

## Vocabulary Enhancement through Extensive Reading at Graduate Level in University of AJ&K: An Experimental Study

Ayesha Bibi  
Nadeem Haider Bukhari

### Abstract

*This study aims to examine the enhancement of vocabulary through extensive reading at graduate level in Muzaffarabad. The research was conducted with the supposition that an individual instruction in reading English material outside the classroom increased the range of vocabulary. The present study employed a non-probability convenience sampling. Sixty students of graduate level were selected from different departments and institutions affiliated with AJK University. They were examined as experimental group and control group during six-week extensive reading program through pre and post tests. Pre and post tests were utilized to measure the enhancement of vocabulary before and after the treatment. The results of both groups during pre and post tests were analyzed and compared through SPSS. The paired samples t-test was applied to show the difference in the performance of both groups in pre and post tests. The outcomes showed that experimental group indicated improvement in their vocabulary learning after the experiment while control group did not show any significant improvement in post-test. The findings suggest positive effects of ER on the students' vocabulary knowledge.*

**Keywords:** Reading, Vocabulary, Extensive Reading (ER), Target Words, Pre-Test, Post Test, Experimental (EG) and Control Groups (CG)

### 1. Introduction

Reading is an important skill, and every language teacher has to attempt to help the students enhance their vocabulary knowledge. In this regard, students will be able to get more benefits from school which is usually reading-based, particularly at secondary and higher secondary levels. For a long time, reading and second language (English) learning has been believed to have a common relationship. Second language growth permits learners to read in the second language and reading stimulates second language development. Coady (1997) illustrates that reading supports in language development. He explains that reading facilitates learners to obtain knowledge, widen understanding generally and increase knowledge of vocabulary particularly. Vocabulary is also an essential aspect in second language learning. According to Grabe and Stoller (1997) vocabulary is an important component which is obtained through reading extensively in the target language. Krashen (1982) explains that language learning needs a number of conditions: learners require a large quantity of target language input which is significant, encouraging, comprehensible and applicable in a stress-free setting.

One obvious option for producing such an environment is extensive reading that can offer a learning situation in which students can access to large amount of printed material in the second language for personal reading of their choice. Extensive reading is an effective technique to improve the vocabulary of English language at graduate level. There is a strong association between vocabulary learning and extensive reading. As Nation (2001), Day and Bamford (1998), Waring (1997) and Krashen (1993) indicate that extensive reading is an enjoyable reading state where a teacher motivates learners to select what they want to read for themselves from reading materials at a level they can comprehend.

Krashen, (2003) states that comprehensible input is an important situation for language growth and extensive reading offers this situation. He further indicates that the purpose of extensive reading programs can increase reading fluency and reading skills in common, while at the same time, it enhances vocabulary and grammatical knowledge. It is obvious that extensive reading will develop students' command of a second language on at least certain levels. Nuttall (1982) says that an extensive reading program is the single most effective way of increasing both vocabulary and reading skills in general. Furthermore, students at the university level have the requirement of developing many aspects in their studies. As Schmitt (2000) shares the most significant rationale for supporting ER is that several teachers consider that intensive reading alone will not make good and fluent readers.

The present study focuses only on the recognition of grammatical category of target words and their meanings during six-week extensive reading program. Reading is a tool to obtain information around the world. In order to learn English successfully, learners not only need to acquire the four language skills; listening, speaking, reading and writing, but also need to broaden and increase vocabulary skills. Traditionally, the educational emphasis has been on the teaching of reading and writing skills due to the need of assessment system but reading skill has been limited to the course books in classroom. Even in classroom, reading skill is not being taught appropriately rather only translation is being practiced. Due to this factor, English reading ability of university students is unsatisfactory; particularly their vocabulary is given secondary importance.

Thus, students need to be encouraged in target language through extensive reading. Furthermore, extensive reading provides opportunities to the students to learn target language (English) without the pressure of grades or examination.

## **2. Literature Review**

Many SLA researchers advocate that vocabulary is an essential element of overall communicative competence. Schmitt and McCarthy (1997:5) point out that it is still an area that is frequently ignored both in and outside the classroom. Zimmerman (1997) claims that vocabulary teaching is being underestimated in the field of second language acquisition (SLA) throughout its varying stages and up to the present day.

Horst, Cobb and Meara (1998) claim that through ER students enhance their information of the vocabulary items they previously know, raise lexical access pace, upright network connections between words and a few words will be obtained. In their vocabulary study, a multiple-choice, instant post-test assessment showed that of 23 new words are presented for learning in the graded reader *The Mayor of Caster bridge*, 5 words were increased, which is a gain of 22%. In a similar study conducted by Waring and Takaki (2003), a multiple-choice, instant post-test assessment illustrated that of 25 new words are accessible for learning in the graded reader *A Little Princess*, 11 words were learned, which is a gain of 42%.

Nishino (2007) states that the learners build up very positive attitudes toward books because they lift up their literacy level in English. In addition, Bell (2001) inserts that ER leads to rising reading rate and general language proficiency. In a further study carried out by Horst (2005), a changed vocabulary knowledge scale, direct post-test assessment showed that 35 new words are available for learning in self-selected graded reading materials, 18 words were learned: a gain of 51%. These gains are equivalent to those achieved in the *A Clockwork Orange* exploration conducted by Saragi et al. (1978). In their study, participants were able to identify the meanings of 75% of the target words appropriately,

particularly the frequent ones, in a spontaneous multiple-choice test taken instantaneously after the reading treatment.

The research realistically demonstrates that ER enhances vocabulary knowledge. It is not beyond belief that it assists learners to become better readers. Research in both L1 and L2 proves that learners learn to read by reading. The more the learners read the better reader they would become. ER is one of the most important ways of learning vocabulary. Students come across with the same words time and again in context which results in vocabulary learning (Gatbonton & Segalowitz, 2005). While Read (2000) highlights the role of large vocabulary information in reading comprehension and its relationship with fluency, Richards and Renandya (2002) advocate powerfully for including ER in the second or foreign language curriculum. There is now convincing support that ER can have important impact on students' second or foreign language improvement.

In a study on the role of extensive reading, Satitporn (1995) claims that extensive reading can increase the learners' vocabulary. Schmidt (1996) shows that extensive reading can be utilized as a supplementary program to College English students in order to continue consideration of vocabulary usage. It also improves grammar knowledge and supports in overall language improvement. Hayashi (1999) initiated that extensive reading might improve Japanese University students' ability to identify the meaning of vocabulary in context.

In the field of extensive reading (ER), two studies (Nation and Wang, 1999 and Wodinsky and Nation, 1988) examined the promising involvement of graded readers to gain knowledge of words by investigating word frequency. They advocate that graded readers are an imperative resource of enhancing vocabulary in target language.

Grabe and Stoller (1997: 112) observe some interesting conclusions that further create difficulty in the field of incidental vocabulary acquisition; it seems that "some words needed to be looked up only once while others required multiple exposures and multiple dictionary consultations." Based on that, Grabe and Stoller (1997: 115) argue, "Each learner seems to encounter some sets of words that just will not be remembered." It is apparent that previous studies have the narrow range of contexts, participants, target languages and proficiency levels that have been examined. As for contexts, most studies have been carried out in EFL or ESL contexts. Therefore, students have the facility of having native like environment.

To researcher's knowledge, no such study was conducted in the context of AJK University at graduate level in Muzaffarabad where students do not have native like environment. Another problem is that there does not appear to be an agreement among researchers on how to enumerate extensive reading. Previous studies have not always unambiguously reported how much the subjects read, or they have reported the amount of reading in numbers of pages, books or hours. Nation and Wang (1999) recommend one book a week within the reader's competence as the benchmark. This view appears to be supported by other researchers (e.g., Day & Bamford, 2002; Waring, 2001). The present study did not adopt the benchmark of one book a week, but it was up to the choice and interest of the participants of the experiment.

Waring (2001) observes two problems with the previous quantitative studies that compare extensive reading and other treatments. First, in some studies (e.g., Hitosugi & Day, 2004; Mason & Krashen, 1997; Hafiz & Tudor, 1989), the extensive reading groups (experimental groups) were exposed to a

much greater extent than the control groups. As a result, the benefits gained from extensive reading may have been overestimated.

Second, extensive reading research often employs convenience sampling, and the results are affected by external influences. It is often the case that subjects attend class or receive tuition at the same time as reading extensively (Mason, 2004; Hayashi, 1999; Mason & Krashen, 1997; Hafiz & Tudor, 1989). For that reason, it is not always possible to separate the consequences of extensive reading from other influences. For example, Hafiz and Tudor (1989) conducted their study in an ESL setting where the sixteen Pakistani subjects lived in the English-speaking community.

In contrast, the present study also uses a quantitative approach, which aims to enhance vocabulary of the students at graduate level in Muzaffarabad, AJK University and discusses the external factors like their regular class, other activities and environment etc. Although the present study does not address all of the problems mentioned above, it does look at enhancement of vocabulary through extensive reading at graduate level in Muzaffarabad, AJK University.

### **3. Methodology**

The study employs the quantitative research method. At initial stage, a questionnaire was used to know the current situation of reading activities in the classroom. The present study primarily utilizes an experimental research design.

#### **3.1 Sampling**

The present study employs a non-probability convenience sampling technique. Sample of sixty respondents was selected from different institutions. Participants were enrolled in ER program for six-week. They were regular students of different departments and institutions. Hence, they were in touch with reading skills. The researcher used convenience sampling that is non-probability sampling technique, where the participants of this experimental study were selected because of their proximity and convenient accessibility to researcher. The researcher visited different departments and institutions in order to select the participants of the study. She shared the detail about six-week ER program such as: pre-test, post-test, reading material according to their choice, no effect on their academic grades, benefits of ER, duration of ER program, timetable etc. In this regard, the sample of 60 students was selected in Muzaffarabad.

This six-week ER program was conducted from July 02, 2012 to August 13, 2012. Experimental group received individual instructions while control group did not receive any individual instructions.

#### **3.2 Participants**

The participants were 60 graduate level students who were enrolled in six-week ER program. The major focus of present study was Enhancement of Vocabulary through ER of Graduate level students from different institution and departments affiliated to the University of Azad Kashmir Muzaffarabad. The participants were divided into two groups equally. They were all non-native speakers of English language and had studied English as a second language through formal instruction at school for at least ten years. Participants in experimental group (EG) and control group (CG) comprised of male and female participants, ranging from 18 to 21 years in age. Experimental group comprised of 30 participants (16 male and 14 female), while control group consisted of 30 participants (13 female and 17 male). They were from different disciplines of AJK University that is Geology, Law, MBA, B.sc (science group) and B.A (arts group). The participants of this ER program were not engaged in their regular class or tuition. So, ER program was not influenced by any external aspects.

### 3.3 Research Tools

Three research tools: questionnaire, pre-test and post-test were used to evaluate the effects of ER on vocabulary enhancement.

### 3.4 Authentic Texts

Williams (1984) indicate that the term authentic text is employed to refer to any text that was not printed exclusively for language learning purposes. In addition, he describes the term authentic texts as a source of communicating a message, saying something and not only demonstrating language. Authentic text may be any material that is not directly utilized for language teaching such as commercials, advertisements, newspaper, magazine, articles and reference books etc.

### 3.5 Graded Readers

Hedge (1985) defines graded readers as reading material in form of books which are organized increasingly according to the level of difficulty in order to learn new words. She enlightens the rationale of graded readers with the intention of instigating students progressively to increase vocabulary items in a definite time. Hedge (1985) also draws attention to the fact that the language of graded readers is controlled with a growing choice of words.

### 3.6 Text Description

There were eighteen passages, adapted from the newspapers to use in the experiment according to the interest of learners. Majority of the students selected newspaper in reading apart from their course books. They preferred newspapers to study. Due to this reason different reading passages were chosen from English newspapers. These passages were related to different themes according to the interest of the students. Most of the themes were related to education, fashion, sports, adventure, politics and social issues of daily life. Apart from these passages, some stories and articles were also provided to the students by the researcher. These stories and articles related to common themes like friendship, unity, humanity and Down syndrome etc.

A list of books from graded readers was also provided to the students in questionnaire in order to select the books according to their interest. They selected three books. Apart from passages from newspaper, three books from graded readers were read by the students during this ER program. The titles of the books are *The Diary of a Young Girl* by Anne Frank, *Prisoner of Zenda* by Anthony Hope, and *The Client* by John Grisham. One of the students discussed about a book, *Love Story* by Eric Seigal with other students and most of the students wanted to read the book. Therefore, they also read the book. These books were selected from Penguin's top 20 bestselling graded readers according to the level of difficulty of students.

### 3.7 Vocabulary Description

Participants of the experiment were the students of graduate level from different departments and institutions affiliated with the AJK University Muzaffarabad. 230 words were selected from their course books to write the meaning and grammatical category of words in list. Three criteria of words difficulty were considered when choosing the target words. First, the vocabulary list is from their course books to determine the level of difficulty of words in the text. Second, target words should hold informative value and bear some inferring cues in the context. Third, grammatical categories (parts of speech) of words should be explored.

### 3.8 Research Questions

The study focuses on the research questions related to extensive reading and traditional instructions in classes taken by graduate students at university level:

- What are the benefits of extensive reading particularly at graduate level?
- How does extensive reading improve vocabulary of target language?
- How do the outcomes of pre and post tests reflect any difference in the performance of control and experimental groups' vocabulary enhancement?

### 3.9 Research Hypotheses

The hypotheses relating to the foregoing questions are:

- H0: There is no significant difference in the development of vocabulary between the control and experimental groups.
- H1: There is a significant difference in the development of vocabulary between the control and experimental groups.

## 4. Procedure

The participants were 60 graduate level students who were enrolled in six-week ER program. The major focus of present study was Enhancement of Vocabulary through ER of Graduate level students from different institutions and departments affiliated with the University of Azad Kashmir Muzaffarabad. After taking permission from the chairman of English Department, the researcher visited different departments (MBA, Law, Geology) and institutions (Boys Degree College and Girls Degree College Muzaffarabad) in order to select the required sample of present study. In this regard, the researcher met the heads of the institutions. After getting their permission, she visited different classes of graduate level to discuss the whole scheme of this experimental study. Therefore, the students felt free to take part in the study. Students inquired about ER program such as place where program was conducted, and female students showed their concern about the secrecy of their real names. The researcher assured them to keep all pieces of information as strictly confidential.

A questionnaire was given to the students in order to find out about their previous reading activities, their interest in reading and their consent to participate in six-week ER program. Questionnaire was distributed among 114 students in different institutions on June 12, 2012 with the consent of their heads. Out of 114 students 92 students showed their willingness to participate in six-week ER program. Out of 92 only 78 students turned up to participate in the program. A consent form was given to them to fill after reading. It was decided to start six-week ER program on July 2, 2012 with mutual understanding of participants and researcher. On July 2, 2012 only 68 students came with their consent forms. Even at the second day of ER program, 5 more students out of 68 showed their different excuses and did not join the program. In addition, 3 students did not come to join the program without giving any excuse. Thus, only 60 students took part in six-week ER program from July 2, 2012 to August 13, 2012.

The venue of ER program was city campus of AJK University and Govt. Boys High School No.1. At the first day of program, a consent form was filled in by the students. Students were already informed about pre-test in the first week of program, post-test in the last week of program and different activities during six-week ER program. The students who signed consent form were taken as the participants of the study. 60 students took part in ER program. Students were divided into two groups: experimental group and control group. Control group included 30 students (13 female and 17 male) and 30 students (14 female and 16 male) were taken into experimental group. In the first week of the program pre-test was taken from both groups. Three days were allocated for experimental group: Monday to Wednesday and three days were reserved for control group: Thursday to Saturday. Students of both groups took 02 hours of class per day. Therefore, each group took 06 hours per week. Clarke and Nation (1980) suggest



different strategies for teaching vocabulary. Some of them are discovering the part of speech of the unfamiliar word, looking at the instant context of the unfamiliar word and guessing the meaning of new words in context. These strategies were practiced during six-week ER program.

Both groups met for 120 minutes every day from Monday to Saturday for 6 weeks. Each day, the participants of experimental group were assigned two to three chapters during first two weeks and four to five chapters of the book to read from week three onward at home. They were assigned different tasks like underlining unfamiliar words, phrases, idioms, guessing the main idea, summarizing the chapters (read at home) and informed to share (what they read) in groups or pairs etc in next session. In this regard, they read different chapters at home while keeping the assigned activities in their minds. Students of EG were divided into four groups of five or six students and a leader was chosen. Each group discussed a separate topic prepared by the instructor. After the group discussion, group leaders came on stage and reported what they had discussed about their topics. Group leaders were not fixed but changed in every activity so, everyone got opportunity to perform as a group leader.

Main focus of this ER program was on vocabulary, but sometime students were encouraged to discuss theme or main idea of the passage or chapter which was being practiced. Therefore, they got opportunity to use different words according to context. Meaning and grammatical category of new words were discussed daily in different group discussions and the researcher facilitated them regularly. The participants of EG identified some prefixes and suffixes to change word category such as ness, tion, sion, ty for noun, al, tive for adjective, ly for adverb in most of cases and en as prefix for verb apart from the use of different vocabulary items in context. EG did various activities in groups and pairs to improve their vocabulary. Some activities were constructed by the researcher while some were downloaded from internet and modified to use in EG according to the contents.

The students of experimental group read four books and different passages from newspapers with various activities during six weeks in order to increase vocabulary. Treatment was given to EG only. Same reading material was provided to control group, but they were not motivated and facilitated by the researcher. No group work or pair work was done to CG. They read as they were habitual of doing in their regular classes. Most of the time, students of CG translated the extensive reading material from English into Urdu. They found meaning of target words from their native language. They tried to read books by applying technique of translation from English to Urdu. Therefore, they hardly read a paragraph in one hour. CG did not take interest in class and their attendance was always fluctuating. They could not complete even a single book. Moreover, daily assigned task was not accomplished by control group during six-week ER program. In the last week of ER program post-test was taken from the participants of both groups. The difference lay in the nature of the treatment. The main aim was to increase vocabulary of graduate level students through extensive reading. Thus, to examine the effect of extensive reading on vocabulary learning different passages from English newspapers and four books (graded readers) were given to students in both groups.

## 5. Data Collection and Data Analysis

The data were collected in form of scores to examine the performance of the participants during both tests and obtained scores were presented in form of statistical tables. Pre-test was administered in the first week of ER program before treatment while post-test was conducted after six-week of ER program. The results were analyzed through descriptive statistics to exhibit the difference of minimum, maximum range, mean score and SD.

The paired samples T test was also used to show the difference between before and after treatment. It calculates the difference between the two variables for each case and examines to see if the average difference is considerably different from zero. In present study SPSS was used to analyze the data

obtained during six-week ER program. It was used to find out the descriptive statistics to highlight the differences between two groups before and after the treatment. The paired samples T test was applied to examine the intra differences of both groups.

## 6. Results

The results were analyzed in terms of minimum, maximum, mean score and standard deviation (SD) by using Statistical Package for Social Science (SPSS) program version 13.0 for Windows. Moreover, paired samples T test was used to measure the difference in pre-test and post-test scores of both groups (CG and EG). The results were shown with the help of descriptive statistics and paired sample T test.

**Table 1: Comparison of Pre and Post Test Results for Noun of Experimental Group Paired Sample Statistics**

Noun		Mean	Std. Deviation
Pair 1	Correct in English Pre-Test	13.1000	6.51444
	Correct in English Post Test	24.4333	7.08901

  

Paired Sample Test					T value	df	P value
Paired Differences		95% Confidence Interval of the Difference			T value	df	P value
Mean	Lower	Upper					
		Mean	Upper				
Pair 1	Correct in English Pre-Test Correct in English Post Test	-11.33333	-12.64652	-10.02014	-17.651	29	.000

Table 1 shows mean score and SD of experimental group in pre and post tests. To test this hypothesis that there is no difference between pre test and post test of the experimental group, paired-T test was used. The table exhibits the outputs of paired samples T test. The mean difference is -11.33333 which is statistically very significant. The calculated value of T is -17.651 with 29 degree of freedom and its p value is (0.00) which is less than level of significance (0.05). So, the null hypothesis is rejected that there is no difference between pre test and post test of the experimental group. The 95% confidence interval is also calculated and the confidence limits (-12.64652, -10.02014) are also shown in above table.

**Table 2: Comparison of Pre and Post Test Results for Verb of Experimental Group Paired Sample Statistics**

Verb		Mean	Std. Deviation
Pair 1	Correct in English Pre-Test	14.8333	7.80399
	Correct in English Post Test	27.5667	9.53644



**Paired Sample Test**

		Paired Differences		T value	df	P value	
		Mean	95% Confidence Interval of the Difference				
			Lower	Upper			
Pair 1	Correct in English Pre-Test	-12.73333	-14.51722	-10.94944	-14.599	29	.000
	Correct in English Post Test						

Table 2 illustrates mean score and SD of experimental group in pre and post tests. The above table exhibits the outputs of paired samples T test. The mean difference is -12.73333 which shows highly significant difference statistically. The calculated value of T is -14.599 with 29 degree of freedom and its p value is (0.00) which is less than level of significance (0.05). So, the null hypothesis is rejected that there is no difference between pre test and post test of the experimental group. The 95% confidence interval is also calculated and the confidence limits (-14.51722, -10.94944) are also shown in above table.

**Table 3: Comparison of Pre and Post Test Results for Adjective of Experimental Group**

**Paired Sample Statistics**

Adjective		Mean		Std. Deviation
Pair 1	Correct in English Pre-Test	7.0333	30	2.73525
	Correct in English Post Test	13.6667	30	3.30447

**Paired Sample Test**

		Paired Differences		T value	df	value	
		Mean	95% Confidence Interval of the Difference				
			Lower	Upper			
Pair 1	Correct in English Pre-Test	-6.63333	-7.33007	-5.93659	-19.472	29	.000
	Correct in English Post Test						

Table 3 describes mean score and SD of experimental group in pre and post tests. The table shows the results of paired samples T test. The mean difference is -6.63333 which is very significant statistically. The calculated value of T is -19.471 with 29 degree of freedom and its p value is (0.00) which is less than level of significance (0.05). So, the null hypothesis is rejected that there is no difference between pre test and post test of the experimental group. The 95% confidence interval is also calculated and the confidence limits (-7.33007, -5.93659) are also shown in above table.

**Table 4: Comparison of Pre and Post Test Results for Adverb of Experimental Group**

**Paired Sample Statistics**

Adverb		Mean		Std. Deviation
Pair 1	Correct in English- Pre-Test	5.7000	30	2.23066
	Correct in English-Post Test	13.5667	30	3.39049

**Paired Sample Test**

		Paired Differences		T value	df	P value	
		Mean	95% Confidence Interval of the Difference				
			Lower	Upper			
Pair 1	Correct in English Pre-Test	-7.86667	-8.73678	-6.99655	-18.491	29	.000
	Correct in English Post Test						

Table 4 shows mean score and SD of experimental group in pre and post tests. Table illustrates the results of paired samples T test. The mean difference is -7.86667 which highlights very important difference between pre and post test results. The calculated value of T is -18.491 with 29 degree of freedom and its p value is (0.00) which is less than level of significance (0.05). So, the null hypothesis is rejected that there is no difference between pre test and post test of the experimental group. The 95% confidence interval is also calculated and the confidence limits (-8.73678, -6.99655) are also shown in above table.

**Table 5: Comparison of Pre and Post Test Results for Noun of Control Group Paired Sample Statistics**

Noun		Mean		Std. Deviation
Pair 1	Correct in English Pre-Test	12.7667	30	7.03039
	Correct in English Post Test	14.4667	30	6.79621

**Paired Sample Test**

		Mean	95% Confidence Interval of the Difference		t	df	P Value
			Lower	Upper			
Pair 1	Correct in English Pre-Test	-1.70000	-2.38045	-1.01955	-2.110	29	0.12
	Correct in English Post Test						

Table 5 shows that there is not much difference between the mean score and SD of control group in both tests. The table describes outputs of paired samples T test for control group in pre and post tests. The mean difference is -1.70000, which is not significant statistically. The calculated value of T is -2.110 with 29 degree of freedom and its p value is 0.12 which is more than level of significance (0.05). The 95% confidence interval is also calculated and the confidence limits (-2.38045, -1.01955) are also shown in above table. Therefore, it is said that control group performed almost same with very little improvement in pre and post tests while the performance of experimental group in post-test is highly significant.

**Table 6: Comparison of Pre and Post Test Results for Verb of Control Group Paired Sample Statistics**

Verb		Mean		Std. Deviation
Pair 1	Correct in English Pre-Test	14.8333	30	8.20884
	Correct in English Post Test	16.2333	30	8.02876

**Paired Sample Test**

	Mean	95% Confidence Interval of the Difference		t	df	P Value	
		Lower	Upper				
Pair 1	Correct in English Pre-Test Correct in English-Post Test	-1.40000	-2.15704	-0.64296	-3.782	29	0.14

Table 6 displays that there is no significant difference between the mean score and SD of control group in both tests. The above table shows outputs of paired samples T test. T test is used for control group to highlight the difference between pre and post tests. The mean difference is -1.40000, which is not very important statistically. The calculated value of T is -3.782 with 29 degree of freedom and its p value is .014 which is more than level of significance (0.05). The 95% confidence interval is also calculated and the confidence limits (-2.15704, -0.64296) are also shown in above table. Therefore, it is concluded that control group did not show any significant difference or improvement in pre-test and post test as compared to experimental group.

Table 7: Comparison of Pre and Post Test Results for Adjective of Control Group

**Samples Statistics**

Adjective	MD	Std. Deviation		
Pair 1	Correct in English Pre-Test Correct in English Post Test	6.8667 7.7000	30 30	3.01414 2.91429

**Paired Samples Test**

	MD	95% Confidence Interval of the Difference		t	df	P Value	
		Lower	Upper				
Pair 1	Correct in English Pre-Test Correct in English Post Test	-0.83333	-1.17420	-.49246	2.000	9	.10

Table 7 does not exhibit any notable difference between the mean score and SD of control group in both tests. The table shows outputs of paired samples T test. It is also used for control group to notice the difference between pre and post tests. The mean difference is -83333 which is not highly significant statistically. The calculated value of T is -2.000 with 29 degree of freedom and its p value is 0.10 which is more than level of significance (0.05). The 95% confidence interval is also calculated and the confidence limits (-1.17420, -49246) are also shown in above table. As a result, it is concluded that control group could not show any outstanding difference or improvement in pre and post tests while experimental group showed highly significant difference in post test.

Table 8: Comparison of Pre and Post Test Results for Adverb of Control Group

**Paired Samples Statistics**

Adverb	Mean	Std. Deviation		
Pair 1	Correct in English Pre-Test Correct in English Post Test	4.4333 5.9333	30 30	2.45909 2.72831

**Paired Samples Test**

	Mean	95% Confidence Interval of the Difference		t	df	P Value
		Lower	Upper			
Pair 1 Correct in English Pre-Test Correct in English Post Test	-1.50000	-1.88917	-1.11083	-4.883	29	0.23

Table 8 illustrates that there is not any significant difference between the mean score and SD of control group in both tests. The above table exhibits results of paired samples T test. It is also used to compare the difference in the performance of control group between pre and post tests. The mean difference is -1.50000, which is not very significant statistically. The calculated value of T is -4.883 with 29 degree of freedom and its p value is 0.23 which is more than level of significance (0.05). The 95% confidence interval is also calculated and the confidence limits (-1.88917, -1.11083) are also stated in above table. Consequently, it is concluded that control group could not show any important difference or improvement in pre-test and post test as compared to experimental group.

**7. Discussion**

It can be seen for the data that the experimental group performed better than control group in post-test results. In other words, the experimental group improved their score more than the control group. The purpose of the post-test was to demonstrate if there was any significant difference between the two groups. Pre-test scores of control group and experimental group were very close to each other. The maximum correct scores of both groups were 22, 21 in English. The highest correct scores of both groups in pre-test were 30, 28 in English. Same level of scores was observed in adjective and adverb.

**Table 9: Comparison of the results of CG and EG in Pre-Test**

Groups	Variable	N	Mini	Max	Mean Score	Std. Deviation
Control Group	Noun	30	0	22	12.7667	7.03039
	Verb	30	0	30	14.8333	9.98758
	Adjective	30	0	12	6.8667	3.01414
	Adverb	30	0	8	4.4333	2.45909
Experimental Group	Noun	30	0	21	13.1000	6.51444
	Verb	30	0	28	14.8333	7.80399
	Adjective	30	0	11	7.0333	2.73525
	Adverb	30	0	9	5.7000	2.23066

The table describes the difference between CG and EG results. The above table shows that there is not much difference between the mean score and SD of both groups in pre-test. The mean score for noun of CG is 12.7667 and SD is 7.03039. While EG mean score for noun is 13.1000 and SD is 6.51444. Therefore, both groups' mean score and SD for noun do not show significant difference. Furthermore, the mean scores for verb, adjective and adverb are 14.833, 6.8667, and 4.4333 of CG in pre-test respectively. Whereas EG mean scores for other three variables: verb, adjective, adverb are 14.8333, 7.0333, 5.7000 respectively. Consequently, descriptive statistics does not show highly significant difference between the mean score and SD of both groups in pre-test results before any instruction.

As far as post-test result scores of the control and experimental group were examined, it was found that experimental group obtained higher scores than control group. The highest correct scores in post-test of experimental group were 36 in English for noun (75), 43 in English for verb (96), 18 in English for adjective (27), 20 in English for adverb (32). As compared to pre-test results of experimental group,

post-test result is higher which reflects significance level of improvement in L2 vocabulary. While control group did not obtain significant correct scores in English. High correct scores of control group in post-test were 24 in English for noun, 32 in English for verb, 12 in English for adjective and 10 in English for adverb. No significant difference was observed in post-test results, but experimental group improved significantly after six-week ER program which proved the claim that ER increases L2 vocabulary.

**Table 10: Comparison of the results of CG and EG in Post-Test Results**

Groups	Variable	N	Mini	Max	Mean Score	Std. Deviation
Control Group	Noun	30	0	24	14.4667	6.79621
	Verb	30	0	32	16.233	8.0287
	Adjective	30	0	12	7.7000	2.91429
	Adverb	30	0	10	5.9333	2.72831
Experimental Group	Noun	30	0	36	24.4333	7.08901
	Verb	30	0	43	27.5667	9.53644
	Adjective	30	0	18	13.6667	7.30447
	Adverb	30	0	20	13.5667	3.39049

The table illustrates the difference between CG and EG results. Minimum and maximum scores have already been discussed. The table shows that there is highly significant difference between the mean score and SD of both groups in post-test. The mean score for noun of CG is 14.4667 and SD is 6.79621. While EG mean score for noun is 24.4333 and SD is 7.08901. Therefore, EG mean score and SD for noun is higher than CG in post-test results.

Furthermore, the mean scores for verb, adjective and adverb are 16.233, 7.7000, and 5.9333 of CG in post-test respectively. Whereas EG mean scores for other three variables: verb, adjective, adverb are 27.5667, 13.6667, 13.5667 likewise. Consequently, descriptive statistics show highly significant difference between the mean score and SD of both groups in post-test results after six-week ER program.

The enhancement of vocabulary was observed in descriptive statistical analysis in terms of maximum, mean score and std. deviation. The minimum value remained same in both tests due to zero score. The level of incorrect and blank scores was minimized in post-test results of experimental group as compared to pre-test results. The table describes the combined scores of CG and EG obtained during post test. The table also illustrates the difference of mean score and standard deviation.

**Table 11: Comparison of paired sample T test of CG and EG**

		MD	95% Confidence Interval		T Value	df	p-value
			Lower	Upper			
Control Group	Noun	-1.70000	-2.38045	-1.01955	-2.110	29	0.12
	Verb	-1.40000	-2.15704	-0.64296	-3.782	29	0.14
	Adjective	-0.83333	-1.17420	-0.49246	-2.000	29	0.10

	Adverb	-1.50000	-1.88917	-1.11083	-4.883	29	0.23
	Noun	-11.33333	-12.64652	-10.02014	-17.651	29	.000
Experimental group	Verb	-12.73333	-14.51722	-10.94944	-14.599	29	.000
	Adjective	-6.63333	-7.33007	-5.93659	-19.472	29	.000
	Adverb	-7.86667	-8.73678	-6.99655	-18.491	29	.000

The table illustrates the mean difference, 95% confidence interval difference (lower and upper limits), T value, degree of freedom and p value of control group and experimental group during both tests (pre and post). Control group shows very little improvement which does not manifest significant difference statistically in pre and post tests during six-week ER program.

Their p value is greater than level of significance which is 0.05. As compared to control group, experimental group shows much difference in pre and post tests. They (students of EG) showed highly significant difference in pre and post tests. Their p value is less than level of significance (0.05). Thus, it is proved statistically that EG enhanced their vocabulary during six weeks through extensive reading program.

## 8. Conclusion

The major focus of the present study was to examine the enhancement of vocabulary through extensive reading at graduate level in Muzaffarabad, AJK University during six-week ER program. It was proposed that there would be difference on vocabulary enhancement through extensive reading in the performance of experimental and the control groups. This study investigated and discovered that extensive reading is a very useful technique to enhance vocabulary of students at graduate level in foreign language.

As a result, it is concluded that ER gives students an opportunity with the purpose of increasing their vocabulary information. In addition, Krashen (2004) affirms that students can obtain language through extensive reading. He further explains that the students who participate in free voluntary reading programs, can make better improvements in understanding written texts and vocabulary expansion. He agrees that students who read for enjoyment are better readers, better writers and have more grammatical knowledge. In this term, the results of the present study are helpful to Krashen's views (2004) on the effect of reading extensively. It is also consistent with Pigada and Schmitt (2006), as the readers encounter new words in relevant ER materials, the readers can deduce the context-based connotation presented by the text which are not usually found in dictionaries.

The analysis of the data showed that there was an enhancement in vocabulary of experimental group that were exposed to extensive reading. There are different reasons underlying such a result. First, the development of experimental group is due to the fact that the students of experimental group were given individual instructions since the beginning of the experimental period. Second, they worked in groups and pairs which promoted cooperation among students and peer tutoring. This communication allowed them to read more outside the classroom. Third, it provides support to Krashen's Input Hypothesis, signifying that ER in a comfortable situation can add considerably to the improvement of students' L2 skills particularly vocabulary.

One factor which came on the surface very obviously was the significance of providing a comfortable situation in which students were able to increase their L2 vocabulary. The outcomes of the study provide enough evidence for a significant difference in vocabulary learning levels between the experimental and control groups. In addition, the participants of experimental group could identify the meaning and grammatical category of vocabulary far better than those of control group. This important difference is due to the impact of six-week extensive reading program because the experimental group was given more reading practices for a period of six week whereas the control group received only conventional reading lessons as they had been doing in their regular classes.

The rationale for this enhancement might be that the participants in the experimental group were exposed to reading practices with individual instructions but the participants in control group did not receive any such treatment. Therefore, they (students of EG) improved their vocabulary concerning with meaning and grammatical categories of target words in English language. More specifically, the results suggest that in case of verb, noun, adjective and adverb, the students of experimental group exhibited highly significant improvement as compared to the students of control group.

These gains of the present study are equivalent to those achieved in the A Clockwork Orange exploration conducted by Saragi et al. (1978). The results of the study also support the outcomes of two studies (Nation and Wang, 1999 and Wodinsky and Nation, 1988). They advocate that graded readers are an imperative resource of enhancing vocabulary in target language. Therefore, the results of the study prove that ER through graded readers and newspapers are significant sources to enhance vocabulary in target language. The outcomes of the study have proved that extensive reading is a motivating phenomenon for learners, researchers and teachers to increase vocabulary at graduate level.

The outcomes of the present study have filled an important gap in research on the practical use of extensive reading program by the learners at graduate level. Furthermore, it is proved that the results of the study positively give confidence to University students to study graded readers, articles, magazines and particularly newspapers to enhance their vocabulary. The results of the study also demonstrate how different activities such as guessing the meaning, scanning, skimming, puzzle words and word wall can be integrated in learning vocabulary through ER.

The results of the study have provided strong evidence that ER also facilitates language teachers and researchers with a practical technique to widen their students' vocabulary which plays a significant role in an effective oral and written communication. Furthermore, the results of this study support administrators and curriculum developers to include extensive reading aspects in EFL national curriculum such as novels, story books with the focus of vocabulary enhancement. It is proved that this six-week ER program is definitely a starting point for many other future studies to further explore and investigate different other aspects of vocabulary knowledge obtained through extensive reading at different levels.

The results of the present study have provided evidence that group work and pair work are very useful techniques to promote cooperative teaching and peer tutoring. It is proved from the results of the study that even a shy student has played a very active role during group work and pair work. In addition, the outcomes of the study have proved that the students at graduate level learn more in less instructed environment as compared to instructed environment.



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