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**INVESTIGATING VOCABULARY ACQUISITION THROUGH  
EXTENSIVE READING TECHNIQUE: A STUDY OF PAKISTANI  
EFL LEARNERS**

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**ABSTRACT**

*Extensive reading (ER) has gained recognition as an effective instructional method in foreign language learning. Previous studies have explored its impact on vocabulary acquisition among foreign language learners. This research investigates how extensive reading techniques influence the development of vocabulary skills among intermediate-level learners in a part-time English language academy. Using a quantitative approach, the study employed a quasi-experimental nonrandomized control groups' pretest-posttest design. The study involved participants who were enrolled in an English language program, with eighty students selected through non-random convenience sampling and divided equally into control and experimental groups. The control group participated in traditional vocabulary instruction, while the experimental group engaged in extensive reading sessions over twelve weeks. Data was collected using pre-tests and post-tests administered to both groups. The data from the pre-test and post-test were analyzed using an independent sample t-test to assess the development of students' vocabulary acquisition. The results indicated significantly improved vocabulary skills among learners with extensive reading techniques. Additionally, extensive reading enhanced key aspects of vocabulary acquisition, including identification of word class and type, suffix recognition, contextual usage, and position in a sentence, focusing specifically on closed class words: nouns, verbs, adjectives, and adverbs within the scope of this study. Overall, the findings revealed that learners who engaged in extensive reading produced better vocabulary skills than those who followed conventional learning methods, demonstrating improvements in comprehension, usage, and lexical diversity.*

**Keywords:** extensive reading, vocabulary acquisition, foreign language learning, closed-class words

**Introduction**

The concept of 'Extensive Reading' (ER) emerged in the early 20th century, with Palmer (1921) credited as a pioneer in its application to second-language teaching (Day et al., 1998). ER is an instructional approach aimed at enhancing reading proficiency through a diverse range of accessible materials, allowing learners to select texts that interest them while reading for pleasure and comprehension. Effective ER implementation requires

instructors to support and guide learners, exposing them to reading content that aligns with their language proficiency levels (Jennifer et al., 2019). This method not only promotes positive reading habits but also facilitates the acquisition of vocabulary and contextual usage of essential for language proficiency. While various strategies exist for incorporating ER into language instruction, this study focuses on the technique of extensive reading for extended periods. The research utilizes authentic English course materials tailored to students' proficiency levels, supplemented by teacher support to foster vocabulary acquisition through longer periods of engagement with reading materials. Despite extensive research on the potential of ER to improve language skills, its effectiveness in vocabulary acquisition warrants further exploration, particularly among EFL learners in Pakistan. Thus the study aims to investigate the impact of extensive reading on vocabulary acquisition among intermediate foreign language learners at a part time English language coaching academy. Utilizing a quasi-experimental nonrandomized control group pretest-posttest design, the research involved 80 students, divided into experimental and control groups of 40 learners each. Both groups underwent pre-tests and post-tests to assess vocabulary acquisition, with data analyzed using a t-test and paired t-test. The findings of this study will provide valuable insights for undergraduate learners, enhancing their vocabulary acquisition through extensive reading. Additionally, language instructors will benefit from effective strategies for vocabulary development, while curriculum designers can apply these insights to create engaging and relevant language activities.

### **Literature Review**

Day & Bamford (1998) provide a foundational analysis of extensive reading programs, highlighting their positive correlation with vocabulary acquisition. They argue that sustained reading allows learners to encounter vocabulary in rich contexts, which enhances retention and understanding. As a result, by reading a variety of texts, students develop a broader vocabulary base and improve their overall language proficiency.

Building on this, Elley & Mangubhai (1983) conducted research in Fiji that underscores the significant vocabulary gains of students engaged in extensive reading compared to their peers who did not participate. Their study suggests that extensive reading facilitates incidental vocabulary learning, as students repeatedly encounter new words across diverse contexts. This exposure is instrumental in reinforcing their understanding and usage of vocabulary in both written and spoken forms.

Similarly, Hafiz & Tudor (1989) explored the effects of extensive reading on language learners' vocabulary development and found that students involved in extensive reading programs exhibited significant vocabulary gains over a controlled group. They attribute this improvement to the enjoyment and motivation that extensive reading provides, encouraging learners to interact more frequently with the target language.

In a broader context, Grabe & Stoller (2002) reviewed multiple studies and concluded that extensive reading has a robust positive impact on vocabulary development. They advocate for the integration of extensive reading into language curricula, not only to improve reading fluency but also to enhance vocabulary knowledge. Their synthesis underscores the multifaceted benefits of extensive reading, making a strong case for its inclusion in EFL/ESL instruction.

Moreover, Peters (2010) focused on intermediate EFL learners and found notable improvements in both vocabulary recognition and usage due to participation in extensive reading programs. His research highlights that extensive reading encourages learners to engage with contextual clues, fostering a deeper understanding of word meanings and promoting more effective vocabulary acquisition strategies.

In addition, Mason & Krashen (1997) investigated the effects of extensive reading on ESL learners and revealed significant improvements in vocabulary knowledge among students who read extensively outside the classroom. They argue that extensive reading enhances vocabulary acquisition and contributes to overall language proficiency, highlighting the interconnectedness of reading and language skills.

Elgort (2011) further delves into the relationship between extensive reading and vocabulary acquisition among EFL learners. His findings indicate that extensive reading significantly aids in learning new vocabulary by providing opportunities for learners to encounter and use these words in meaningful contexts. This engagement is vital for effective vocabulary retention and application.

Nassaji (2011) demonstrates that extensive reading contributes significantly to both receptive (recognition) and productive (usage) vocabulary skills. He argues that through meaningful engagement with a variety of texts, learners are better able to internalize vocabulary, leading to improved performance in both comprehension and production tasks.

Zhou (2015) examined the impact of extensive reading on vocabulary acquisition among Chinese EFL students. The results showed substantial vocabulary growth, suggesting that extensive reading is an effective tool for language development in non-native contexts. This study supports the notion that exposure to varied texts can enrich learners' vocabulary and enhance their overall language skills.

Finally, Rashidi & Mohammadi (2011) focused on Iranian EFL learners and found that extensive reading led to significant improvements in vocabulary knowledge. They recommend incorporating extensive reading into language programs as a strategy to enhance vocabulary learning outcomes, further emphasizing the positive effects of sustained reading on language development.

Based on the literature review above, the researcher has identified a significant gap in existing research: while various extensive reading (ER)

studies have been conducted in European societies, the Middle East, and a few in India, there is a lack of investigation into the impact of ER techniques on vocabulary acquisition among intermediate EFL learners in Pakistan. Notably, many ESL learners express difficulties in vocabulary usage, and even university EFL instructors have voiced concerns about their students' limited vocabulary skills. Additionally, it appears that most intermediate EFL students are unaware of how reading can enhance their vocabulary development. Consequently, this proposed study aims to explore the effects of extensive reading techniques on vocabulary acquisition among Pakistani intermediate EFL learners. Although the overall objective aligns with previous studies, the absence of published research on this specific issue within the Pakistani context underscores the need for this investigation, making it a valuable contribution to the field.

### **Purpose of the Study**

The purpose of this study is to investigate the effect of extensive reading on vocabulary acquisition among intermediate Pakistani learners studying English as a foreign language (EFL). Given that vocabulary proficiency is crucial for effective communication and academic success, this research aims to explore how extensive reading can enhance learners' vocabulary skills. By examining the impact of extensive reading, the study seeks to provide insights that can inform instructional strategies and curriculum design, ultimately improving vocabulary acquisition for EFL learners in Pakistan.

### **Statement of the Problem**

Despite the emphasis on vocabulary development in English as a foreign language (EFL) programs, many intermediate learners in Pakistan struggle with vocabulary acquisition, which hinders their overall language proficiency and academic performance. The researcher has observed that students often demonstrate limited vocabulary knowledge, resulting in ineffective communication and a lack of confidence in their language skills. Additionally, many EFL instructors have noted that traditional teaching methods do not adequately address the vocabulary needs of learners. Previous studies indicate that extensive reading (ER) can positively impact vocabulary acquisition, yet its application in the Pakistani context remains underexplored. Therefore, this study seeks to investigate the effectiveness of extensive reading in enhancing vocabulary acquisition among intermediate EFL learners in Pakistan, aiming to provide insights that could improve instructional strategies and support language development.

### **Research Question**

The aim of this study is to address the following question:

1. Does the extensive reading technique impact vocabulary acquisition among intermediate EFL learners in Pakistan?

In other words, will the use of extensive reading techniques in the classroom enhance vocabulary acquisition for Pakistani intermediate foreign language learners?

### **Delimitation of the Study**

This study focuses specifically on the vocabulary acquisition of intermediate male EFL learners. The research is confined to participants enrolled in a part-time English language coaching academy in Pakistan. Additionally, the study examines the effects of extensive reading techniques on vocabulary acquisition, while excluding other aspects of language learning such as listening, speaking, and writing. It is further delimited to open-class words, specifically nouns, verbs, adjectives, and adverbs. The scope is also limited by the duration of the study, which encompasses a specific timeframe for data collection. By concentrating on these parameters, the study aims to provide targeted insights into vocabulary acquisition within this particular context.

### **Method**

#### **Setting and Participants**

Participants in this study were 80 intermediate male EFL learners enrolled at a part-time English language coaching academy in Pakistan. Each class consisted of 40 students, representing a typical demographic of learners pursuing English language proficiency for academic and professional purposes. The age range of participants was typically between 18 and 22 years, all of whom had completed their secondary education using English textbooks. This uniform educational background ensured a comparable level of English language achievement among participants. To assess the impact of extensive reading techniques on vocabulary acquisition effectively, it was crucial that the participants had similar foundational skills. The academy's structure fosters collaboration among students, allowing for a comprehensive examination of how extensive reading influences vocabulary development across different starting levels. The homogeneity of this group provides a focused context for exploring the specific research question.

#### **Population and Sampling Procedures**

This study involved 80 intermediate male EFL learners attending a part-time English language coaching academy in Pakistan. Participants were aged between 18 and 22 years, with an average age of 19. Classes for both the control and experimental groups were conducted three times a week over duration of twelve weeks.

The sample was selected for the following reasons:

1. The participants were at an intermediate level, making them suitable for exploring the effects of extensive reading on vocabulary acquisition.

2. All participants had completed their secondary education using English textbooks, ensuring a consistent educational background that allowed for a fair assessment of their vocabulary skills.

### **Treatment/Intervention**

For the current study, the researcher secured approval from the academy's owner to include intermediate learners in the experiment. The course was structured over three months, comprising weekly classes of three hours each. The initial six weeks were dedicated to teaching both groups vocabulary acquisition strategies, including the definitions, types, contextual usage and position in sentences, suffix recognition and identification of open-class words: nouns, verbs, adverbs, and adjectives to both EG and CG participants. In the experimental group (EG), students engaged in extensive reading (ER) activities, which involved selecting accessible reading materials of their choice both in class and at home. This approach was designed to enhance vocabulary acquisition through contextual exposure. Students practiced identifying and constructing sentences using target vocabulary, focusing on definitions, types, and suffix recognition. Conversely, the control group (CG) followed a more traditional method, emphasizing rote memorization of vocabulary without the incorporation of reading activities. They learned definitions and word classes through direct instruction but did not engage in extensive reading or contextual application. As the course instructor, the researcher guided the EG in selecting reading materials to reinforce vocabulary acquisition while simultaneously instructing the CG in memorizing vocabulary through repetitive drills. This dual approach aimed to highlight the differences in vocabulary acquisition outcomes between the two groups, emphasizing the benefits of extensive reading in enhancing students' vocabulary skills.

### **Instrumentation**

In this study examining the impact of extensive reading (ER) on vocabulary acquisition among EFL students, the researcher utilized a pre-test and post-test as the first instrument in this study to assess the effectiveness of the ER approach. Each student from both the experimental group (EG) and the control group (CG) participated in a written assessment comprising 35 questions, with a total score of 50 points. The pre-test was administered in the first week of the study, while the post-test was conducted in the twelfth week, allowing for a direct comparison of vocabulary acquisition over the course of the intervention. The second instrument employed in this study was the *Vocabulary Knowledge Scale (VKS)* (Paribakht & Wesche, 1997), which was modified to fit the specific needs of the current study. This widely used instrument assesses vocabulary knowledge across five levels. The VKS not only measures recognition but also the active use of vocabulary, word recognition etc. Lastly, to ensure the reliability and validity of the assessments, the researcher utilized a *pilot test* with a small group of students prior to the main study. Feedback from this pilot phase

informed refinements to the questions, enhancing clarity and relevance. This comprehensive approach to instrumentation, encompassing the written assessment, the Vocabulary Knowledge Scale, and the pilot testing, effectively measures the primary variables extensive reading and vocabulary acquisition providing meaningful insights into the impact of ER on vocabulary development among EFL learners.

### **Data Analysis**

The researcher assessed and rated students' vocabulary acquisition in both the experimental group (EG), which participated in the extensive reading program, and the control group (CG), which utilized traditional classroom methods by employing a modified version of Vocabulary Knowledge Scale (VKS) to provide a standardized measurement of vocabulary growth. The assessment included a pretest and posttest, each consisting of 35 questions and totaling 50 points. The test was designed to evaluate various aspects of vocabulary knowledge, including identification of word classes, sentence completion, suffix recognition, types of word classes, and contextual sentence construction.

To ensure a robust evaluation, mean scores for vocabulary acquisition were calculated for each group. An independent t-test was employed to compare the mean scores of the EG and CG, allowing for an assessment of the significant differences between the two teaching approaches. Additionally, a paired t-test was conducted within each group to analyze changes in vocabulary scores from pretest to posttest, enabling the researcher to measure the effectiveness of the interventions over time. This comprehensive analysis aimed to uncover significant differences and relationships between the independent variable (type of intervention) and the dependent variable (vocabulary acquisition), providing insights into how extensive reading and traditional methods influenced students' language skills. The findings underscored the impact of both interventions, illustrating their unique contributions to vocabulary development among learners.

### **Results**

#### **Research Hypotheses Analysis**

To address the research objective of the current study, several hypotheses were proposed, with each aspect analyzed under the relevant hypothesis:

1. *The first hypothesis posited that there would be no significant difference in the pre-test vocabulary knowledge of participants in the experimental group (EG) compared to the control group (CG).*

According to the table 1.1 below, participants in the experimental EG group had a pre-test mean score of 23.0, while the control CG group achieved a mean score of 21.7. The mean difference of 1.3 was not statistically significant, as indicated by the independent t-test result of 1.4 and a p-value of .201. This suggests that the vocabulary knowledge of the two groups was comparable before the intervention.

**Table 1.1 Overall Pre-Test Scores Comparison Between Experimental and Control Groups**

EG & CG pre-test Score		N	SD	Mean	Mean Difference	T	P
Pre-test Group	EG	40	3.5	23.0	1.3	1.4	.201
	CG	40	3.7	21.7			

2. *The second hypothesis posited that "essays written by participants in the experimental group (EG) before and after their engagement in the extensive reading class will differ significantly.*

According to Table 2.1, students' essays exhibited a statistically significant difference in vocabulary following the intervention ( $t = -9.7, p < .001$ ), with a mean gain of -2.5. The pre-test mean score for the vocabulary aspect of the students' essays was 3.6, with a standard deviation of 0.8. In contrast, the post-test mean score for vocabulary increased to 6.1, maintaining a standard deviation of 0.8. Therefore, the hypothesis stating that "the vocabulary aspect of the students' essays will differ significantly after their involvement in the extensive reading class" was supported.

**Table 2 Comparison of Vocabulary Gain Scores in the Experimental Group: Pre-Test and Post-Test**

Experimental Group	N	SD	Mean	Mean Difference	T	P
Vocabulary Pre-test	40	0.8	3.6	-2.5	-9.7	.001
Vocabulary Post-test	40	0.8	6.1			

This analysis demonstrates a clear improvement in vocabulary usage among students in the experimental group after the extensive reading intervention. The significant increase in mean scores indicates that participation in the program effectively enhanced the vocabulary quality of the students' essays, confirming the proposed hypothesis.

3. *The third hypothesis stated that "there will be a significant difference in the vocabulary knowledge of participants in the control group (CG) before and after their engagement in the traditional classroom.*

A paired t-test was conducted to evaluate this hypothesis, given that it involved comparing the same group at two different times. Forty participants from the control group completed both pre-test and post-test



assessments. The results demonstrated a statistically significant improvement in the participants' vocabulary knowledge after the intervention ( $t = -6.4, p < .001$ ). Specifically, the pre-test mean score for the control group was 19.5 out of 50, with a standard deviation of 4.0. In contrast, the post-test mean score increased to 26.3, with a standard deviation of 5.1. The mean difference of -6.8 provides strong evidence that the participants' vocabulary scores improved as a result of the traditional classroom instruction.

**Table 3.1** Comparison of Vocabulary Knowledge Scores in the Control Group: Pre-Test and Post-Test

Control Group	N	SD	Mean	Mean Difference	T	P
Pre-test Scores	40	4.0	19.5.4	-6.8	-6.4	.001
Post-test Scores	40	5.1	26.3			

These findings support the hypothesis that the vocabulary knowledge of participants in the control group differed significantly before and after their participation in the traditional class. The substantial increase in mean scores indicates that the traditional classroom methods effectively enhanced the vocabulary skills of the students.

4. *The fourth hypothesis posited that "there will be a significant difference in the post-test vocabulary knowledge of participants in the experimental group and the control group.*

As shown in Table 4.1, there was a statistically significant difference in the post-test results regarding vocabulary knowledge between the experimental group (EG) and the control group (CG) (independent t-test,  $t = 4.15, p < .001$ ), with a mean difference of 1.05. The post-test mean score for vocabulary knowledge in the experimental group was 6.4 out of 50, with a standard deviation of 0.6. In comparison, the post-test mean score for the control group was 5.3, with a standard deviation of 0.8. Thus, the hypothesis that "the vocabulary knowledge of participants in the experimental group will differ significantly from that of participants in the control group" was confirmed.

**Table 4.1** Comparison of Vocabulary Knowledge Post-Test Scores of Experimental and Control Groups

EG & CG	N	SD	Mean	Mean Difference	T	P
EG Group Post-test	40	0.6	6.4	1.05	4.15	.001
CG Group Post-test	40	0.8	5.3			

These findings confirm the hypothesis, indicating a significant enhancement in vocabulary knowledge for participants in the experimental group compared to those in the control group.

**Table 4.2** Summary of Post-Test Results Comparison between Experimental and Control Groups across different Dimensions of the Rubric

S.NO	Aspects	Accepted	Significance by <i>paired t-test</i>
1	Word class identification	Yes	Sig p> .012
2	Position in a sentence	Yes	Sig p> .007
3	Suffix Recognition	Yes	Sig p> .001
4	Type of word classes	Yes	Sig p> .610
5	Sentence construction	Yes	Sig p> .001

### Discussion

The aim of this study was to investigate whether teaching English as a foreign language (EFL) through an extensive reading (ER) approach is more effective for vocabulary acquisition compared to traditional methods at a part-time English language academy. The research question guiding this study was, "Does ER facilitate vocabulary acquisition for EFL learners?" Specifically, the focus was on whether recommending an ER approach could enhance students' vocabulary skills. The findings were based on learners' vocabulary test scores, detailed in the previous chapter. To address the research question, several hypotheses were formulated, examining key components of vocabulary acquisition, including class identification, types, suffix recognition, position in a sentence, and contextual usage in a sentence. The following paragraphs will analyze these findings and present the researcher's conclusions and interpretations drawn from the results.

### Experimental Group: Pre-test and Post-test Scores

The hypothesis that “The vocabulary knowledge of students will differ significantly after their involvement in the extensive reading class” was supported by the data, showing a statistically significant improvement in vocabulary knowledge following the intervention ( $t = -9.7, p < .001$ ). The pre-test mean score was 3.6, while the post-test mean score rose to 6.1, indicating a substantial mean gain of -2.5, with consistent standard deviations (0.8) for both assessments. These findings suggest that the extensive reading (ER) approach effectively enhanced various dimensions of vocabulary knowledge among students in the experimental group, including word class identification, sentence position recognition, suffix recognition, and sentence construction. Engaging with diverse texts not only broadened students’ vocabulary but also deepened their understanding of word functions in different contexts. This aligns with previous studies that emphasize the benefits of ER in vocabulary development (Grabe & Kaplan, 1996; Mason & Krashen, 1997). The clear statistical significance underscores the effectiveness of integrating ER into the curriculum to promote vocabulary knowledge. The increase in mean scores across different aspects reflects an enriched linguistic environment conducive to learning. However, while significant gains in vocabulary knowledge were observed, it's essential to reinforce the application of this knowledge in practical writing tasks. A balanced approach that emphasizes both vocabulary expansion and its practical application in writing may further enhance student outcomes. Overall, these results affirm the efficacy of the ER approach in promoting comprehensive vocabulary knowledge and highlight the importance of integrating this knowledge into effective language use.

#### **Control Group: Pre-test and Post-test Scores**

The hypothesis that “There will be a significant difference in the vocabulary knowledge of participants in the control group before and after their engagement in the traditional classroom” was supported by the results, indicating a statistically significant improvement in vocabulary knowledge ( $t = -6.4, p < .001$ ). The pre-test mean score for the control group was 19.5 out of 50, while the post-test mean score increased to 26.3, reflecting a mean gain of -6.8. Standard deviations of 4.0 for the pre-test and 5.1 for the post-test indicate the consistency of these results.

These findings demonstrate that traditional classroom instruction positively impacted vocabulary knowledge among participants. The significant increase in mean scores suggests that the instructional strategies used were effective in enhancing students' understanding and use of vocabulary. This reinforces the notion that structured instruction and consistent practice can lead to measurable improvements in language skills, consistent with previous research highlighting the efficacy of well-designed classroom instruction in vocabulary development (Beck, McKeown, & Kucan, 2013). However, while these improvements are noteworthy, they also highlight the

need for more dynamic and varied teaching methods to maximize vocabulary acquisition. Future research could explore how combining traditional approaches with innovative techniques, such as extensive reading or interactive activities, might further enhance vocabulary learning outcomes. Overall, the results affirm the effectiveness of traditional instructional methods in improving vocabulary knowledge, providing a solid foundation for continued investment in these educational practices

### **Comparison of Post-test Scores: Experimental Group vs. Control Group**

The hypothesis that “There will be a significant difference in the post-test vocabulary knowledge of participants in the experimental group and the control group” was confirmed by the findings, which revealed a statistically significant difference in vocabulary knowledge between the two groups (independent t-test,  $t = 4.15$ ,  $p < .001$ ). The experimental group achieved a post-test mean score of 6.4 out of 50, while the control group’s mean score was 5.3, indicating a mean difference of 1.05. These results suggest that the extensive reading approach implemented in the experimental group had a notable impact on vocabulary knowledge, outperforming the traditional instructional methods used in the control group. The standard deviations of 0.6 for the experimental group and 0.8 for the control group reflect the relative consistency of scores within each group, supporting the reliability of these findings. The significant mean difference highlights the effectiveness of the extensive reading strategy in enhancing vocabulary acquisition. Participants in the experimental group benefitted from exposure to a diverse array of texts, which likely facilitated their understanding of vocabulary in various contexts and improved their ability to use words more proficiently. These results align with existing literature that emphasizes the positive impact of extensive reading on language development, particularly in enhancing vocabulary knowledge (Grabe & Kaplan, 1996; Mason & Krashen, 1997). The findings suggest that incorporating extensive reading into language instruction can lead to significant improvements in vocabulary, offering valuable insights for educators seeking to optimize their teaching strategies. Overall, the evidence supports the notion that the extensive reading approach is a powerful tool for vocabulary enhancement, marking a clear advantage for students engaged in this method compared to those receiving more conventional instruction. This reinforces the importance of integrating varied and immersive reading experiences into language education to foster comprehensive vocabulary development.

### **Implications of the Research Findings**

Previous research on extensive reading (ER) has primarily focused on its impact on various aspects of language acquisition, including vocabulary development. For example, Hafiz and Tudor (1990) investigated how ER influences overall language proficiency, while Mason and Krashen (1997) highlighted its effectiveness in enhancing vocabulary breadth and depth.

Similarly, studies by Grabe and Kaplan (1996) and Atilgan (2013) have emphasized the positive effects of ER on vocabulary acquisition in EFL contexts. The significance of this research lies in its contribution to the understanding of vocabulary acquisition among English as foreign language (EFL) learners through the extensive reading approach. By examining specific dimensions of vocabulary knowledge such as word class identification, suffix recognition, sentence position, and sentence construction, this study provides a nuanced perspective on how ER can foster deeper vocabulary understanding. The findings consistently demonstrate that the ER approach is more effective than traditional instructional methods in promoting vocabulary skills, offering valuable insights for educators seeking to enhance vocabulary acquisition in their classrooms. This study not only reinforces the existing literature on the benefits of ER for vocabulary development but also provides empirical evidence that supports the integration of extensive reading into EFL curricula as a means to enrich students' vocabulary knowledge (Grabe & Kaplan, 1996; Mason & Krashen, 1997). By highlighting the specific aspects of vocabulary acquisition that are positively impacted by ER, this research contributes to the broader discourse on effective language teaching strategies and underscores the importance of incorporating diverse reading practices in language education.

### **Conclusions and Future Directions**

This study represents a significant effort to explore the impact of an Extensive Reading (ER) approach on vocabulary acquisition among EFL learners in Pakistan. The findings indicate that the ER method was effective in enhancing various aspects of vocabulary knowledge, particularly in word class identification, suffix recognition, and sentence construction. Participants in the experimental group demonstrated marked improvements compared to those in the control group, suggesting that ER provides a beneficial alternative to traditional vocabulary instruction. While the results underscore the positive influence of ER on vocabulary development, the study also highlights areas that may require further attention, such as deeper engagement with the mechanical aspects of vocabulary usage. Additionally, the relatively short duration of the study may limit the generalizability of the findings. Future research should consider extending the intervention period to a full academic year or implementing longitudinal studies to gather more comprehensive data on the long-term effects of ER on vocabulary acquisition. Moreover, as the current study focused solely on male students, there is a need for further investigation into the effectiveness of ER among female learners and younger age groups. Incorporating both qualitative and quantitative methods in future studies could provide richer insights into students' perceptions of ER and its role in enhancing vocabulary skills. Based on the findings, several recommendations are proposed for EFL teachers and

curriculum designers. ER should be integrated as a core instructional strategy to facilitate vocabulary acquisition, moving away from more traditional, rote-learning methods. Curricula should be designed to incorporate extensive reading practices that encourage students to engage with a wide range of texts, fostering a love for reading beyond the classroom. Professional development opportunities for teachers, including workshops and training sessions focused on ER methodologies, should be prioritized to enhance their instructional skills. Additionally, encouraging learners to choose reading materials that align with their interests can promote self-directed learning, which is essential in the Pakistani educational context. By adopting these strategies, ER can become a valuable component of EFL instruction, significantly enriching vocabulary acquisition among learners

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## Appendix

### Pretest & Posttest

**Total**

**Questions:**

**35**

**Total Score: 50 points**

### Section 1: Identification of Word Class (10 Questions, 10 Points)

*Identify the word class (noun, verb, adjective, or adverb) of each word:*

1. Freedom 2. Swiftly 3. Imagination 4. Describe 5. Beautiful
2. Darkness 7. Rapidly 8. Excitement 9. Speak 10. Intelligent

### Section 2: Position in Sentence (10 Questions, 10 Points)

*Select the correct word class to complete each sentence:*

1. The \_\_\_\_\_ (noun) was very interesting.
2. She \_\_\_\_\_ (verb) her homework carefully.
3. He is an extremely \_\_\_\_\_ (adj.) person.
4. They arrived \_\_\_\_\_ (adv.) at the venue.
5. The \_\_\_\_\_ (noun) of the book is captivating.
6. She speaks \_\_\_\_\_ (adv.) and convincingly.
7. The project seems \_\_\_\_\_ (adj.) and innovative.
8. They will \_\_\_\_\_ (verb) the plan tomorrow.
9. An impressive \_\_\_\_\_ (noun) can inspire confidence.
10. He walked \_\_\_\_\_ (adv.) toward the stage.

### Section 3: Suffix Recognition (5 Questions, 10 Points)

Match each word ending to its correct word class:

1. -tion 2. -ly 3. -ness 4. -ive 5. -ment -----a. Noun b. Verb c. Adjective  
d. Adverb

### Section 4: Types of Word Classes (5 Questions, 10 Points)

*Identify the type of each word:*

1. Peace - (common, proper, abstract, concrete)
2. Run - (action, linking, auxiliary)
3. Joyful - (descriptive, limiting, comparative, superlative)
4. Yesterday - (manner, time, place, frequency)
5. Curiosity - (countable or uncountable)

**Section 5: Contextual Sentence Construction (5 Questions, 10 Points)**

*Construct a sentence using the provided words:*

1. Happiness, describe, quickly, challenging
2. Friendship, work, interesting, always
3. Success, achieve, inspiring, confidently
4. Courage, support, wonderful, rarely
5. Freedom, decide, adventurous, freely

JSCRR