The effect of Frequency of Intensive vs. Extensive Reading of the Knowledge of Lexical Appropriate

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ABSTRACT

This thesis attempted to investigate the effect of frequency of intensive vs. extensive reading of the knowledge of lexical appropriate. In order to address this issue, a quantitative study was conducted on 90 students in English language institute. After Nelson language proficiency test 60 participants were selected. Finally, they were divided into three groups; first group was named "control group", second group was "experimental group A", and the last one was "experimental group B". Then all groups received pretest of Vocabulary proficiency through both extensive and intensive reading, the third test was a post-test of Vocabulary proficiency of extensive and intensive reading, which were developed by the researcher. The data in this study were consisted of three sets of score which were obtained from administering three types of test, a language proficiency test pilot group, and English vocabulary proficiency pretest and posttest. The mean and standard deviation of the participants' scores estimated in order to make a homogenized sample of the participants whose score were one standard deviation above and below the mean. The items of the test analyzed through item analysis and the reliability of the test estimated through ANOVA. As a result and according to the tests, there are differences between the scores of before treatment and after treatment of the students. So, it can say that there is significant difference between intensive and extensive reading and their effectiveness on the knowledge of lexical appropriate of Iranian intermediate EFL learners. It may add that both intensive and extensive reading can effectively improve the knowledge of lexical appropriate of Iranian intermediate EFL learners.

1. Introduction

As an introduction it can say that reading literature is an excellent way for students to make progress in English language learning; it exposes them to exciting plots, interesting characters, and authentic dialogues as they learn the language in context. Reading assignments also make it practical to integrate the other skills: students speak and listen when they discuss the texts in small groups, and write when they perform pre-, during-, and post-reading activities. In spite of these benefits, the wrong approach to reading literature can make it a boring and frustrating endeavor. If the texts are too difficult, if students do not know the objectives, and if instructors have no guidelines for assignments or assessment, reading is drudgery for students and teachers alike. The purpose of this study is to examine the effect of frequency of intensive vs. extensive reading of the knowledge of lexical appropriate among Iranian Intermediate EFL Learners.

Reading is a crucial skill for enabling adults to participate in social and work contexts, perhaps even more crucial than writing (Cutler & Norris, 1998), yet its significance can be frequently overlooked in programming adult literacy classes. Where time is given specifically to reading in adult literacy and English as second language (ESL) classes, activities are very often assessment focused, rather than teaching focused. Many of the activities used in language tests, such as answering questions or matching items, are about seeing who can and who cannot already read. They do not generally extend the reading abilities of students.

Extensive reading motivates learners to read a large number of texts on a wide range of topics because the students themselves select the reading material based upon its relevance to their interests, knowledge, and experience. Students read texts that match their language level, and they choose the time and place to read. Extensive reading "is generally associated with reading large amounts with the aim of getting an overall understanding of the material" (Bamford and Day 2004). In other words, the purpose is to get the main idea of the text rather than a complete, detailed understanding of every grammatical, thematic, and discourse element, as would be done with *intensive reading* tasks. Extensive reading allows students to find pleasure in reading as they gain a general understanding of literary ideas, learn reading strategies, acquire new vocabulary, and increase their English proficiency.

It can say about intensive reading that it provides a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. It will provide material for developing greater control of the language and speech and writing. Students will study short stories and extracts from novels, chosen for the standard of difficultly of the language and for the interest they hold for this particular group of students. Intensive reading is generally at a slower speed and requires a higher degree of understanding to develop and refine word study skills, enlarge passive vocabulary, reinforce skills related to sentence structure, increase active vocabulary, distinguish among thesis, fact, supportive and non-supportive details, provide sociocultural insights.

''Extensive reading means reading in quantity and in order to gain a general understanding of what is read. It is intended to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading" (Richards and Schmidt 2002, pp. 193–194). Although there are various ways of implementing extensive reading in educational settings, the top ten principles by Day and Bamford (2002) provide a good guideline for conceptualizing extensive reading in a teaching/ learning

process. The primary characteristic of extensive reading is, as the name implies, the large amount of reading compared with the amount that readers would read in different types of reading programs (e.g., intensive reading). There is no absolute criterion for deciding how much reading is regarded as ''extensive''. However, a book per week is recommended to achieve the benefits of extensive reading (Nation and Wang, 1999 for vocabulary acquisition; Day and Bamford, 2002 for general benefits and for establishing a reading habit). Brown (1994) explains that intensive reading "calls attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like." He draws an analogy to intensive reading as a "zoom lens" strategy. In this study the following research question will be addressed: Is there any effect of intensive reading on the knowledge of lexical appropriate of Iranian intermediate EFL learners? Is there any effect of extensive reading on the knowledge of lexical appropriate of Iranian intermediate EFL learners? Which one, intensive or extensive reading, can effectively improve the knowledge of lexical appropriate of Iranian intermediate EFL learners?

2. Review of Literature
2.1 Reading Views
Carson and Leki (1993) affirm, "Reading might be, and in scholastic settings about dependably is, the premise for composing" (p.1, as refered to in Yushimura, 2009). As indicated by Ferrris and Hedgcock (2005), reading turns into the premise of composing in light of the fact that the data gained through reading holds print-encoded messages and also intimations about how the messages' linguistic, lexical, semantic, commonsense, and expository constitutes join together to make the message compelling (p.31, as refered to in Yushimura, 2009).
2.2 Reading and Vocabulary Development
A few studies have been carried out in the region of broad reading and vocabulary improvement. As Schmitt (2000) holds a standout amongst the most essential purposes behind supporting ER is that numerous educators accept that serious reading alone won't deliver great, familiar book lovers. Obviously, various exploratory and semi trial studies have showed the adequacy of broad reading and have given backing to the utilization of far reaching reading in ESL and EFL classroom: the addition in inspiration and demeanor are just as noteworthy. Consider after study demonstrates how state of mind changed to reading in English and how the scholars got enthusiastic bookworms.
2.3 The Importance of Vocabulary Learning
The term vocabulary alludes to a schedule or set of words for a specific dialect or an arrangement of words that individual speakers of a dialect may utilization. Nobody can learn a dialect without knowing its vocabulary (Hatch & Brown, 1995). When it is clear that vocabulary is a crucial component of taking in a dialect, it ought to be evident that what a decent vocabulary is.
3. Method
3.1 Participants
The participants of the study were 90 students who are taking English classes at Zabansara English language institute in Tehran. The gender and the age of the participants were not considered as variable in this study.

3.2 Instrumentations
For this study, the researchers distributed a 250A, Nelson language proficiency test with 50 items to all participants, to find out the homogeneity of them. This test was administered to the participants as a standard measure to determine their level of proficiency for providing three groups in the research then all groups received pretest of Vocabulary proficiency through both extensive and intensive reading, the third test was a post-test of Vocabulary proficiency of extensive and intensive reading, which were developed by the researcher.
3.3 Procedure
Nelson language proficiency test was administered to the subjects to find out the homogeneity of the groups. The test was applied to 90 students that included 50 items. After analyzing data and according to their scores the number of participants was declined to 60. These sixty students according to their scores were divided into three classes or groups. The first group was "control group"; the next was "experimental group A", and the last one was "experimental group B". Then the pretest was taken before any treatment or classes, which had developed by the researcher. And the post-test, which had developed by the researcher, got after 8-session treatment. These tests contained forty questions of vocabulary. Both tests contained 20 questions in matching and 20 questions in multiple-choice format.
3.1 Experimental groups A and B
The students in the experimental group A which were dealing with the extensive reading texts and exercises had received 8 sessions with 45 minutes treatment, the classes including two sessions in a week. In these classes the teacher was trying to prepare learners for extensive reading activities on the Vocabulary. Moreover the teacher gave the students explanation about exercises in which the student was presented with a question along with four answers from which one must be selected. The subjects in the experimental group B which were dealing with the intensive reading exercises, received 8 sessions with 45 minutes treatment, including two sessions in a week. In this group, students were expected to associate the entries on one list with those given in a second list in order to improve Vocabulary. And the teacher gave the students explanation about the intensive reading exercises and was trying to prepare the students about Exercises in which the student was presented with a question along with four answers from which one must be selected.
3.2 Control group
For the control group, a teacher only made clear what extensive reading and intensive reading are. They did not receive any exercises. No treatment was given to the control group.
4. Results
The data was analyzed using Statistical Package of Social Science software (SPSS 16). Since there was more than one dependent variable in this study, ANOVA was used for data analysis.
Having a look at Table 1, we can see that the results of One-Sample Kolmogorov-Smirnov Test revealed that the p values were .82 and .57 for Nelson Test before and after homogenizing respectively that both are more than .05 ($P > \alpha$); as a result, it can be claimed that the Nelson Test scores are normally distributed before and after homogenizing.

Table 1: One-Sample Kolmogorov-Smirnov Test of Normality for Nelson Test before and after homogenizing

Nelson Test	Kolmogorov-Smirnov			
	Mean	N	Z	Sig.
Before homogenizing	38.61	90	.630	.822
After homogenizing	38.73	60	.779	.578

These sixty students according to their scores were divided into three classes or groups. The first group was "control group"; the

next was "experimental group A", and the last one was "experimental group B".

In this study the control group did not take any classes and learning. Table 2 manifests the control group's scores.

Table 2: Descriptive Statistics for Control Group's Vocabulary Proficiency

Group Statistics[a]

	Treatment	N	Mean	Std. Deviation	Std. Error Mean
Grammar	Before treatment	20	3.8845	.39463	.08824
	After treatment	20	3.6965	.92640	.20715
Vocab	Before treatment	20	3.8650	.56501	.12634
	After treatment	20	3.5370	1.03324	.23104
Compreh	Before treatment	20	3.4150	.46484	.10394
	After treatment	20	3.4360	.93866	.20989
Multiple	Before treatment	20	3.9400	.56629	.12663
	After treatment	20	3.5625	.70354	.15732
Matching	Before treatment	20	3.4750	.48680	.10885
	After treatment	20	3.2200	.49215	.11005

a. group = Control

 These results show that there is no significant difference between the after and before treatment scores of the control group. Because, P- value in this group is more than 0/05, so there seems no significance difference between before and after treatment for the control group.

As obvious in Tables 3, the t value for the multiple choice test was -2.0 and the t value for the matching questions for the experimental group A was -4.0. According to this table there are significant differences between the matching and multiple choice questions for the experimental group A.

P- value for multiple choice was .46 which is more than .05, so it is seen that the treatment for this group was effective. And for the matching was .000 that is less than .05 level of significance; but the mean difference and Std. error difference are the same. Accordingly, the P-value for experimental group A is less than 0/05; so there are significant differences between the scores of the pretest and posttest. Therefore the treatment for this group was effective.

As obvious in Tables 4, the t value for the multiple choice test was -3.0 and the t value for the matching questions for the experimental group B was -4.1.

according to this table there are significant difference between the matching questions and multiple choice questions for the experimental group B. P- value for multiple choice was .29 which is more than .05, and for the short answer was .93 that in more than .05 level of significance; and the mean difference and Std. error difference are the same. Accordingly, the P-value for experimental group B is less than 0/05; so there are significant differences between the scores of the pretest and posttest. Therefore the treatment for this group was effective.

5. Discussion

The results of the study show that vocabulary knowledge is more important when it comes to helping second language learners improve their reading comprehension as suggested by other re-searchers (Alderson, 2000; Nagy & Scott, 2000; Pressley, 2000). As Nation (2001, p. 196) observes, "[a]cademic vocabulary needs to be used productively as well as receptively so it is important to monitor learners' productive knowledge of these words." The first research question concerned the effectiveness of intensive reading on the knowledge of lexical appropriate of Iranian intermediate EFL learners. With respect to the results obtained from the analysis of data pertaining to the tests, there is significant difference between intensive reading and their effectiveness on the knowledge of lexical appropriate of Iranian intermediate EFL

learners. Students in Experimental group B showed that their performance before and after treatment were different in intensive reading exercises. The treatment had influence on the participants' knowledge of lexical appropriate. The second research question aimed to determine the effect of extensive reading on the knowledge of lexical appropriate of Iranian intermediate EFL learners. Students in Experimental group A clarified that exercises dealing with extensive reading in accordance to knowledge of lexical appropriate were effective in their improving of knowledge. Most L2/FL learners are basically not laid open to enough L2 print (through reading) to create familiar preparing, nor do they have enough presentation to building an extensive distinguishment vocabulary. These concerns have advertised numerous ESL/EFL projects to incorporate broad reading segments as a supplement to consistent dialect classes. Far reaching reading is characterized as reading that opens learners to expansive amounts of material inside their etymological ability. As per Day and Bamford (2002), the primary objective of broad reading is creating reading familiarity; that is, fast get to know L2/FL vocabulary is seen as an essential extra profit. They likewise underline that far reaching reading pushes reading familiarity and expand reading rate. As learners are relegated to peruse a lot of exhaustive materials, velocity gets vital as it encourages the delight and appreciation of materials.

Country (2001) guaranteed that when learners read, they not just learn new words and advance their known ones, yet they can likewise enhance their syntactic learning. To him, the point of broad reading is to peruse, or listen to, gigantic measure of understandable dialect inside one's safe place with the point of being to fabricate familiarity. Then again, Day and Bamford (2004) contend emphatically for incorporating broad reading in the L2/FL educational module. There is new confirmation that broad reading can have a critical effect on learners' L2/FL improvement. At last, "far reaching reading is the main route in which learners can get access to dialect at their own particular safe place, read something they need to peruse, at the pace they feel great with, which will permit them to meet the dialect enough time to get a feeling of how the dialect fits together and to unite what they know" (Bell, 2001).

About the last research question that investigated which one, intensive or extensive reading, can effectively improve the knowledge of lexical appropriate of Iranian intermediate EFL learners, it may say that both types of reading had effect on the knowledge of lexical appropriate. However, according to the results in Tables 3 and 4, intensive reading can effectively improve

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the knowledge of lexical appropriate of Iranian intermediate EFL learners. Shen (2008) curried out a study went for examining the reactions of two gatherings to far reaching reading in a three-month EFL school reading class. The scientist planned an overview poll and the catch up meetings to look at the accompanying: (1) the variables credited to a fruitful broad reading system, and (2) the EFL book fans' inclination with respect to the classroom exercises for reading broadly. The examination of recurrence of reactions showed that no single variable was picked by the learners what's more there was a disparity between learners with diverse capability levels and learning foundations. Some pedagogical ramifications and impediments were additionally examined. An alternate study was completed by Yamashita (2008) about the differential impacts of broad reading on distinctive parts of outside/second dialect capacity (reading capacity and etymological capability). The results found that the impacts of broad reading may be showed more rapidly by and large reading abilities than in L2 phonetic capability, in any event for grown-up L2 learners. Kargar (2012) did a study went for analyzing the impact of Extensive Reading Project on Iranian low-level learners. Sixty seven EFL people were separated arbitrarily into one trial and one control bunch. A pretest was connected to affirm that both gatherings are proportionate. At that point, throughout the medicine which took ten weeks, members of the test gathering were asked to peruse ten intriguing stories in English as a part of their reading class, while the parts of control gathering preceded their customary reading class. At the end, the same test, as post-test, was acquainted with both control and exploratory gatherings. The discoveries uncovered that Extensive Reading influenced on the reading capability accomplishment of low-level EFL people.

6. Pedagogical Implications

The findings of the present study reinforce previous research (Haynes & Baker, 1993) that indicates strong effect of reading techniques on vocabulary acquisition. Together with the findings of previous research, this study seems to lend support to the already done researches in this field. So, to summarize, reading techniques either intensively or extensively are effective and efficient ways of improving foreign language learners. Given the appropriate situation to learners to do reading as much as they can, teachers also play important roles in so-doing activity namely as teaching process. They are assumed to use some practical ways to encourage students read either intensively or extensively. Teachers can integrate extensive reading into the language teaching curriculum. They can get started introducing extensive reading to students, identifying and organizing suitable reading materials, motivating and supporting extensive reading by designing activities focusing on extensive reading, and finally monitoring and evaluating reading. This can be achieved by considering two factors. The first prerequisite is that students should have a basic knowledge of the target language, and the second prerequisite is that students should have access to suitable reading materials from which they can select what they want to read. The results of this study are expected to have instructional implications for Iranian EFL students in particular and possibly for EFL learners in general.

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Table 3 Independent Sample test for Experimental Group A
Independent Samples Test[a]

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Grammar	Equal variances assumed	4.190	.048	-6.692	38	.000	-.72050	.10766	-.93845	-.50255
	Equal variances not assumed			-6.692	31.878	.000	-.72050	.10766	-.93983	-.50117
Vocab	Equal variances assumed	5.606	.023	-8.687	38	.000	-.90400	.10407	-1.11468	-.69332
	Equal variances not assumed			-8.687	28.839	.000	-.90400	.10407	-1.11690	-.69110
Compreh	Equal variances assumed	4.384	.043	-8.611	38	.000	-1.20700	.14018	-1.49077	-.92323
	Equal variances not assumed			-8.611	28.638	.000	-1.20700	.14018	-1.49385	-.92015
multiple	Equal variances assumed	1.843	.183	-2.061	38	.046	-.24450	.11864	-.48468	-.00432
	Equal variances not assumed			-2.061	34.537	.047	-.24450	.11864	-.48547	-.00353
matching	Equal variances assumed	.105	.747	-4.105	38	.000	-.60050	.14627	-.89662	-.30438
	Equal variances not assumed			-4.105	37.469	.000	-.60050	.14627	-.89676	-.30424

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	Equal variances not assumed			-8.687	28.839	.000	-.90400	.10407	-1.11690	-.69110
Compreh	Equal variances assumed	4.384	.043	-8.611	38	.000	-1.20700	.14018	-1.49077	-.92323
	Equal variances not assumed			-8.611	28.638	.000	-1.20700	.14018	-1.49385	-.92015
multiple	Equal variances assumed	1.843	.183	-2.061	38	.046	-.24450	.11864	-.48468	-.00432
	Equal variances not assumed			-2.061	34.537	.047	-.24450	.11864	-.48547	-.00353
matching	Equal variances assumed	.105	.747	-4.105	38	.000	-.60050	.14627	-.89662	-.30438
	Equal variances not assumed			-4.105	37.469	.000	-.60050	.14627	-.89676	-.30424

a. group = Experimental Group A

Table 4 Independent Sample test for Experimental Group B

Independent Samples Test[a]

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Grammar	Equal variances assumed	.023	.881	-8.553	38	.000	-.81050	.09477	-1.00235	-.61865
	Equal variances not assumed			-8.553	37.546	.000	-.81050	.09477	-1.00242	-.61858
Vocab	Equal variances assumed	11.689	.002	-8.016	38	.000	-.74550	.09300	-.93377	-.55723
	Equal variances not assumed			-8.016	31.359	.000	-.74550	.09300	-.93509	-.55591
Compreh	Equal variances assumed	2.136	.152	-6.339	38	.000	-.85200	.13440	-1.12408	-.57992
	Equal variances not assumed			-6.339	34.615	.000	-.85200	.13440	-1.12496	-.57904
multiple	Equal variances assumed	1.136	.293	-3.009	38	.005	-.33700	.11199	-.56371	-.11029
	Equal variances not assumed			-3.009	32.483	.005	-.33700	.11199	-.56498	-.10902
matching	Equal variances assumed	.006	.938	-4.113	38	.000	-.85500	.20790	-1.27587	-.43413
	Equal variances not assumed			-4.113	37.986	.000	-.85500	.20790	-1.27588	-.43412

a. group = Experimental Group B