Vargas Eduardo

Source: Students Survey

For statement 12 “When I read an interesting book, story, or article, I like to tell my friends about it”, the control group results show that in survey 1, 37, 5 % of students strongly agree and agree with this statement; 50% of students are not sure about their response in this survey, and 12, 5% of them disagree. On the one hand, in survey 2, 37, 5 % of students agree with this idea; nevertheless, 37, 5 % of them have doubts about their answer, and 25 % of students disagree with the idea proposed in the aforementioned statement.

On the other hand, the experimental group results show that although in survey 1, 62, 5 % of students strongly agree and agree with statement 12; all the students (100 %) strongly agree and agree in survey 2. It is worth mentioning that in survey 1, at least 25 % of students expressed uncertainty about this statement and only 12, 5 % of them expressed disagreement. Instead, for survey 2, nobody expressed uncertainty regarding this idea and nobody disagrees and strongly disagrees with statement 12.

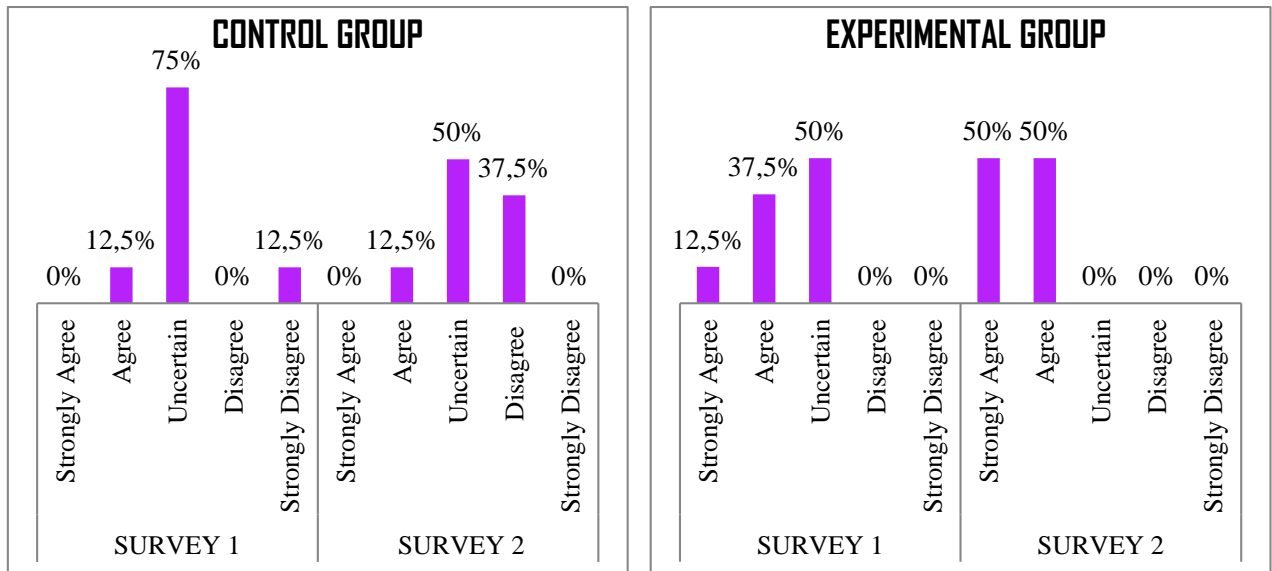
Furthermore, in the results obtained from the experimental group students’ interview, most of them said they would like not only to recommend a book to others readers, but also they would like to share and tell their friends about what they have read. Additionally, Aguilar (2013) states that avid readers like to share reading experiences with colleagues, friends or students passionate by reading. The author also states that avid readers love making

judgments, and giving opinions, as the expression of what they have viewed and learned from a text.

Figure 13

Statement 13

I like to listen to other people talk about the books they have read.



Author: Vargas Eduardo

Author: Vargas Eduardo

Source: Students Survey

Source: Students Survey

Regarding statement 13 “I like to listen to other people talk about the books they have read”, the control group results show that in both surveys at least 12, 5 % of the students agree with this statement. However, most of the students (75 % and 50 % respectively) express uncertainty in both surveys. It can be also noticed that in survey 1, 12, 5 % of students strongly disagree whereas in survey 2, 37, 5% of them disagree with the idea expressed.

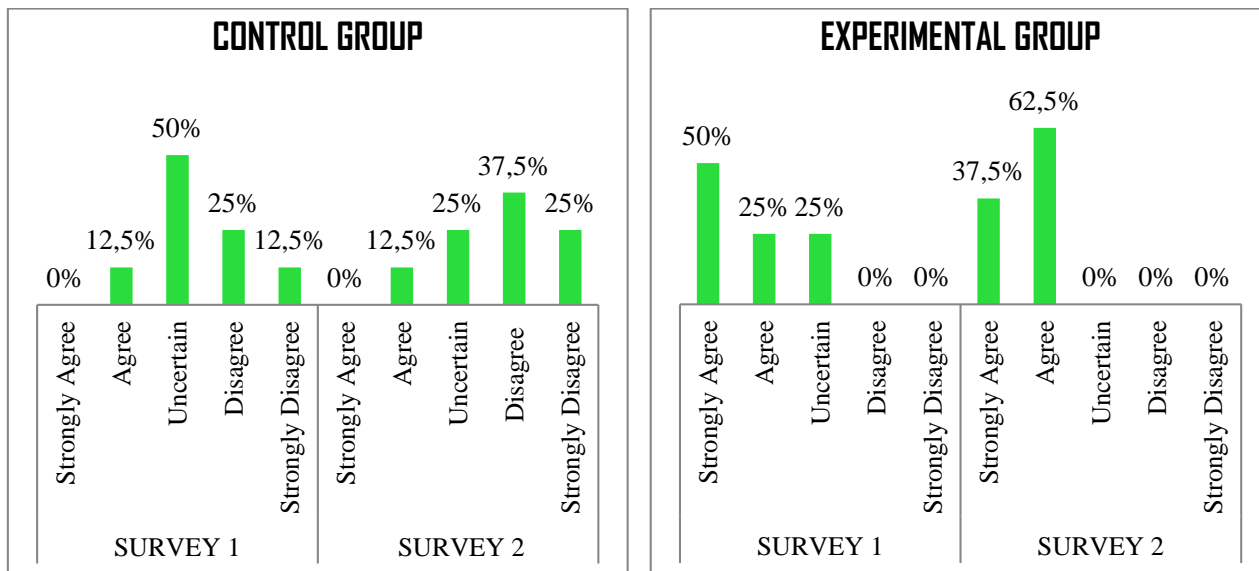
The experimental group results show that although in survey 1, 50 % of students strongly agree and agree with statement 13; all of them (100%) strongly agree and agree in survey 2. However, it is worth mentioning that 50 % of students are not sure about their response in survey 1. Nobody disagrees and strongly disagrees about the above-mentioned statement in both surveys.

Moreover, “reading can be surprisingly social, readers love discussing books with their friends, particularly the ones they have both read” (Hamm, 2012).

Figure 14

Statement 14

Reading is one of the most interesting things which I do.



Author: Vargas Eduardo

Source: Students Survey

Author: Vargas Eduardo

Source: Students Survey

With respect to statement 14 “Reading is one the most interesting things which I do”, the control group results show that in both surveys nobody strongly agrees with this statement; nevertheless, at least 12, 5% of participants agree with this idea in both surveys. Moreover, it can be seen that 50% of students are not sure about their response in survey 1, and 37, 5% of them disagree and strongly disagree with the idea expressed in this statement. For survey 2, most of participants (62, 5 %) expressed disagreement and strongly disagreement regarding this statement, and 25 % of them expressed uncertainty.

On the other hand, the experimental group results show that although in survey 1, 75 % of students strongly agree and agree with statement 14; all of them (100 %) strongly agree and agree with this idea in survey 2. Additionally, it can be observed that 25% of students are not sure about their answer in survey 1. Participants did not consider the other alternatives.

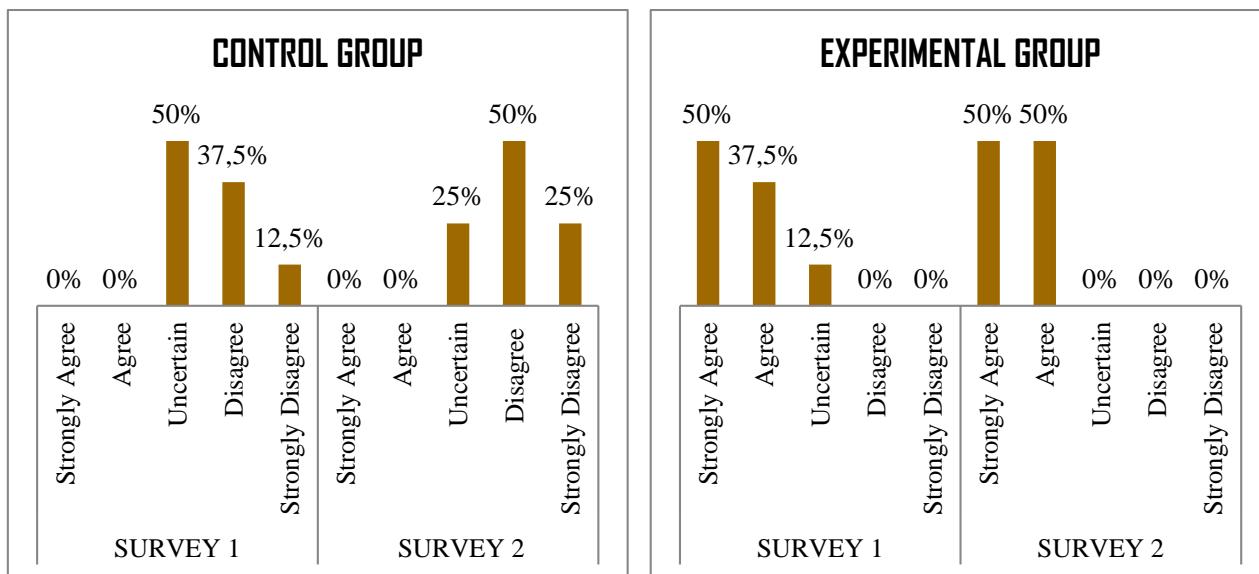
According to Shapiro (2014), the reason why today's learners do not read is because they have decreased and have replaced the reading habit for other activities. These activities include watching TV, movies, texting, or talking/chatting with friends. Thus, most learners have forgotten the value of literature and the power of reading. In addition, Hamm (2012) believes that reading is an incredibly inexpensive hobby that provides so many benefits such

as improvements in vocabulary learning, writing and speaking. Furthermore, the author adds, “reading books is fun, entertaining, exciting and fascinating for everyone”.

Figure 15

Statement 15

I am the kind of person who enjoys a good book.



Author: Vargas Eduardo

Source: Students Survey

Author: Vargas Eduardo

Source: Students Survey

In regards to statement 15 “I am the kind of person who enjoys a good book”, the control group results show that most of the students (50 %) are not sure about their response in survey 1; the remaining 50% of students disagree and strongly disagree with the idea expressed in this statement. In survey 2, at least 25 % of students express uncertainty about this statement; however, most of them (75 %) disagree and strongly disagree with statement 15. It can also be noticed that nobody strongly agrees and agrees with the above-mentioned statement.

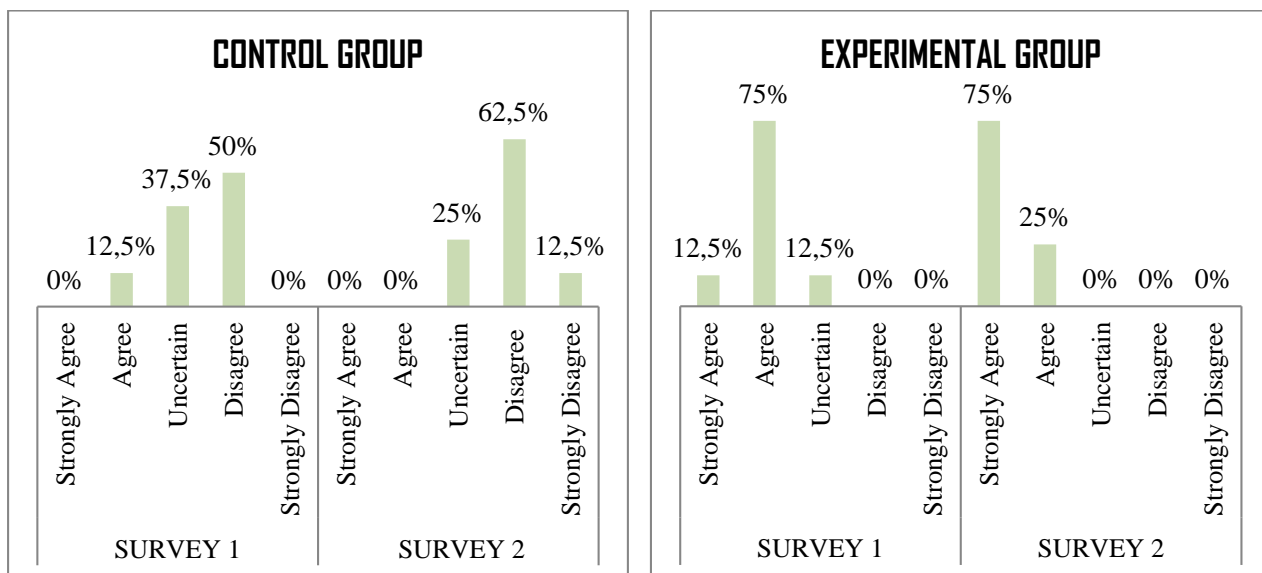
In contrast, most of the students of the experimental group (87, 5 %) strongly agree and agree that they are the kind of people who enjoy a good book in survey 1; only 12, 5% of students have doubts about their response in this survey. For survey 2, 100% of them strongly agree and agree with this statement. Nobody disagrees and strongly disagrees in both surveys.

Solórzano (2008) states that reading is a good alternative to invest time and to have success either in school or in society; however, it is important that the text and genre are related to the likes, interests, and enjoyment of each person.

Figure 16

Statement 16

I enjoy it when someone asks me to explain unfamiliar words or ideas to them.



Author: Vargas Eduardo

Author: Vargas Eduardo

Source: Students Survey

Source: Students Survey

For statement 16 “I enjoy it when someone asks me to explain unfamiliar words or ideas to them”, the control group results in survey 1 show that most of students (50 %) disagree with this statement; 37, 5 % of them are not sure about their response and only 12, 5% of students agree with the idea expressed. In survey 2, most of the students (75 %) disagree and strongly disagree with the above-mentioned statement, and at least 25 % of students express uncertainty regarding statement16.

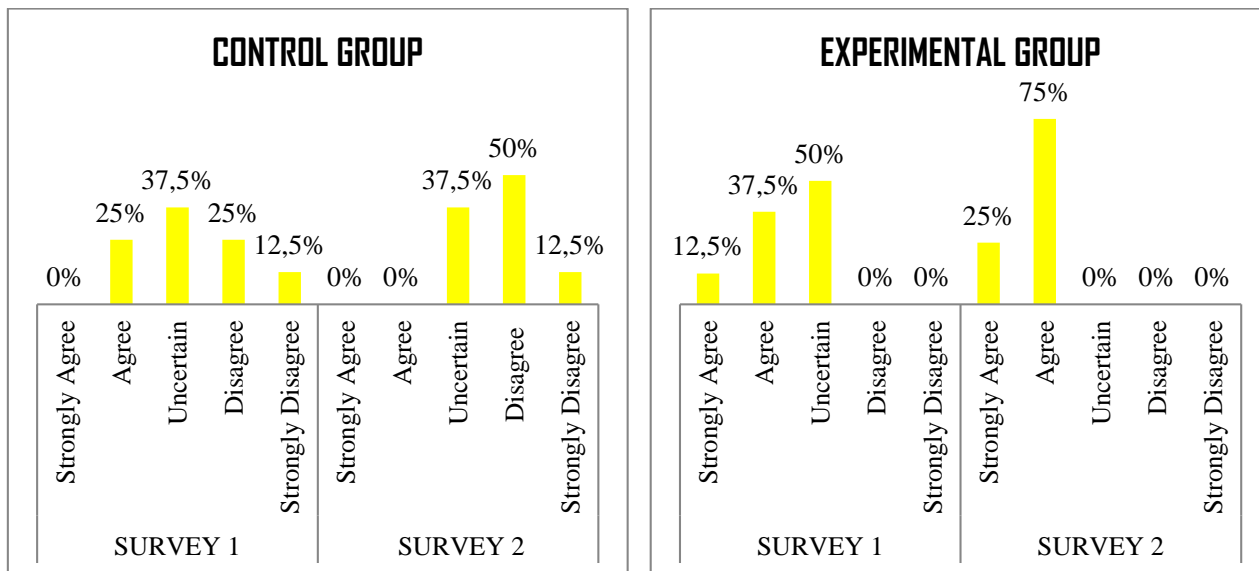
On the other hand, the experimental group results in survey 2 show that all the students (100%) strongly agree and agree with statement 16; likewise, in survey 1, most of them (87, 5 %) strongly agree and agree with the idea expressed, only 12, 5 % of students are not sure about their answer. It can be seen that nobody disagrees and strongly disagrees.

According to Slavin (1995) "cooperative learning is essential for successful learning because it promotes constant coaching, encouragement, and feedback of their peers". Cooperative learning also involves having students work in small groups or teams to help one another learn academic material. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement.

Figure 17

Statement 17

I spend a lot of my spare time reading.



Author: Vargas Eduardo

Author: Vargas Eduardo

Source: Students Survey

Source: Students Survey

With respect to statement 17 “I spend a lot of my spare time reading”, the control group results show that 25 % of students agree with this idea, 37, 5 % of them are not sure about their answer in survey 1, and 37, 5 % of students disagree and strongly disagree with the above mentioned statement in survey 1. Instead, in survey 2, most of the students (62, 5 %) disagree and strongly disagree with this statement, 37, 5 % of students express uncertainty, and nobody strongly agrees or agrees with the idea expressed.

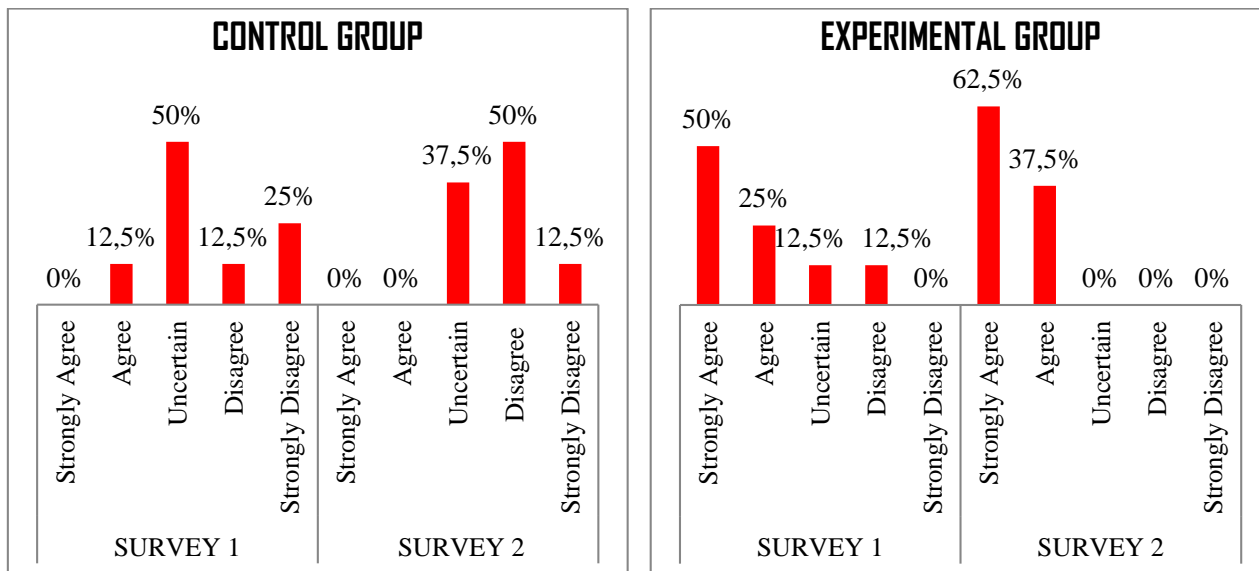
On the other hand, the experimental group results show that most of the students (50 %) express doubts about their response in survey 1, 12, 5% of students strongly agree and 37, 5 % of them agree with this statement in survey 1. On the one hand, for survey 2, all the students (100 %) strongly agree and agree with the idea proposed, and nobody expresses uncertainty with this statement. It is worth mentioning that nobody disagrees and strongly disagrees in both surveys.

International Reading Association, (2014) defines leisure reading as recreational reading, pleasure reading, free voluntary reading, independent reading, and self-selected reading of a continuous text for a wide range of personal and social purposes and it can take place in and out of school, at any time. Additionally, Mohny (2014) highlights that reading in free time represents the most important and productive activity to acquire knowledge; also, it offers fun and entertainment for everyone who loves reading.

Figure 18

Statement 18

I enjoy receiving books as gifts.



Author: Vargas Eduardo

Source: Students Survey

Author: Vargas Eduardo

Source: Students Survey

Regarding statement 18 “I enjoy receiving books as gifts”, the control group results show that most of the students (50 %) are unsure about their response in survey 1, only 12, 5 % of students agree with this statement in this survey, and 37, 5 % of students disagree and strongly disagree with this idea in survey 1. On the other hand, in survey 2, nobody strongly agrees and agrees; most of them (62, 5 %) express disagreement and strongly disagreement with statement 18, and at least 37, 5 % of students expressed uncertainty.

The experimental group results in survey 1 show that 75 % of students strongly agree and agree that they enjoy receiving books as gifts; 12, 5 % expressed uncertainty and 12, 5 % of them expressed disagreement with this idea. In survey 2, all of them (100 %) strongly agree and agree with the above-mentioned statement. The rest of the alternatives were not considered by participants.

After examining and analyzing the general data obtained from reading motivation survey, it could be observed that most of the experimental group results showed positive changes from survey 1 to survey 2. The results showed that in most of the statements, participants from the experimental group strongly agreed and agreed with the ideas presented. It was evident that the six-week extensive reading program had a positive effect on EFL students’ motivation in the experimental group.

The following section presents the vocabulary pretest and posttest results of the control group and the experimental group participants. The vocabulary pretest was used to measure participants' vocabulary knowledge before the extensive reading program and the vocabulary posttest was used to examine the growth of their vocabulary knowledge.

The vocabulary size test contains 100 multiple-choice items. A learner's total score needs to be multiplied by 200 to get their total receptive vocabulary size that is 20000 word families (Nation 2006, pp. 60-62). The scores obtained in the vocabulary test represent the number of words that occur frequently and infrequently. Therefore, Nation (2006) divides vocabulary into three categories: high-frequency words that are around 3000 word families, mid-frequency words that are around 6000 word families, which when added to high-frequency vocabulary adds up to 9000 word families, and low-frequency words that cover some technical vocabulary unique to a particular discipline.

Table 1 Vocabulary pretest scores from the control group.

Group	N	Word Families
CONTROL	Participant 1	3400
	Participant 2	5200
	Participant 3	8000
	Participant 4	8200
	Participant 5	8300
	Participant 6	8300
	Participant 7	9600
	Participant 8	11700
	Average score	7800

Note: N = Number of participants = 8

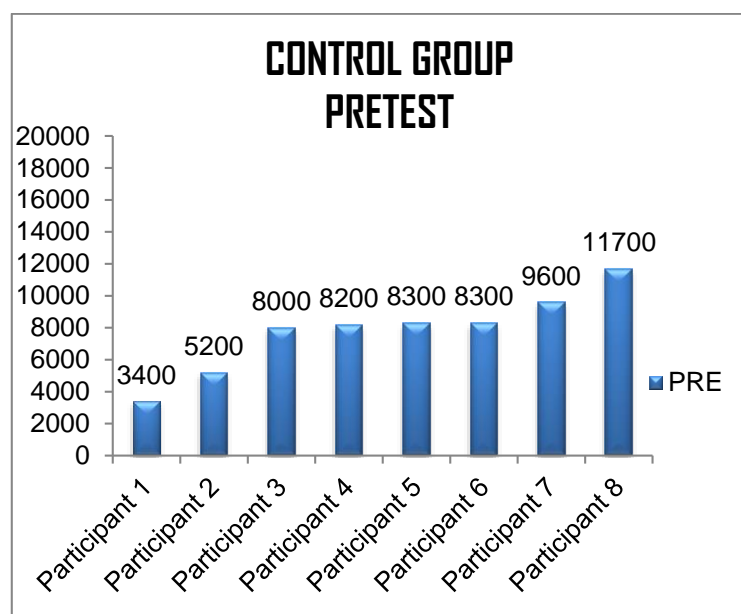


Figure 1. Number of word families of the vocabulary pretest.

Table 1 shows vocabulary pretest scores from the control group, it can be observed that the average score of the vocabulary pretest is 7800 word families.

In Figure 1, it can be noticed that in the control group, the vocabulary pretest results show that participant 1 has the lowest score, 3400 word families while participant 8 has the highest score, 11700 word families.

Table 2 Vocabulary posttest scores from the control group.

Group	N	Word Families
CONTROL	Participant 1	5500
	Participant 2	5100
	Participant 3	8500
	Participant 4	8500
	Participant 5	9200
	Participant 6	10600
	Participant 7	9800
	Participant 8	11000
	Average score	8500

Note. N= Number of participants. (8)

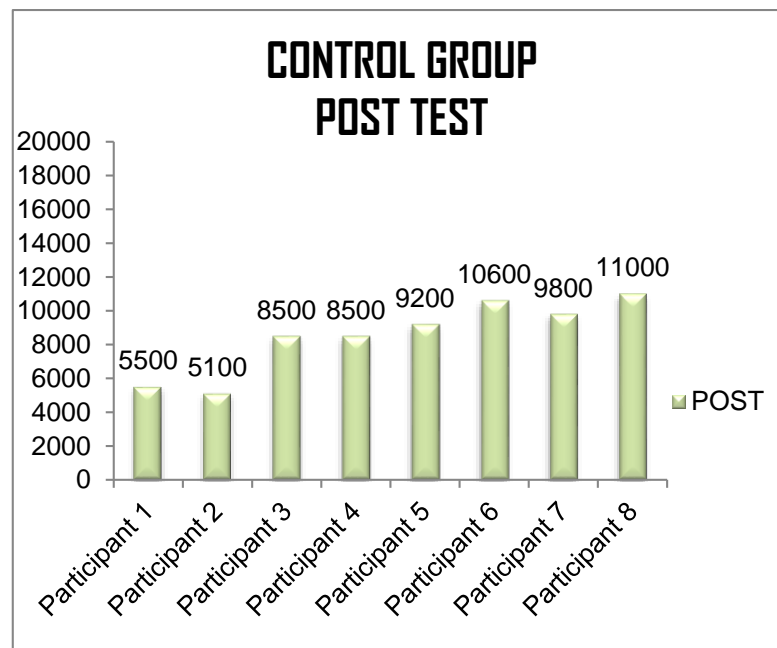


Figure 2. Number of word families of the vocabulary posttest.

Table 2 shows vocabulary posttest scores from the control group, it can be noticed that the mean score of the vocabulary posttest results from the control group is 8500 word families.

In Figure 2, the posttest results show that participant 2 has a score of 5100 word families, which represents the lowest score while participant 8 has a score of 11000 word families, which represents the highest score.

Table 3 Vocabulary pretest scores from the experimental group.

Group	N	Word Families
EXPERIMENTAL	Participant 1	6600
	Participant 2	7700
	Participant 3	7800
	Participant 4	8200
	Participant 5	10600
	Participant 6	11000
	Participant 7	13400
	Participant 8	15800
	Average score	10100

Note: N= Number of participants (8)

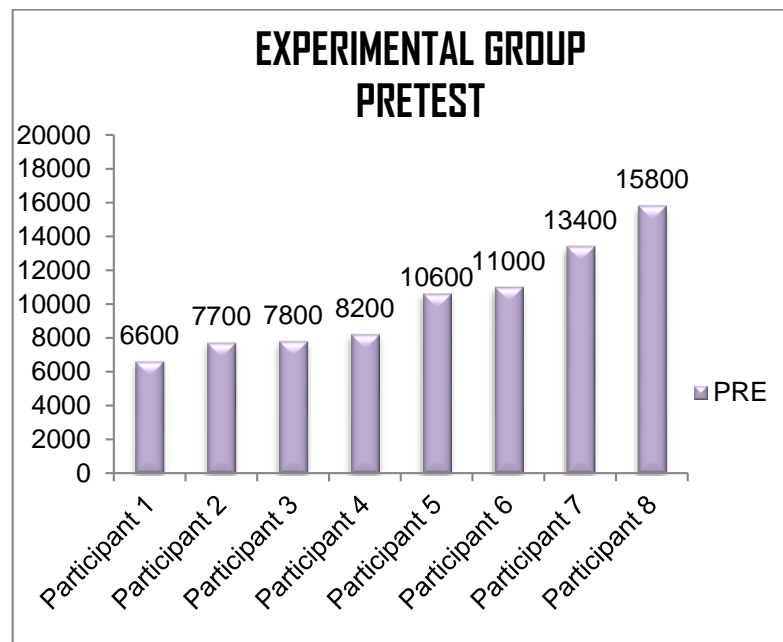


Figure 3. Number of word families of the vocabulary pretest.

In regards to Table 3, the experimental group vocabulary pretest scores show that the average score is 10100 word families.

In Figure 3, the vocabulary pretest results from the experimental group show that participant 1 scored 6600 word families, which represents the lowest result while participant 8 scored 15800, which represents the highest score.

Francis & Kucera (as cited in Ratá, 2010) claim that high frequency words are known before lower frequency words and this indicates that knowing about 2000 word families gives near to 80% coverage of written text. With a vocabulary size of 2000 words, a learner knows 80% of the words in a text which means that 1 word in every 5 (approximately 2 words in every line) are unknown (Hirsh & Nation, 1992). In this way, Hirsh & Nation found that the most frequent 2000 words do not provide adequate coverage for pleasure reading and that a vocabulary size of around 5000 word families is needed to attain 98% lexical coverage of texts, allowing for more pleasurable reading and more accurate guessing of unknown words in their context.

Moreover, Pigada & Schmitt (2006, p. 21) state that EFL learners engaged in reading texts can learn vocabulary. Furthermore, according to Wagner, Muse & Tannenbaum (2007), the best way to acquire vocabulary is through extensive reading, where unfamiliar words are encountered in new and varied contexts and each new context presents a potential facet of that word's network. Also, the authors affirm that once words have been contextualized through accumulated reading experience; readers could use the vocabulary knowledge in conversations, writings, or dialogues.

Table 4 Vocabulary posttest scores from the experimental group.

Group	N	Word Families
EXPERIMENTAL	Participant 1	9700
	Participant 2	10700
	Participant 3	11200
	Participant 4	9400
	Participant 5	15400
	Participant 6	14700
	Participant 7	16300
	Participant 8	18500
	Average score	13200

Note: N= Number of participants (8)

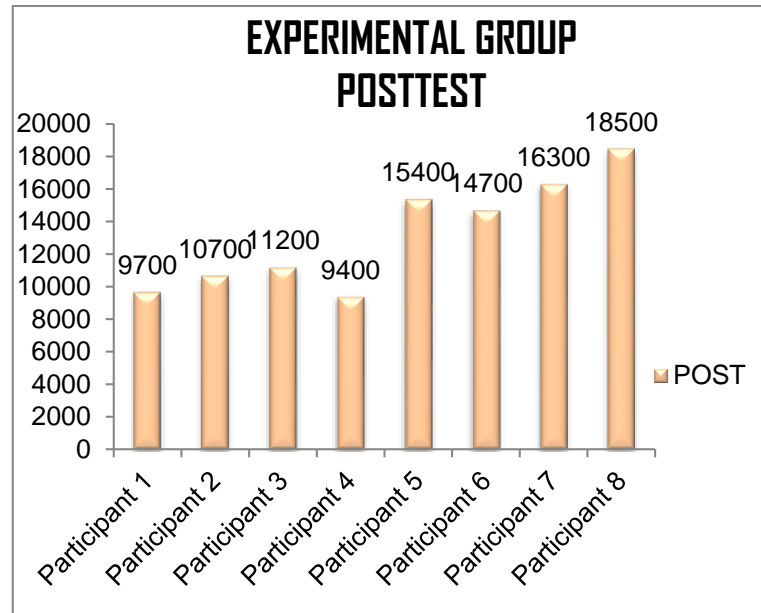


Figure 4. Number of word families of the vocabulary posttest

With respect to Table 4, the vocabulary posttest results show that the average score from the experimental group is 13200 word families.

In Figure 4, the experimental group vocabulary posttest scores show that participant 1 has the lowest score, 9700 word families while participant 8 has the highest score, 18500.

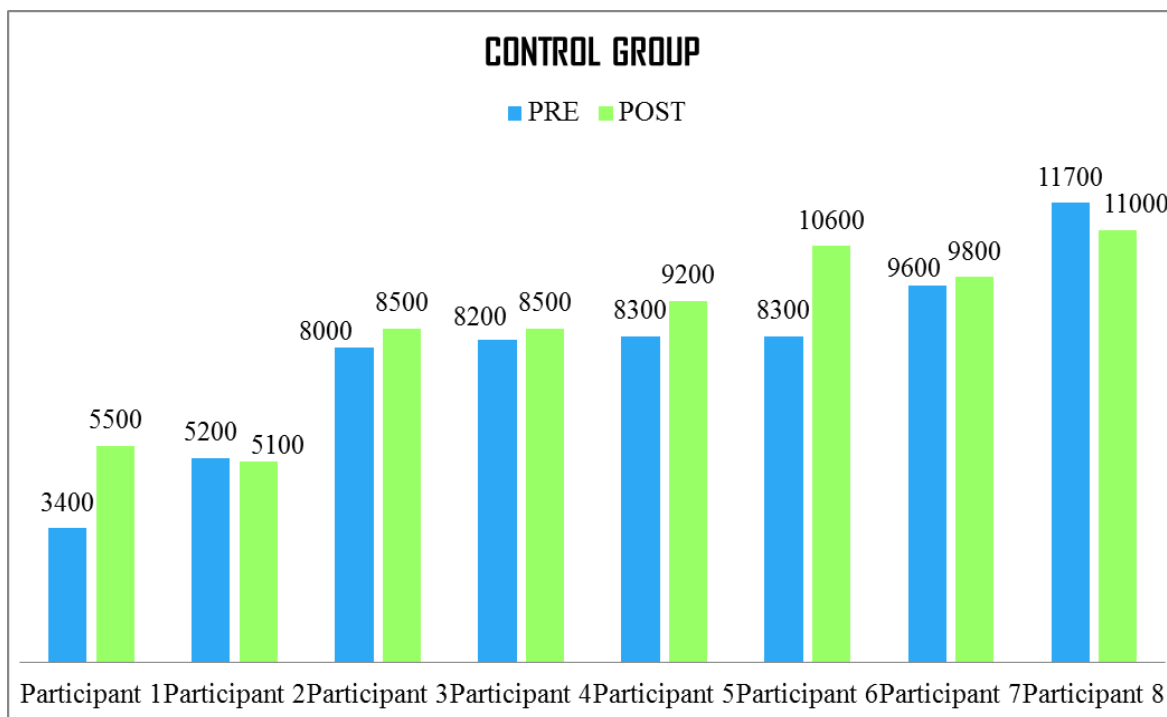
Table 5 Vocabulary pretest and posttest scores from the control group.

Group	N	Word Families	
		Pretest	Posttest
CONTROL	Participant 1	3400	5500
	Participant 2	5200	5100
	Participant 3	8000	8500
	Participant 4	8200	8500
	Participant 5	8300	9200
	Participant 6	8300	10600
	Participant 7	9600	9800
	Participant 8	11700	11000
Average score		7800	8500

Note: N= Number of participants (8)

Figure 5

Pretest and posttest scores from control group



Author: Vargas Eduardo

Source: Students vocabulary size test

Table 5 and Figure 5 allow comparing the control group participants' pretest and posttest results. It can be noticed that the mean score of the vocabulary pretest is 7800 word families while the mean score of the vocabulary posttest is 8500 word families.

In regards to Figure 5, most of the participants from the control group show a positive change from the vocabulary pretest to the vocabulary posttest. It might be because control group participants are EFL learners who are majoring in English at a private university; also, they were enrolled in an academic term; and although they did not participate in the six-week extensive reading program, they were involved in reading tasks related to the subjects they were studying in that academic term. Thus, it is worth mentioning that they showed a positive change in their vocabulary knowledge.

Moreover, another factor that might explain these results is related to the vocabulary test; it must be considered that when students took the pretest, it was a new experience for them; in fact, they had never taken a vocabulary test like this before. On the other hand, as the same vocabulary test was applied as a posttest, they already knew its structure although they answered different questions. However, there were two participants (2 and 8) who did not show a positive change in the vocabulary posttest; thus their score was lower than in the

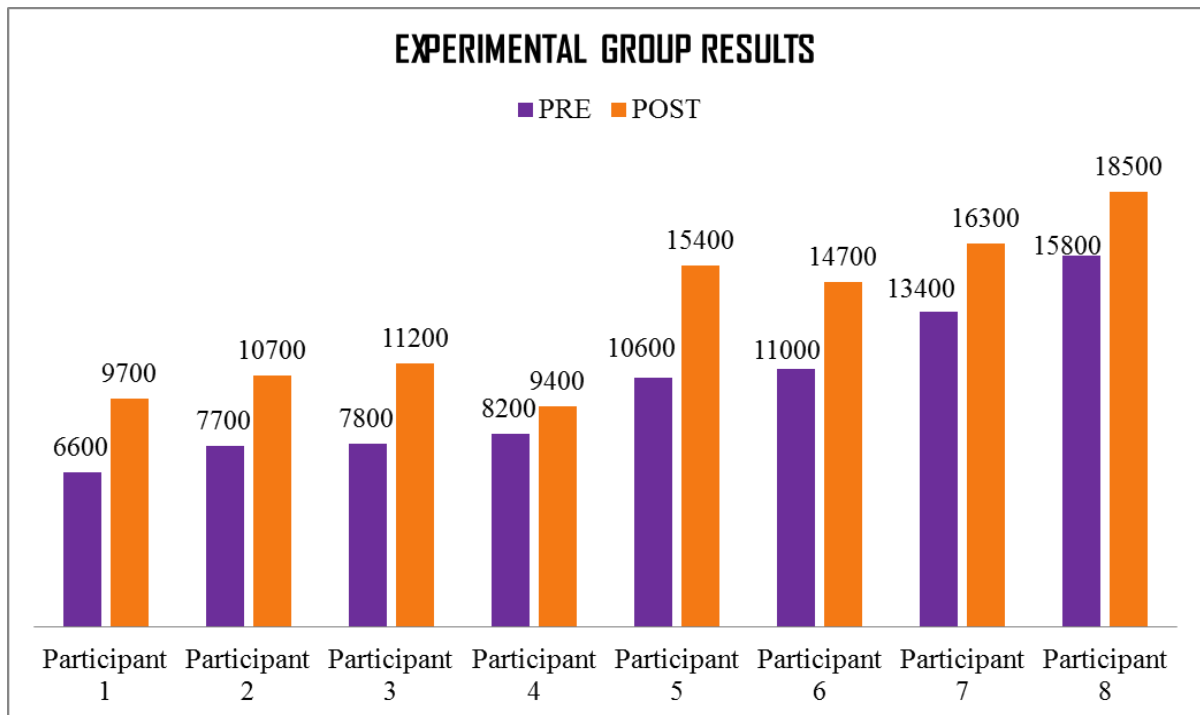
vocabulary pretest. It might be due to variety of vocabulary that the test presents. Furthermore, the alternatives are always different every time a person takes the test.

Table 6 Vocabulary pretest and posttest scores from the experimental group.

Group	N	Word Families		
		Pretest	Posttest	
EXPERIMENTAL	Participant	1	6600	9700
	Participant	2	7700	10700
	Participant	3	7800	11200
	Participant	4	8200	9400
	Participant	5	10600	15400
	Participant	6	11000	14700
	Participant	7	13400	16300
	Participant	8	15800	18500
	Average score		10100	13200

Figure 6

Pretest and posttest scores from experimental group



Author: Vargas Eduardo

Source: Students vocabulary size test

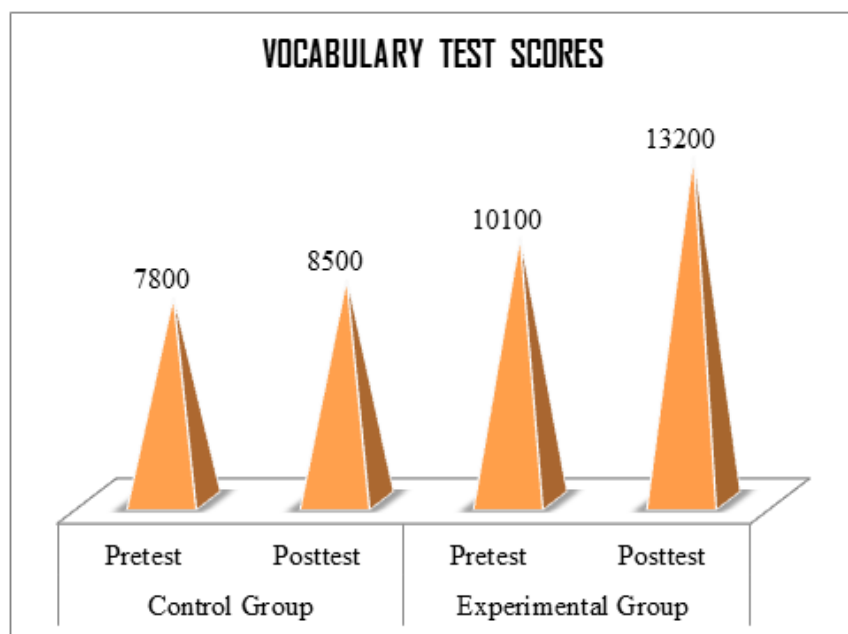
Regarding the experimental group, table 6 and figure 6 allow comparing participants' pretest and posttest results. Thus, the average score of the vocabulary pretest is 10100 word families while the average score of the vocabulary posttest is 13200 word families.

Regarding Figure 6, it is worth mentioning that all of the experimental group participants show a significant change from vocabulary pretest to vocabulary posttest scores. It might be because experimental group students were involved in the six-week extensive reading program; they were provided to read books related to their interest, likes and level. Also, they were advised to read those books either at their own space or at their own rhythm without completing post-reading tasks. They were immersed in reading texts during 6 weeks.

According to Kweon & Kim (2008), “vocabulary acquisition is possible while the learner is engaged in extensive reading”. In addition, according to Maley (2009) extensive reading develops learner autonomy, it offers comprehensible input, and it builds vocabulary. Also, the author claims that ER is beneficial because it consolidates and sustains vocabulary growth and motivation as well as it promotes reading as a lifelong activity. Finally, as Renandya (2007) asserts, including extensive reading into EFL classes helps learners expand their vocabulary knowledge, promotes reading motivation, improves reading comprehension, and encourage students to read fluently.

Figure 7

Average score of the vocabulary pretest and posttest between the control group and the experimental group



In Figure 7, it can be observed that there was a positive growing of the vocabulary knowledge in the vocabulary posttest for both control group and experimental group. In the control group, there is a positive increase in the word families (8%); that is to say, although

this group was not immersed in the six-week extensive reading program, they got a positive result in the vocabulary posttest. This might be because they were involved in academic activities in the different subjects of the academic term. Likewise, in the experimental group, there is a significant increase of number of word families (23%). This might be because participants of this group were involved in the six-week extensive reading program which consisted of reading books related to their interests, likes and level. They had the opportunity to choose any book and started reading extensively.

The results presented in the tables and figures showed that both groups had a positive increase in their vocabulary knowledge. Thus, it is worth mentioning that both the experimental group and the control group got higher scores in the vocabulary posttest. However, it is evident that the experimental group results were significantly higher than those in the control group; in this way, the answer for the research question favors extensive reading. The six-week experiment might have provided learners the opportunity to increase their vocabulary. Finally, findings demonstrated that extensive reading contributed to language improvement. These outcomes are corroborated by Wagner, Muse & Tannenbaum's (2007, p 197) assertion that extensive reading helps readers contextualize the new words through accumulated reading experience; then, once the new words have been contextualized, readers use the vocabulary learned in conversations, chat, dialogues, writings, etc.

Conclusions

Most of the experimental group participants displayed positive reading motivation changes from survey 1 to survey 2. Students' responses demonstrate that the ER program actually had positive effects in their motivation to read extensively.

Participants in the control group showed that they lack motivation to read extensively. This might be result of lack of interest and time. Also, this group was not immersed in the six-week extensive reading program; that is to say, they did not receive any ER treatment.

Most of the experimental group students showed positive improvements in their vocabulary knowledge; in fact, both pretest and posttest results reflect experimental group students' higher scores than the control group students' scores.

Though the control group participants have positive scores in their vocabulary posttest, their vocabulary acquisition improvement was not very significant. This might evidence that the influence of ER is more substantial than regular academic activities.

Both experimental group and control group students evidenced positive vocabulary scores in different dimensions; this demonstrates that they are able to read any type of texts without difficulty because they know the most frequent 5000 words any reader needs (Nation, 2006). Students in both groups actually have the ability to enjoy more pleasurable reading and more accurate guessing of unknown words in the context presented.

The extensive reading program is viewed as a positive approach to develop not only EFL learners' vocabulary, but also students' reading motivation and confidence when encountering new vocabulary in different learning formats.

Recommendations

After identifying the benefits and characteristics that extensive reading could offer, it is necessary that Ecuadorian English teachers implement several extensive reading programs during an academic period, in order to benefit and help students with their English learning process.

Educators and teachers should invite students to read books, articles, newspapers or any type of text extensively in order to strengthen and motivate the English language development.

English teachers should describe and expose to the students about the importance of extensive reading and the benefits that they could get from it.

English teachers also should motivate students participate in Book clubs in order to socialize, enjoy, and share reading experiences as well as increase their motivation towards reading.

EFL teachers should motivate and invite students go to the libraries; places where offer several a variety of English text, thus they can choose their own books related to their interests, likes or level.

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ANNEXES



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

TITULACIÓN DE INGLÉS

ADULT SURVEY OF READING ATTITUDES

ENCUESTA PARA ESTUDIANTES DEL SEXTO CICLO DE LA UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

Estimado estudiante, por favor le solicitamos comedidamente conteste las siguientes oraciones, con las cuales se pretende identificar la motivación hacia la lectura.

Objetivo: recolectar información sobre el interés hacia la lectura en los aprendices de una lengua extranjera.

Por favor, lea cada oración cuidadosamente y decida si está de acuerdo o desacuerdo con la oración.

Siga cada oración en escala de 5 a 1

5	Strongly Agree
4	Agree
3	Uncertain
2	Disagree
1	Strongly disagree

- Encierre en un círculo si está de acuerdo o desacuerdo

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. I get a lot of satisfaction when I help other people with their reading problems, or when I read to others.	5	4	3	2	1
2. I am a good reader.	5	4	3	2	1
3. My friends enjoy having me tell them about the books that I read.	5	4	3	2	1
4. When I am at home I read a lot	5	4	3	2	1
5. Reading is one of the best ways for me to learn things.	5	4	3	2	1
6. Reading is one of my favorite activities.	5	4	3	2	1
7. I want to have more books of my own.	5	4	3	2	1
8. I read when I have the time to enjoy it.	5	4	3	2	1
9. My friends and I often discuss the books we have read.	5	4	3	2	1
10. I get a lot of enjoyment from reading	5	4	3	2	1
11. I like going to the library for books.	5	4	3	2	1
12. When I read an interesting book, story, or article I like to tell my friends about it.	5	4	3	2	1
13. I like to listen to other people talk about the books they have read.	5	4	3	2	1
14. Reading is one of the most interesting things which I do	5	4	3	2	1
15. I'm the kind of person who enjoys a good book.	5	4	3	2	1
16. I enjoy it when someone asks me to explain unfamiliar words or ideas to them.	5	4	3	2	1
17. I spend a lot of my spare time reading.	5	4	3	2	1
18. I enjoy receiving books as gifts.	5	4	3	2	1

¡GRACIAS POR SU COLABORACIÓN!



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SEMI-STRUCTURE INTERVIEW FOR EXPERIMENTAL GROUP STUDENTS

Book discussion questions are designed to know students' progress in their reading book and their reading experience.

1. Why do you think the author chose the title?
2. What chapter from the book was the most essential for you?
3. What did you learn from the book? Could you tell me three things you learned from the book?
4. Were there any particular quotes that stood out to you? Why?
5. Which character do you like the most and why?
6. Did you have problems with the new vocabulary? How did you overcome that?
7. Have you read any other books by this author?
8. Did you enjoy the book? Why? Why not?
9. How did you feel reading the book? happy, sad, confused, bored?
10. Would you like to continue reading books? Why?
11. Would you recommend the book to other readers? To your close friend?



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The Vocabulary Test designed by Paul Nation (1997) comprises of 100 multiple-choice items. This computer-based test is used as a pretest to measure students' current vocabulary knowledge. Then, it is used as a posttest in order to determine any changes in the participants' vocabulary knowledge.

The screenshot displays the interface of the VocabularySize.com website. At the top, there is a navigation bar with links for Home, Blog, Practice, and FAQ. The main content area is titled "English Vocabulary Size Test - monolingual" and shows "0 / 100" questions completed. A "Test Instructions" window is open, listing the following instructions:

- There are 100 questions in this test
- Look at the word and an example of the word in use
- Choose the meaning that most closely matches the highlighted words in the example sentence
- If you have never seen the word before, select **I don't know**
- You can not go back and change your answer

The main test area shows a question with the instruction "write:" and "Please *write* it here." Below this, there are five radio button options:

- move to a new place
- cut into pieces
- make something better
- make words on paper
- I don't know

Callout boxes provide additional context: "Question word and an example of its usage." points to the "write:" instruction, and "Click on the option that most closely matches the question word." points to the radio button options. A "Login" form is visible in the top right corner, and a "Language" dropdown menu is set to "English".

ONLINE VOCABULARY SIZE TEST: VERSION A

1. see: They <saw it>.
 - a. closed it tightly
 - b. waited for it
 - c. looked at it
 - d. started it up
2. time: They have a lot of <time>.
 - a. money
 - b. food
 - c. hours
 - d. friends
3. period: It was a difficult <period>.
 - a. question
 - b. time
 - c. thing to do
 - d. book
4. figure: Is this the right <figure>?
 - a. answer
 - b. place
 - c. time
 - d. number
5. poor: We <are poor>.
 - a. have no money
 - b. feel happy
 - c. are very interested
 - d. do not like to work hard
6. microphone: Please use the microphone
 - a. machine for making food hot
 - b. machine that makes sounds louder
 - c. machine that makes things look bigger
 - d. small telephone that can be carried around
7. nil: His mark for that question was <nil>.
 - a. very bad
 - b. nothing
 - c. very good
 - d. in the middle
8. pub: They went to the <pub>.
 - a. place where people drink and talk
 - b. place that looks after money
 - c. large building with many shops
 - d. building for swimming
9. circle: Make a <circle>.
 - a. rough picture
 - b. space with nothing in it
 - c. round shape
 - d. large hole

10. dig: Our dog often <digs>.
- solves problems with things
 - creates a hole in the ground
 - wants to sleep
 - enters the water
11. soldier: He is a <soldier>.
- person in a business
 - person who studies
 - person who uses metal
 - person in the army
12. restore: It has been <restored>.
- said again
 - given to a different person
 - made like new again
 - given a lower price
13. pro: He's <a pro>.
- someone who is employed to find out important secrets
 - a stupid person
 - someone who writes for a newspaper
 - someone who is paid for playing sport
14. compound: They made a new <compound>.
- agreement
 - thing made of two or more parts
 - group of people forming a business
 - guess based on past experience
15. deficit: The company <had a large deficit>.
- spent a lot more money than it earned
 - went down a lot in value
 - had a plan for its spending that used a lot of money
 - had a lot of money stored in the bank
16. strap: He broke the <strap>.
- promise
 - top cover
 - shallow dish for food
 - strip of strong material
17. weep: He <wept>.
- finished his course
 - cried
 - died
 - worried
18. haunt: The house is <haunted>.
- full of decorations
 - rented
 - empty
 - full of ghosts
19. cube: I need one more <cube>.
- sharp thing used for joining things

- b. solid square block
 - c. tall cup with no saucer
 - d. piece of stiff paper folded in half
20. butler: They have a <butler>.
- a. man servant
 - b. machine for cutting up trees
 - c. private teacher
 - d. cool dark room under the house
21. We saw a <nun>.
- a. long thin creature that lives in the earth
 - b. terrible accident
 - c. woman following a strict religious life
 - d. unexplained bright light in the sky
22. olive: We bought <olives>.
- a. oily fruit
 - b. scented flowers
 - c. men's swimming clothes
 - d. tools for digging
23. shudder: The boy <shuddered>.
- a. spoke with a low voice
 - b. almost fell
 - c. shook
 - d. called out loudly
24. threshold: They raised the <threshold>.
- a. flag
 - b. point or line where something changes
 - c. roof inside a building
 - d. cost of borrowing money
25. demography: This book is about <demography>.
- a. the study of patterns of land use
 - b. the study of the use of pictures to show facts about numbers
 - c. the study of the movement of water
 - d. the study of population
26. malign: His <malign> influence is still felt.
- a. good
 - b. evil
 - c. very important
 - d. secret
27. strangle: He <strangled her>.
- a. killed her by pressing her throat
 - b. gave her all the things she wanted
 - c. took her away by force
 - d. admired her greatly
28. dinosaur: The children were pretending to be <dinosaurs>.
- a. robbers who work at sea
 - b. very small creatures with human form but with wings
 - c. large creatures with wings that breathe fire

- d. animals that lived an extremely long time ago
29. jug: He was holding <a jug>.
- a. container for pouring liquids
 - b. an informal discussion
 - c. a soft cap
 - d. a weapon that blows up
30. crab: Do you like <crabs>?
- a. very thin small cakes
 - b. tight, hard collars
 - c. sea creatures that always walk to one side
 - d. large black insects that sing at night
31. quilt: They made a <quilt>.
- a. statement about who should get their property when they die
 - b. firm agreement
 - c. thick warm cover for a bed
 - d. feather pen
32. tummy: Look at my <tummy>.
- a. fabric to cover the head
 - b. stomach
 - c. small soft animal
 - d. finger used for gripping
33. eclipse: <There was an eclipse>.
- a. strong wind blew all day
 - b. I heard something hit the water
 - c. a large number of people were killed
 - d. the sun was hidden by the moon
34. excrete: This was <excreted> recently.
- a. pushed or sent out
 - b. made clear
 - c. discovered by a science experiment
 - d. put on a list of illegal things
35. ubiquitous: Many unwanted plants <are ubiquitous>.
- a. are difficult to get rid of
 - b. have long, strong roots
 - c. are found everywhere
 - d. die away in the winter
36. marrow: This is <the marrow>.
- a. symbol that brings good luck to a team
 - b. soft centre of a bone
 - c. control for guiding a plane
 - d. increase in salary
37. cabaret: We saw the <cabaret>.
- a. painting covering a whole wall
 - b. song and dance performance
 - c. small crawling creature
 - d. person who is half fish, half woman
38. cavalier: He treated her <in a cavalier manner>.

- a. without care
 - b. with good manners
 - c. awkwardly
 - d. as a brother would
39. veer: The car <veered>.
- a. moved shakily
 - b. changed course
 - c. made a very loud noise
 - d. slid without the wheels turning
40. yoghurt: This <yoghurt> is disgusting.
- a. dark grey mud found at the bottom of river
 - b. unhealthy, open sore
 - c. thick, soured milk, often with sugar and flavouring
 - d. large purple fruit with soft flesh
41. octopus: They saw <an octopus>.
- a. large bird that hunts at night
 - b. ship that can go under water
 - c. machine that flies by means of turning blades
 - d. sea creature with eight legs
42. monologue: Now he has a <monologue>.
- a. single piece of glass to hold over his eye to help him to see
 - b. long turn at talking without being interrupted
 - c. position with all the power
 - d. picture made by joining letters together in interesting ways
43. candid: Please <be candid>.
- a. be careful
 - b. show sympathy
 - c. show fairness to both sides
 - d. say what you really think
44. nozzle: Aim the <nozzle> toward it.
- a. space that light passes through in a camera
 - b. dry patch of skin
 - c. pipe attachment that forces water
 - d. sharp part of a fork
45. psychosis: He has <a psychosis>.
- e. an inability to move
 - f. an oddly coloured patch of skin
 - g. a body organ that processes sugar
 - h. a mental illness
46. ruck: He got hurt in the <ruck>.
- a. region between the stomach and the top of the leg
 - b. noisy street fight
 - c. group of players gathered round the ball in some ball games
 - d. race across a field of snow
47. rouble: He had a lot of <roubles>.
- a. very valuable red stones
 - b. distant members of his family

- c. Russian money
 - d. moral or other difficulties in the mind
48. canonical: These are <canonical examples>.
- a. examples which break the usual rules
 - b. examples taken from a religious book
 - c. regular and widely accepted examples
 - d. examples discovered very recently
49. puree: This <puree> is bright green.
- a. fruit or vegetables in liquid form
 - b. dress worn by women in India
 - c. skin of a fruit
 - d. very thin material for evening dresses
50. vial: Put it in a <vial>.
- a. device which stores electricity
 - b. country residence
 - c. dramatic scene
 - d. small glass bottle
51. counterclaim: They made <a counterclaim>.
- a. demand response made by one side in a law case
 - b. a request for a shop to take back things with faults
 - c. an agreement between two companies to exchange work
 - d. a decorative cover for a bed, which is always on top
52. refectory: We met in the <refectory>.
- a. room for eating
 - b. office where legal papers can be signed
 - c. room for several people to sleep in
 - d. room with glass walls for growing plants
53. trill: He practised the <trill>.
- a. repeated high musical sound
 - b. type of stringed instrument
 - c. way of throwing the ball
 - d. dance step of turning round very fast on the toes
54. talon: Just look at those <talons>!
- a. high points of mountains
 - b. sharp hooks on the feet of a hunting bird
 - c. heavy metal coats to protect against weapons
 - d. people who make fools of themselves without realizing it
55. plankton: We saw a lot of <plankton> here.
- a. poisonous plants that spread very quickly
 - b. very small plants or animals found in water
 - c. trees producing hard wood
 - d. grey soil that often causes land to slip
56. soliloquy: That was an excellent <soliloquy>!
- a. song for six people
 - b. short clever saying with a deep meaning
 - c. entertainment using lights and music
 - d. speech in the theatre by a character who is alone

57. puma: They saw a <puma>.
- small house made of mud bricks
 - tree from hot, dry countries
 - large wild cat
 - very strong wind that lifts anything in its path
58. augur: It <augured well>.
- promised good things for the future
 - agreed with what was expected
 - had a colour that looked good with something else
 - rang with a clear, beautiful sound
59. emir: We saw the <emir>.
- bird with two long curved tail feathers
 - woman who cares for other people's children in eastern countries
 - Middle Eastern chief with power in his own land
 - house made from blocks of ice
60. didactic: The story <is very didactic>.
- tries hard to teach something
 - is very difficult to believe
 - deals with exciting actions
 - is written with unclear meaning
61. cranny: Look what we found in the <cranny>!
- sale of unwanted objects
 - narrow opening
 - space for storing things under the roof of a house
 - large wooden box
62. lectern: He stood at the <lectern>.
- desk made to hold a book at a good height for reading
 - table or block used for church ceremonies
 - place where you buy drinks
 - very edge
63. azalea: This <azalea> is very pretty.
- small tree with many flowers growing in groups
 - light natural fabric
 - long piece of material worn in India
 - sea shell shaped like a fan
64. marsupial: It is <a marsupial>.
- an animal with hard feet
 - a plant that takes several years to grow
 - a plant with flowers that turn to face the sun
 - an animal with a pocket for babies
65. bawdy: It was very <bawdy>.
- unpredictable
 - innocent
 - rushed
 - indecent
66. crowbar: He used a <crowbar>.
- heavy iron pole with a curved end

- b. false name
 - c. sharp tool for making holes in leather
 - d. light metal walking stick
67. spangled: Her dress was <spangled>.
- a. torn into thin strips
 - b. covered with small bright decorations
 - c. made with lots of folds of fabric
 - d. ruined by touching something very hot
68. aver: She <averred> that it was the truth.
- a. refused to agree
 - b. declared
 - c. believed
 - d. warned
69. retro: It had <a retro look>.
- a. very fashionable look
 - b. the look of a piece of modern art
 - c. the look of something which has been used a lot before
 - d. the look of something from an earlier time
70. rascal: She is such <a rascal> sometimes.
- a. an unbeliever
 - b. a dedicated student
 - c. a hard worker
 - d. a bad girl
71. tweezers: They used <tweezers>.
- a. small pieces of metal for holding papers together
 - b. small pieces of string for closing wounds
 - c. a tool with two blades for picking up or holding small objects
 - d. strong tool for cutting plants
72. bidet: They have a <bidet>.
- a. low basin for washing the body after using the toilet
 - b. large fierce brown dog
 - c. small private swimming pool
 - d. man to help in the house
73. sloop: Whose <sloop> is that?
- a. warm hat
 - b. light sailing boat
 - c. left over food
 - d. untidy work
74. swingeing: They got <swingeing fines>.
- a. very large fines
 - b. very small fines
 - c. fines paid in small amounts at a time
 - d. fines that vary depending on income
75. cenotaph: We met at the <cenotaph>.
- a. large and important church
 - b. public square in the centre of a town
 - c. memorial for people buried somewhere else

- d. underground train station
76. denouement: I was disappointed with the <denouement>
- ending of a story which solves the mystery
 - amount of money paid for a piece of work
 - small place to live which is part of a bigger building
 - official report of the results of a political meeting
77. bittern: She saw a <bittern>.
- large bottle for storing liquid
 - small green grass snake
 - false picture caused by hot air
 - water bird with long legs and a very loud call
78. reconnoitre: They have gone to <reconnoitre>.
- think again
 - make an examination of a new place
 - have a good time to mark a happy event
 - complain formally
79. magnanimity: We will never forget her <magnanimity>.
- very offensive and unfriendly manners
 - courage in times of trouble
 - generosity
 - completely sincere words
80. effete: He has become <effete>.
- weak and soft
 - too fond of strong drink
 - unable to leave his bed
 - extremely easy to annoy
81. rollick: They were <rollicking>.
- driving very fast
 - staying away from school without being permitted to
 - having fun in a noisy and spirited way
 - sliding on snow using round boards
82. gobbet: The cat left a <gobbet> behind.
- strip of torn material
 - footprint
 - piece of solid waste from the body
 - lump of food returned from the stomach
83. rigmarole: I hate the <rigmarole>.
- very fast and difficult dance for eight people
 - funny character in the theatre
 - form which must be completed each year for tax purposes
 - long, pointless and complicated set of actions
84. alimony: The article was about <alimony>.
- feelings of bitterness and annoyance, expressed sharply
 - money for the care of children, paid regularly after a divorce
 - giving praise for excellent ideas
 - a metal which breaks easily and is bluish white
85. roughshod: He <rode roughshod>.

- a. travelled without good preparation
 - b. made lots of mistakes
 - c. did not consider other people's feelings
 - d. did not care about his own comfort
86. copra: They supply <copra>.
- a. highly poisonous substance used to kill unwanted plants
 - b. the dried meat from a large nut used to make oil
 - c. an illegal substance which makes people feel good for a short time
 - d. strong rope used on sailing ships
87. bier: She lay on the <bier>.
- a. folding garden chair
 - b. grass next to a river
 - c. place where boats can be tied up
 - d. board on which a dead body is carried
88. torpid: He was <in a torpid state>.
- a. undecided
 - b. filled with very strong feelings
 - c. confused and anxious
 - d. slow and sleepy
89. dachshund: She loves her <dachshund>.
- a. warm fur hat
 - b. thick floor rug with special patterns
 - c. small dog with short legs and a long back
 - d. old musical instrument with twelve strings
90. cadenza: What did you think of the <cadenza>?
- a. cake topped with cream and fruit
 - b. large box hanging from a wire that carries people up a mountain
 - c. slow formal dance from Italy
 - d. passage in a piece of music that shows the player's great skill
91. obtrude: These thoughts <obtruded themselves>.
- a. got themselves lost or forgotten
 - b. did not agree with each other
 - c. got mixed up with each other
 - d. pushed themselves forward in the mind
92. panzer: They saw the <panzers> getting nearer.
- a. players in a marching band
 - b. fighter planes
 - c. large, slow windowless army cars
 - d. policewomen
93. cyborg: She read about <a cyborg>.
- a. an integrated human-machine system
 - b. a musical instrument with forty strings
 - c. a small, newly invented object
 - d. a warm wind in winter
94. zygote: It is <a zygote>.
- a. an early phase of sexual reproduction
 - b. a lot of bother over nothing

- c. a small animal found in southern Africa
 - d. a gun used to launch rockets
95. sylvan: The painting had a <sylvan> theme.
- a. lost love
 - b. wandering
 - c. forest
 - d. casual folk
96. sagacious: She had many ideas that were <sagacious>.
- a. instinctively clever
 - b. ridiculous and wild
 - c. about abusing people and being abused
 - d. rebellious and dividing
97. spatiotemporal: My theory is <spatiotemporal>.
- a. focussed on small details
 - b. annoying to people
 - c. objectionably modern
 - d. oriented to time and space
98. casuist: Don't <play the casuist> with me!
- a. focus only on self-pleasure
 - b. act like a tough guy
 - c. make judgments about my conduct of duty
 - d. be stupid
99. cyberpunk: I like <cyberpunk>.
- a. medicine that does not use drugs
 - b. one variety of science fiction
 - c. the art and science of eating
 - d. a society ruled by technical experts
100. pussyfoot: Let's not <pussyfoot around>.
- a. criticise unreasonably
 - b. take care to avoid confrontation
 - c. attack indirectly
 - d. suddenly start

ONLINE VOCABULARY SIZE TEST: VERSION B

1. drive: He <drives> fast.
 - a. Swims
 - b. Learns
 - c. throws balls
 - d. uses a car
2. jump: She tried to <jump>.
 - a. lie on top of the water
 - b. get off the ground suddenly
 - c. stop the car at the edge of the road
 - d. move very fast
3. shoe: Where is <your shoe>?
 - a. the person who looks after you

- b. the thing you keep your money in
 - c. the thing you use for writing
 - d. the thing you wear on your foot
4. standard: <Her standards> are very high.
 - a. the bits at the back under her shoes
 - b. the levels she reaches in everything
 - c. the marks she gets in school
 - d. the money she asks for
 5. basis: This was used as the <basis>.
 - a. answer
 - b. place to take a rest
 - c. next step
 - d. main part
 6. maintain: Can they <maintain it>?
 - a. keep it as it is
 - b. make it larger
 - c. get a better one than it
 - d. get it
 7. stone: He sat on a <stone>.
 - a. hard thing
 - b. kind of chair
 - c. soft thing on the floor
 - d. part of a tree
 8. upset: I am <upset>.
 - a. tired
 - b. famous
 - c. rich
 - d. unhappy
 9. drawer: The <drawer> was empty.
 - a. sliding box
 - b. place where cars are kept
 - c. cupboard to keep things cold
 - d. animal house
 10. joke: We did not understand his <joke>.
 - a. attempt at humour
 - b. false statement
 - c. way of speaking
 - d. way of thinking
 11. pave: It was <paved>.
 - a. prevented from going through
 - b. divided
 - c. given gold edges
 - d. covered with a hard surface
 12. rove: He couldn't stop <roving>.
 - a. getting drunk
 - b. traveling around
 - c. making a musical sound through closed lips

- d. working hard
13. lonesome: He felt <lonesome>.
- ungrateful
 - very tired
 - without company
 - full of energy
14. allege: They <alleged it>.
- claimed it without proof
 - stole the ideas for it from someone else
 - provided facts to prove it
 - argued against the facts that supported it
15. remedy: We found a good <remedy>.
- place to eat in public
 - way to fix a problem
 - way to prepare food
 - rule about numbers
16. dash: They <dashed> over it.
- moved quickly
 - moved slowly
 - fought
 - looked quickly
17. peel: Shall I <peel it>?
- let it sit in water for a long time
 - take the skin off it
 - make it white
 - cut it into thin pieces
18. bacterium: They didn't find a single <bacterium>.
- small living thing causing disease
 - plant with red or orange flowers
 - animal that carries water in lumps on its back
 - thing that has been stolen and sold to a shop
19. thesis: She has completed her <thesis>.
- talk given by a judge at the end of a trial
 - first year of employment after becoming a teacher
 - long written report of study carried out for a university degree
 - extended course of hospital treatment
20. authentic: It is <authentic>.
- real
 - very noisy
 - old
 - like a desert
21. miniature: It is <a miniature>.
- an instrument for looking at very small objects
 - a very small thing of its kind
 - a very small living creature
 - a small line to join letters in handwriting
22. fracture: They found a <fracture>.

- a. break
 - b. small piece
 - c. short coat
 - d. discount certificate
23. patience: He <has no patience>.
- a. has no free time
 - e. has no faith
 - f. will not wait happily
 - g. does not know what is fair
24. scrub: He is <scrubbing it>.
- a. cutting shallow lines into it
 - b. repairing it
 - c. washing it energetically
 - d. drawing simple pictures of it
25. vocabulary: You will need more <vocabulary>.
- a. words
 - b. skill
 - c. money
 - d. guns
26. accessory: They gave us <some accessories>.
- a. papers giving us the right to enter a country
 - b. official orders
 - c. ideas to choose between
 - d. extra pieces
27. compost: We need some <compost>.
- a. strong support
 - b. help to feel better
 - c. hard stuff made of stones and sand stuck together
 - d. plant material fertilizer
28. fen: The story is set in <the fens>.
- a. a piece of low flat land partly covered by water
 - b. a piece of high, hilly land with few trees
 - c. a block of poor-quality houses in a city
 - d. a time long ago
29. puritan: He is a <puritan>.
- a. person who likes attention
 - b. person with strict morals
 - c. person with a moving home
 - d. person who keeps money and hates spending it
30. awe: They looked at the mountain <in awe>.
- a. with a worried expression
 - b. with an interested expression
 - c. with a sense of wonder
 - d. with a feeling of respect
31. bristle: The <bristles> are too hard.
- a. questions
 - b. short stiff hairs

- c. folding beds
 - d. bottoms of the shoes
32. erratic: He was <erratic>.
- a. without fault
 - b. very bad
 - c. very respectful
 - d. unsteady
33. null: His influence <was null>.
- a. had good results
 - b. did not help much
 - c. had no effect
 - d. lasted a long time
34. perturb: I was <perturbed>.
- a. made to agree
 - b. worried and puzzled
 - c. corruptly sexual
 - d. very wet
35. peasantry: He did a lot for the <peasantry>.
- a. local people
 - b. place of worship
 - c. businessmen's club
 - d. working class people
36. palette: He lost his <palette>.
- a. container for carrying fish
 - b. wish to eat food
 - c. young female companion
 - d. artist's board for mixing paints
37. devious: Your plans are <devious>.
- a. tricky and threatening
 - b. well-developed
 - c. not well thought out
 - d. more expensive than necessary
38. stealth: They did it by <stealth>.
- a. spending a large amount of money
 - b. hurting someone so much that they agreed to their demands
 - c. moving secretly with extreme care and quietness
 - d. taking no notice of problems they met
39. hallmark: Does it have a <hallmark>?
- a. tamp to show when it should be used by
 - b. stamp to show the quality
 - c. mark to show it is approved by the royal family
 - d. mark or stain to prevent copying
40. haze: We looked through the <haze>.
- a. small round window in a ship
 - b. unclear air
 - c. cover for a window made of strips of wood or plastic
 - d. list of names

41. gimmick: That's a good <gimmick>.
- thing for standing on to work high above the ground
 - small thing with pockets for holding money
 - attention-getting action or image
 - clever plan or trick
42. yoga: She has started <yoga>.
- handwork done by knotting thread
 - a form of exercise for the body and mind
 - a game where a cork stuck with feathers is hit between two players
 - a type of dance from eastern countries
43. sizzle: Listen to it <sizzle>.
- turn to stone
 - release pressure and untwist
 - make noise while being cooked
 - force out liquid
44. psychotherapy: She wanted <psychotherapy>.
- the mutual operation of two things
 - the ability to govern
 - an unfriendly reaction
 - treatment for a mental illness
45. heyday: The town was <in its heyday>.
- at its peak of success
 - on top of the hill
 - very wealthy
 - admired very much
46. mystique: He has lost <his mystique>.
- is healthy body
 - the secret way he makes other people think he has special skill
 - the woman he dated while he was married to someone else
 - the hair on his top lip
47. communique: Have you seen their <communique>?
- critical report about an organization
 - garden owned by many members of a community
 - printed material used for advertising
 - official announcement
48. thesaurus: She used <a thesaurus>.
- a kind of dictionary
 - a chemical compound
 - a special way of speaking
 - an injection just under the skin
49. dissonant: That is <very dissonant>.
- full of sounds that are not nice together
 - full of signs of death
 - full of unwanted stops and starts
 - likely to get you into trouble
50. tracksuit: She was wearing <a tracksuit>.
- the upper part of a dress

- b. a set of clothing for running
 - c. a knitted shirt with no buttons
 - d. an angry expression
51. spleen: His <spleen> was damaged.
- a. nee bone
 - b. organ found near the stomach
 - c. pipe taking waste water from a house
 - d. respect for himself
52. caffeine: This contains a lot of <caffeine>.
- a. a substance that makes you sleepy
 - b. strings from very tough leaves
 - c. ideas that are not correct
 - d. a substance that makes you excited
53. impale: He nearly got <impaled>.
- a. charged with a serious offence
 - b. put in prison
 - c. stuck through with a sharp instrument
 - d. involved in a dispute
54. jovial: He was very <jovial>.
- a. low on the social scale
 - b. likely to criticize others
 - c. full of fun
 - d. friendly
55. dingy: It was a <dingy> place.
- a. cold, damp
 - b. poorly lit
 - c. delightful
 - d. hot, dry
56. kindergarten: This is a good <kindergarten>.
- a. activity that allows you to forget your worries
 - b. place of learning for children too young for school
 - c. strong, deep bag carried on the back
 - d. place where you may borrow books
57. locust: There were hundreds of <locusts>.
- a. unpaid helpers
 - b. people who do not eat meat
 - c. creatures with wings
 - d. brightly coloured wild flowers
58. lintel: He painted the <lintel>.
- a. beam across the top of a door or window
 - b. small boat used for getting to land from a big boat
 - c. beautiful tree with spreading branches and green fruit
 - d. board which shows the scene in a theatre
59. upbeat: I'm feeling really <upbeat> about it.
- a. upset
 - b. good
 - c. hurt

- d. confused
- 60. pallor: <His pallor> caused them concern.
 - a. his unusually high temperature
 - b. the faint colour of his skin
 - c. his lack of interest in anything
 - d. his group of friends
- 61. skylark: We watched a <skylark>.
 - a. show with planes flying in patterns
 - b. human-made object going round the earth
 - c. person who does funny tricks
 - d. small bird that flies high as it sings
- 62. beagle: He owns two <beagles>.
 - a. fast cars with roofs that fold down
 - b. large guns that can shoot many people quickly
 - c. small dogs with long ears
 - d. houses built at holiday places
- 63. atoll: The <atoll> was beautiful.
 - a. low island with sea water in the middle
 - b. art created by weaving pictures from fine string
 - c. small crown with many valuable stones
 - d. place where a river flows through a narrow spot with rocks
- 64. hutch: Please clean the <hutch>.
 - a. thing with metal bars to keep dirt out of water pipes
 - b. space in the back of a car used for bags etc
 - c. round metal thing in the middle of a bicycle wheel
 - d. cage for small animals like rabbits
- 65. gauche: He was <gauche>.
 - a. talkative
 - b. flexible
 - c. awkward
 - d. determined
- 66. cordillera: They were stopped by <the cordillera>.
 - a. a special law
 - b. an armed ship
 - c. a line of mountains
 - d. the firstborn son of the king
- 67. limpid: He looked into her <limpid> eyes.
 - a. clear
 - b. sad
 - c. deep brown
 - d. beautiful
- 68. aperitif: She had <an aperitif>.
 - a. a long chair for lying on
 - b. a private singing teacher
 - c. a large hat with tall feathers
 - d. a drink taken before a meal
- 69. scrunch: It was <scrunched up>.

- a. done with many mistakes
 - b. crushed together
 - c. cut into large, rough pieces
 - d. thrown violently into the air
70. instantiate: you need to <instantiate that>.
- a. make that happen quickly
 - b. put that into the correct place
 - c. give a real example of that
 - d. explain that
71. landfall: The days after the <landfall> were busy.
- a. ceremony to bless the land for a church
 - b. bike event on a mountain
 - c. acceptance of foreign control after a war
 - d. the seeing of land after a journey by sea or air
72. headstrong: He was a <headstrong child>.
- a. very clever child
 - b. child who has been given too many good things
 - c. very fat child
 - d. child that is determined to do what it wants
73. supercilious: She suddenly became <supercilious>.
- a. proud and not respectful
 - b. extremely stupid
 - c. able to think about only one thing
 - d. over weight
74. torpor: She sank into <a torpor>.
- a. a deep soft chair
 - b. an inactive state
 - c. a very unhappy state
 - d. a bed cover filled with feathers
75. coven: She is the leader of a <coven>.
- a. small singing group
 - b. business that is owned by the workers
 - c. secret society
 - d. group of church women who follow a strict religious life
76. sputnik: He told them about the <sputnik>.
- a. rare animal like a rabbit found in cold countries
 - b. trap set by the police
 - c. object that travels high in the sky round the earth
 - d. secret organization with evil plans
77. mozzarella: We'll need some <mozzarella>.
- a. sweet sauce made from fruit
 - b. cheap wine
 - c. mild cheese
 - d. substance that keeps insects away from you
78. workaday: These are <workaday clothes>.
- a. plain and practical clothes
 - b. clothes suitable for parties after work

- c. old and worn out clothes
 - d. clothes that are thrown away after each working day
79. lemur: We saw a <lemur>.
- a. priest from an eastern religion
 - b. person with a very bad skin disease
 - c. furry animal with a long tail
 - d. purple fish from hot countries
80. pantograph: The <pantograph> is broken.
- a. instrument which plays music from a metal tube
 - b. instrument which measures the amount of breath a person has
 - c. framework of moving bars for copying plans
 - d. pen with a metal point for writing on hard surfaces
81. planetarium: The <planetarium> was interesting.
- a. place where planes are built
 - b. place where a machine shows the way planets move
 - c. course to teach people good planning skills
 - d. place where fish are kept
82. vitreous: These rocks are <vitreous>.
- a. very heavy
 - b. easy to break
 - c. full of small holes
 - d. like glass
83. cerise: Her dress was <cerise>.
- a. bright red colour
 - b. made of a thin, soft material
 - c. c a pale blue-green colour
 - d. d made of expensive fabric with pretty patterns and small holes
84. frankincense: He brought some <frankincense>.
- a. sweet smelling white flowers
 - b. soft cheese made in France
 - c. food made from yellow coloured rice and shellfish
 - d. good smelling substance that comes out of trees
85. feint: He made a <feint>.
- a. small cake with dried fruit
 - b. thing with wheels for moving heavy objects
 - c. pretend attack to trick the enemy
 - d. serious mistake
86. muff: This <muff> belonged to my mother.
- a. tube of animal hair for keeping the hands warm
 - b. cover for a teapot
 - c. long rope of feathers to wear around the neck
 - d. bed cover made from squares of material sewn together
87. ablution: He <performed his ablutions>.
- a. did his exercises to stay healthy
 - b. played his very difficult piece of music
 - c. did all his duties as a church minister
 - d. washed himself to get ready

88. exactitude: She was well known for her <exactitude>.
- courage under pressure
 - sense of fairness
 - habit of making unreasonable demands
 - ability to be very accurate
89. speedometer: The <speedometer> stopped working.
- instrument that shows changes in the weather
 - thing that measures how fast you go
 - thing that keeps a room at an even temperature
 - tube put into a person to let liquids in or out of their body
90. serviette: Where is my <serviette>?
- girl who helps in the house
 - piece of glass which makes things look bigger
 - large flat plate
 - piece of cloth or paper for wiping your mouth
91. scrumptious: This is <scrumptious>.
- extremely funny
 - very expensive
 - delightful in taste
 - very dirty and untidy
92. poppadom: Did you put the <poppadoms> on the table?
- thin, slightly hard pieces of fried bread
 - small pieces of food, usually raw, eaten before a meal
 - cloths for protecting clothes while eating
 - small sweet baked cakes
93. hydrofoil: He studies <hydrofoils>.
- crops produced from the sea
 - devices that push boats clear of the water
 - components of rocks
 - amazing curls and twists
94. bylaw: They made a <bylaw>.
- publisher's list of older books
 - secondary law
 - code made of lines, read by machines
 - law that morally condemns people
95. nymphomaniac: Don't be such <a nymphomaniac>!
- a person expressing uncontrolled sexual desire
 - an antisocial person
 - an innocent rural person
 - a person who repeats the same crime after punishment
96. maladroit: He is <maladroit>.
- feeling sick to his stomach
 - physically awkward
 - rather silly but likeable
 - quickly angry and easily depressed
97. taxon: I think it belongs in this <taxon>.
- tax category

- b. small and light container for fruit
 - c. category of creature
 - d. room for safely keeping valuables
98. canoodle: They're always <canoodling>!
- a. spreading false and evil ideas about others
 - b. looking for a free meal
 - c. merging into the crowd
 - d. stroking and kissing one another
99. stupa: Look at the <stupa>.
- a. tall hairstyle
 - b. woman with a bad sexual reputation
 - c. temporary platform for a dead person's body
 - d. Asian religious memorial
100. dramaturgical: It has <a dramaturgical> effect.
- a. a theatrical
 - b. a glorious
 - c. a human-centring
 - d. an oily and unpleasant