

**Vocabulary in ESL Reading:
A Narrative Self-Study by Tutoring an Arabic-Speaking Syrian Woman**

Yushuo Zhang
Memorial University
yushuoz@mun.ca

Abstract

Vocabulary learning is of great importance for learners' language acquisition. All language learners learn new words through receptive skills: listening and reading. Of the two, reading has the advantage of providing visual information and more time for learners to remember and consolidate unfamiliar words. This narrative emphasizes the important role of vocabulary in reading activities, and delineates three factors that more or less contribute to vocabulary growth through reading, namely morphological awareness, learning vocabulary in context, and extensive reading. A narrative methodology was employed in a self-study research project, in which a 35-year-old Arabic-speaking woman was tutored. Based on the theoretical knowledge and the literature she had learned and reviewed, the author explored the practical effectiveness of the reviewed pedagogies for teaching vocabulary and reading. This research did not only further deepen the author's understanding of second language vocabulary teaching and learning through reading, but also stimulated her passion for exploring the cycle of research, praxis, and reflection. In addition, in light of her learning and teaching experience, the author called for explicit vocabulary instruction besides incidental vocabulary learning through reading. She also emphasized the enormous influence of bilingual dictionaries and vocabulary notebooks on vocabulary growth. Emerging issues and implications of this self-study process were also discussed.

Keywords: ESL reading; vocabulary; morphological awareness; incidental learning; extensive reading.

Introduction

Vocabulary, as is well acknowledged by many language researchers and experts, plays a paramount role for learners in acquiring a language (Cameron, 2001) because learners' language development depends largely on their vocabulary development (Linse & Nunan, 2005). However, uncertainty still remains regarding what constitutes a vocabulary item, which vocabulary items should be taught and learned, how vocabulary can be taught and learned most effectively, and whether reading can be helpful to vocabulary growth, and if so, to which extent. As a second language learner myself, I learned English words mostly through teachers' explicit vocabulary instruction and autonomous vocabulary memorization. However, were all the words that I know learned only in these two ways? Are they the most effective ways to learn vocabulary? Is there any other way to help English learners grow vocabulary effectively? How can teachers help in this process? Based on the pedagogies I have learned from pre-service teacher education as well as the literature I have reviewed, I decided to conduct a self-study research by tutoring an Arabic-speaking Syrian woman, and to explore the practical effectiveness of the learned and reviewed pedagogies for teaching vocabulary and reading.

Need Analysis

Given the special features of one-on-one tutoring, the teacher has much more energy and time that could be spent on the individual learner compared with large-scale classroom teaching. Moreover, the teacher is also more flexible and has more freedom in determining what to teach and how to teach by taking the learner's needs into consideration. According to Li, Myles, and Robinson (2012), "need analysis, as a beginning step on which all other steps such as lesson planning, instruction, and evaluation are based, is without doubt a crucial one" (p. 70). Another point that I would like to point out in this tutoring process is my own strengths and qualification as an ESL teacher. Therefore, before the first lesson, I collected some information about my learner, and combined with my language capacity, narrowed my tutoring topic down to the reading knowledge area.

My learner was an Arabic-speaking Syrian refugee, living with her husband and three children aged from 6 to 11. During the first meeting in her house with the company of an ANC associate, I noticed that, unlike the student my colleague was tutoring, my learner barely had trouble with the simple greeting and daily communication. Furthermore, she could express her willingness and ideas rather clearly without a strong accent and elusive expressions. I learned that her English level was 5 out of 12 as assessed by Canadian Language Benchmark (CLB), and her preferable needs were to have someone help her with her homework from the ESL school and her children's English reading and spelling lessons. She also expressed her interests in practicing spoken English of daily communication. As for her subjective needs, she told me she was about to enter an Adult Basic Education (ABE) program to lay a basis for her future applications for colleges, which means she was in an urgent need for strengthening her academic English skills. After communicating with the learner about both her objective and subjective needs, and taking into consideration my rather weak ability in oral English, I decided to put more effort into reading strategies of teaching at the beginning stage and conduct more specific ongoing needs analyses as teaching went along.

Lesson Planning

In the first meeting, I acquired a general perception of how the teachers teach reading in the ESL school, where my learner was studying. From the description of my learner, there were no fixed textbooks for learners to study, rather, most of the teachers downloaded reading materials from English learning websites and handed them out in each class for the learners to work on. The reading materials mostly consisted of 250 to 300-word passages accompanied by exercise questions in the form of True or False Statements, Multiple Choices, Synonym Matching, etc. In order to have a better understanding of my learner's reading and vocabulary level, I downloaded a passage from the Internet describing the life of an international student, and required her to finish reading it as soon as she could. The passage was a non-authentic reading material, considering that she was probably not able to handle genuine authentic texts. It is believed that the reading of simulated texts will help students acquire the necessary receptive skills they will need when they eventually come to tackle authentic materials (Harmer, 1983). By observing her way of reading a given text in an unobtrusive situation, my intention was not only to gain a general understanding of her English level, but also to speculate on the reading strategies she probably used in a reading process. Although she claimed to be in level 5 of LINC assessment, I reckoned, underpinned by Vygotsky's idea of Zone of Proximal Development, that she was ready to read more challenging, higher-level texts, which would advance her learning more effectively. In this pre-class test, I surprisingly found that as an Arabic-speaking learner, her reading strategies did not exactly comply to the research results of Abbott (2010) that Arabic-

speakers frequently use top-down strategies while reading; instead, in her reading process, she frequently asked me the meaning of words she could not understand, the reason of which was her great passion for acquiring unfamiliar words as much as she could.

With this in-depth knowledge of her reading level and reading habits, I shifted my instruction focus to objectives that helped the learner with bottom-up reading strategies and methods of vocabulary acquisition through reading teaching activities. In keeping with her English reading level and subjective needs for preparing for ABE tests, I chose level-6 simulated texts themed on the introduction to Canadian culture and life of university studying as my dominant teaching materials.

The Role of Vocabulary in Reading

Back to the time when I was an English learner and later when I became an English teacher, a large majority of my classmates and myself believed that vocabulary was the main obstacle in learning to read, and it was also pointed out by a second language reading expert, Grabe (1988), that “the lack of such vocabulary may be the greatest single impediment of fluent reading” (p. 63). However, when I asked my learner about how her ESL school teacher taught vocabulary, her response was that her teachers never asked them to remember unknown words which appeared in the passages. Indeed, classroom observations indicate that vocabulary teaching is rare: Durkin (1979) found that in 4,469 minutes of reading instruction, teachers spent only 19 minutes instructing vocabulary. As a rule, basal reading programs do not emphasize vocabulary instruction.

According to Nuttall (2000), a moderate L1 reader can recognize about fifty thousand words, while a foreign language textbook presents only a few hundred a year. If the learners only learn new words from their textbook, then how can an ESL learner with short English-studying history read fluently? As far as I am concerned, English teachers need to be aware of the difficulties in developing reading skills with students, and more importantly, try to work out effective strategies to help them overcome the vocabulary obstacles so that good reading habits and effective reading strategies could be developed properly to enable them to become proficient readers in English.

According to Day and Bamford (1998), effective reading begins with an automatic recognition of words. This initial process of accurate, rapid, and automatic recognition of vocabulary frees one’s mind to employ other resources, such as reasoning abilities and knowledge about the topic, to construct meaning. In other words, without the ability to rapidly recognize the words first coming to the eyes, no other resources can be put to use to aid comprehension as our minds will be fully occupied by the task of figuring out what all these words mean or be busy looking them up from a dictionary one by one instead of making sense of the context they provide. Slowing down and paying attention to recognizing words interfere with the construction of meaning, particularly for beginning readers. Most importantly, one may immediately feel demotivated and tend to give it up altogether. Even if we can try to guess the meaning of unknown words, the condition is that there should be enough known words to provide the necessary context for guessing to take place. The ratio suggested is less than 3% in a reading text to enable smooth, meaningful and enjoyable reading. One cannot develop reading skills with texts that are loaded with unfamiliar words (Nuttall, 2000). Therefore, helping the learners to develop the habit of learning new words through reading so that they possess a tremendous volume of vocabulary which ensures their automatic recognition is the basis for developing their reading skills. Among many factors that contribute to enlarging vocabulary volume and enhancing reading comprehension through reading, there are three salient ones: morphological awareness, learning

vocabulary in context, and extensive reading. I will delineate my journey of how the tutoring experience has enlightened me to shift my tutoring focuses from the general English learning category of reading strategies to the more specific bottom-up strategies and finally choose these aspects as my tutoring priorities, which I believe particularly catered to my learner's needs, and the benefit of my instruction would last longer for her subsequent English learning even though I might no longer instruct her.

Morphological Awareness

The ability to reflect upon and manipulate morphemes and employ word formation rules in one's language is referred to as morphological awareness. It was a word in a pre-test reading text that caught my attention and stimulated my initiatives to provide morphological instruction for my learner. Before she read the pretest passage, I requested that she make small signs under those words that she could not understand. After reading, I noticed she underlined the word 'society'. Frankly speaking, I was a little surprised that she did not know the meaning of this word, considering her present English level. So, I wrote the word 'social' and she could pronounce it and recognize its meaning immediately. When I reminded her that "society" has similar meaning as "social" except for the difference in word properties, she figured out the meaning of "society" after a short time of thinking without even checking it out in a dictionary. I realized the importance of morphological awareness in reading comprehension when she claimed that it was this single unknown word that impeded her fluent understanding of the whole sentence.

As a Level-5 learner, it was obvious that she had mastered some basic knowledge of word properties, word formation and grammatical rules. However, she might not have organized this set of knowledge systematically so that she could not apply it skillfully when reading texts. In light of my English learning experience, as a Chinese-speaker, I began to receive morphological instruction almost simultaneously as I began to learn English, which is why I always pay extra attention to lexical aspects both in learning and teaching English. According to Abbott (2010), Arabic-speakers use top-down reading strategies more frequently than Chinese-speakers and are less inclined to break words into smaller units to promote reading comprehension. This became one of the reasons why I decided to offer morphological instructions and to help my student build morphological awareness and apply it while reading.

Another reason for focusing on morphological awareness is that multitudinous and convincing studies have shown the role that morphological awareness plays in language learners', both in L1 and L2, vocabulary growth and reading comprehension development. Carlisle and Fleming (2003) found that English-speaking children's performance on derivational awareness tasks in Grade 3 predicted scores on a vocabulary test 2 years later. Carlisle (1995), (2000); and Carlisle and Fleming (2003) indicated that between kindergarten and Grade 5, English-speaking children's morphological skills are significantly related to their concurrent and subsequent reading comprehension, and that these relations strengthen with time. Based on that, Lam et al. (2012) conducted a one-year longitudinal study to investigate the development of morphological awareness and its contribution to vocabulary and reading comprehension among young ELLs who speak Chinese as their first language, and the results were positive. It is also worth noticing that subjects in those studies mentioned above, no matter learning the first or second language, were all young language learners. Then what about adult L2 learners? My hypothesis for this question drove me to test it on my 35-year-old Arabic-speaking student in this precious opportunity. From what I knew about my learner, she had studied English for almost 3 years, which made her similar to a very young native English language learner. Although the results were not easy to observe and effects were subtle due to such a limited instruction time, I believe integral instructions of inflection, derivation, compounding and proper introduction of word

families would last longer in her later English learning journey.

Learning Words from Context

During the tutoring time when my learner was reading a news text I had downloaded from an English learning website that talked about English accent, I noticed she underlined the word “native” when it first appeared in that passage which meant she did not know its meaning at first. After finishing that passage, when I was about to explain the meaning of this word, she stopped me and asked me to pass it because she had already figured out what it meant. This word appeared four times in that passage and it was easy to figure out its meaning from the context; the topic of this text might already provide certain background information for learners to guess the meanings of some unfamiliar words. What made me more surprised was that the learner could still recognize the meaning of this word when I intentionally showed it to her in a session two days later and referred it to the “English accent” topic of reading test from the earlier day. Yet, she could not remember it when I just showed her the word without reference. This learning incidence aroused my interest in confirming a language teaching “common sense” notion that had been long retained in my mind: Would language learners remember the words and meanings that they guessed from context while reading? Does incidental word learning from context bring about vocabulary growth?

Several studies have investigated these questions. As to first language learners, Nagy, Anderson and Herman (1985) conducted a study in which fifty-seven eighth-grade students of average and above average reading ability read either an expository or a narrative text of about 1,000 words in length. After reading, subjects completed two vocabulary assessment tasks on 15 target words from each passage, an individual interview and a multiple-choice test, both designed to tap partial knowledge of word meanings. Two years later, Nagy, Anderson and Herman (1987) conducted another study by testing much more subjects with a wider range of age and ability after six days, examining their knowledge of difficult words from the passages, to redress their earlier study which had not taken the reading and tests intervals into consideration. The results of both studies showed that incidental learning from context accounts for a substantial proportion of the vocabulary growth that occurred during the school years.

There were also two studies that were conducted to investigate L2 learners’ incidental vocabulary learning from context. In the first, Pitts, White, and Krashen (1989) asked adult English language learners to read the first two chapters of *The Clockwork Orange*. The novel contains slang words of Russian origin, so-called Nadsat words. After reading the chapters, the participants took a 30-word multiple choice test on the Nadsat words. Their results showed a small increase in knowledge of the Nadsat words. The second study, as cited in Pitts et al., is Ferris (1988) in which adult ESL subjects read the novel *Animal Farm*. These subjects demonstrated greater achievement on the post-test vocabulary measure than did subjects who had not read the novel.

Summarizing these four studies, vocabulary and word knowledge can be learned in context through normal reading. As an L2 English teacher, reviewing the literature and confirming the “common sense” idea I took for granted enabled me to contemplate implications for teaching a second language reading class – we should teach learners to learn and remember new unfamiliar words in context, and encourage them to read natural texts and keep a vocabulary notebook.

Extensive Reading

In the need analysis phase as well as English-learning related chatting during break intervals of

the tutoring session, my learner expressed more than once her anguish for remembering boring words although she was eager to expand her vocabulary. As a novice teacher, I offered her the same method that my teachers always advised me to follow when I once was an intermediate English language learner – to read more. It seemed to be another “common sense” approach that I received from both my first language and English teacher. Again, being a novice teacher and researcher, I was told both by my instructors and by my senior colleagues that all of my statements and my instruction to my students should have theoretical foundation or research evidence. Therefore, I attempted to find some theories or research underpinning my suggestions to my learner, who was suffering the torment of memorizing L2 vocabulary in her middle age.

As mentioned earlier, effective reading begins with an automatic recognition of words (Day & Bamford, 1998); the best and easiest way to develop vocabulary is to read more often, because familiarity breeds automaticity. When it comes to reading tasks, most readers hope they have possessed a large bank of sight vocabulary, if not receptive vocabulary. Sight vocabularies are those words that the learners can recognize with both sounds and meanings without special effort from their brain. We have reviewed four studies that demonstrated feasible incidental vocabulary growth through normal reading, and they also implied that beginning readers simply have to encounter words they have just come across and understood again and again in different contexts before it becomes a part of the learner’s sight vocabulary. This would be time-consuming if learners are about to acquire sight vocabulary through slow, sentence by sentence, word by word, or even letter by letter intensive reading tasks. A few research studies verified the various benefits of extensive reading in terms of word recognition, reading comprehension, and other aspects with regard to English learning as shown in the following table.

Selected studies of extensive L2 reading (adult learners of English)

Study	Population & context	Reading materials	Mean amount reading per week	Results: (change in...)
Robb & Susser (1989)	125 EFL Japanese university	Simplified for English native speakers	18 pages	Reading comp. Vocabulary Speed
Hafiz & Tudor (1989)	16 ESL Pakistani secondary	Graded ESL readers	4.5 hours	Reading comp. Writing
Lai (1993)	250+ EFL Hong Kong secondary	Graded ESL readers	4-5 books	Reading comp. Speed Essay writing
Cho & Krashen (1994)	4 ESL adults	Simplified for English native speakers	2-6 books	Vocabulary
Bell, T. (2001)	14 EFL Yemeni government employees	Graded ESL readers	Was not reported clearly	Reading comp. Cloze Speed

As the above table shows, extensive reading could not only benefit first language learners but also have an even more significant effect on different terms regarding English learning at large, going beyond just vocabulary growth and reading comprehension, for instance, reading speed, essay writing, and cloze tasks. Therefore, as ESL teachers, we should introduce an extensive reading scheme whenever possible to encourage learners to read more after class. This is also what I suggested to my learner to do as she had enough free time aside from her ESL classes from 9 am to 2 pm every weekday. Besides, considering she lived in an English-speaking country with

3 kids who had native-like English accent because of their more than two-year study in a local elementary school or a kindergarten. In this environment, she could practice sight vocabulary she acquired from extensive reading and transform them into receptive vocabulary and even productive vocabulary.

Discussion

There were other intriguing issues I noticed through my observation during the 6-hour tutoring session and via connecting to my own learning experience. They are worth researching but due to time limitations, I was not able to examine them thoroughly.

The first one is a question regarding vocabulary acquisition. Although the research statements and studies I referenced in this paper showed evidence that most of the words are acquired by reading, and reading more frequently could contribute to vocabulary increase in turn, based on my own experience of learning English, I doubt the practical facticity of this claim. It is true that I learned my second language vocabulary and phrases mostly from reading, but when I look back to my 12-year English learning journey, all I could recall about the ways of learning vocabulary was various word lists designed into different categories in light of their different purposes for learning: words excerpted from textbook passages, aiming at helping learners pass different kinds of tests and rare productive words were acquired from everyday reading. In addition, massive productive words were learned with my teachers' instruction and exercise tasks. After a brief review of related references, I found only one researcher, Laufer (2003), who challenged this basic assumption and conducted ethical and reliable studies to add evidence to her claim. The results showed that for L2 learners, more words were acquired through direct learning of word-focused tasks than through reading. This seems to be compatible with my experience. Since there might exist arguments for this assumption, I followed a common method to teach vocabulary to my learner, which was corroborated both by the empirical study of Zimmerman (1997) and my previous secondary students' perceptions of how best to learn words – creating opportunities for incidental vocabulary learning in reading, encouraging extensive reading, and offering explicit instructions of certain words that I reckon to be important to learn and use. From my point of view, teachers should combine reading with interactive vocabulary instruction for increasing learners' vocabulary.

The second issue is related to dictionary use while reading. As my learner and I did not share the same first language, instruction of vocabulary could be a little troublesome; especially when I was explaining in my second language the meaning of unknown words she encountered while reading, so I encouraged bilingual (English-Arabic) dictionary use to impel the teaching process, which I believe would be much easier both for our communication and her vocabulary internalization.

I have mentioned in this paper teachers' obligation to help learners develop effective habits and strategies for English learning. I have always regarded the ability to use a dictionary properly to aid teaching as a rather important strategy for independent learning. During my teaching session, I also paid extra attention to provide my learner with proper guidance in using a dictionary. I told my learner not to look up every word she did not know when reading and only look up words after she failed guessing them in the context and when she had difficulty in understanding the main idea. I also required her to keep a vocabulary notebook. It is seen as one way of helping students engage more meaningfully with the new words that they are being exposed to in their language learning experiences. Schmitt and Schmitt (1995) contend that keeping vocabulary notebooks is one way of promoting learner independence. I also believe that vocabulary notebooks could increase the learners' lexical competence if they could include property and pronunciation information of words other than the English translation. I still recall the time when

I just started learning English, the International Phonetic Symbols were never taught explicitly in classes; teachers asked us to read new words aloud after them for several times from the word list, and remember the spelling of a certain number of words day by day. I gradually realized and mastered some rules of pronunciation of certain letter groups. It helped me a lot in remembering new words. During the tutoring session, I exemplified some of these notes to my learner as well as her fifth-grade eldest son to help them build a general cognition of mutually reinforced relationships among phonetic alphabet, pronunciation, and spelling of a word. It could be a crucial step for learners' sight vocabulary, acquired through reading to become productive vocabulary.

Limitations and Conclusion

Although I introduced strategies to my learner and applied some theories in this tutoring opportunity, the effects of my instruction and learning intervention were no doubt minimal due to constraints of effective tutoring time. In addition to that, the informal site of tutoring activity, learner's home, and the role of my learner being a mom and wife accounted for a large part of limitations of this tutoring experience as well. We set the tutoring time from 3 to 5 p.m., right after she finished her ESL classes, but the learner had to always cook dinner for her kids who got home from school around three o'clock, which happened during our instruction time. Sometimes the video conversations with her relatives in Syria also interrupted the learning sessions. I believe these interrupting factors certainly affected the quality and effectiveness of my instruction.

In spite of the limitations, I was content with this tutoring opportunity for giving me access to a learner and a family that did not share my own culture. It allowed me to put second language teaching theories and pedagogies learned from books into practice and obtain hands-on experience of teaching an adult with a different cultural background from my own, which was all new to me. From this practical experience, I have learned a lot, and most importantly, it drives me to think, to reflect, and to research, all of which should be a priceless treasure for a graduate student studying in the field of education, particularly in Second Language Education.

Acknowledgement

I offer my sincere gratitude to my instructor Xuemei Li for reading the first draft of this paper and giving her precious feedback, as well as for her vital encouragement and continuous care and support in my academic and personal life as an international student. My thanks also extend to my Syrian learner and her family for their time and cooperation.

The Author

Yushuo Zhang has a Bachelor's Degree from China. She taught English to Grade 9 for one year. She is now a graduate student in Curriculum, Teaching and Learning program at the Faculty of Education, Memorial University, focusing on Second Language Education.

References

- Abbott, M. (2010). An introspective study of Arabic and Mandarin-speakers' reading comprehension strategies, *TESL Canada Journal*, 28(1), 14-40.
- Bell, T. (2001, April). Extensive reading: Speed and comprehension. *The Reading Matrix*, 1(1).
- Cameron, L. (2001). *Teaching languages to young learners*. Cambridge: Cambridge University

- Press.
- Carlisle, J. F. (2000). Awareness of the structure and meaning of morphologically complex words: Impact on reading. *Reading and Writing: An Interdisciplinary Journal*, 12, 169–190.
- Carlisle, J. F. (1995). Morphological awareness and early reading achievement. In L. Feldman (Ed.), *Morphological aspects of language processing* (pp. 189–209). Mahwah, NJ: Lawrence Erlbaum Associates Inc.
- Carlisle, J. F., & Fleming, J. (2003). Lexical processing of morphologically complex words in the elementary years. *Scientific Studies of Reading*, 7, 239–253. doi:10.1207/S1532799XSSR0703_3.
- Cho, K. S., & Krashen, S. D. (1994). Acquisition of vocabulary from the Sweet Valley Kids series: Adult ESL acquisition. *Journal of Reading*, 37, 662–667.
- Day, R. R., & Bamford, J. (1998). *Extensive reading in the second language classroom*. Cambridge: Cambridge University Press.
- Durkin, D. (1979). What classroom observations reveal about reading comprehension instruction. *Reading Research Quarterly*, 14, 481–533.
- Ferris, D. (1988). Reading and second language vocabulary acquisition. Unpublished paper, Department of Linguistics, University of Southern California.
- Grabe, W. (1988). Reassessing the term ‘interactive’. In Carrell, P. Devine, J. and D. E. Eskey(eds). *Interactive Approaches to Second Language Reading* (pp. 56-70). Cambridge University Press.
- Hafiz, F. & Tudor, L. (1989). Extensive reading and the development of language skills. *English Language Teaching Journal*, 43(1), 4-13
- Harmer, J. (1983). *The practice of English language teaching*. London: Longman.
- Lai, F. K. (1993). The effect of a summer reading course on reading and writing skills. *System*, 21, 87–100.
- Lam, K. K., Chen, X., Geva, E., Luo, Y., & Li, H. (2012). The role of morphological awareness in reading achievement among young Chinese-speaking English language learners: a longitudinal study. *Reading & Writing*, 25(8), 1847-1872. doi:10.1007/s11145-011-9329-4
- Laufer, B. (2003). Vocabulary acquisition in a second language: Do learners really acquire most vocabulary by reading? Some empirical evidence. *Canadian modern language review*, 59 (4), 567-587
- Linse, C. T. & Nunan, D. (Ed). (2005). *Practical English language teaching: Young learners*. New York: McGraw Hill ESL/ELT.
- Li, X., Myles, J., & Robinson, P. (2012). *Teaching ESL in Canada*. Toronto: Oxford University Press Canada.
- Nagy, W., Herman, P., & Anderson, R. (1985). Learning words from context. *Reading Research Quarterly*, 20, 233-253.
- Nagy, W., Anderson, R., & Herman, P. (1987). Learning word meanings from context during normal reading. *American Educational Research Journal*, 24, 263-282.
- Nuttall, C. (2000) *Teaching reading skills in a foreign language*. Oxford: Macmillan Education of Chicago Press.
- Pitts, M., White, H & Krashen, S. (1989) Acquiring second language vocabulary through reading. *Reading in a Foreign Language*, 5(2), 271-275.
- Robb, T. N., & Susser, B. (1989). Extensive reading vs. skills building in an EFL context. *Reading in a Foreign Language*, 5, 239–251.
- Schmitt, N., Schmitt, D. (1995). Vocabulary notebooks: theoretical underpinnings and practical suggestions. *ETL Journal*, 49 (2), 55–88.
- Zimmerman, C. B. (1997) Do reading and interactive vocabulary instruction make a difference? An empirical study. *TESOL Quarterly*, 31(1), 121-140.