

INCIDENTAL VOCABULARY LEARNING AND RETENTION THROUGH READING A GRADED READER AMONG IRANIAN EFL LEARNERS

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ABSTRACT

A lot of studies have found evidence that vocabulary can be acquired incidentally from reading. This experimental study investigated whether Iranian EFL learners could acquire English vocabulary from reading the graded reader, *A Little Princess*. The instruments employed in this study were Nation's (2001) Vocabulary Level Test (VLT) to decide a suitable Graded Reader for the students, and a set of three different tests: word-form recognition, meaning-recognition (Multiple-Choice), and meaning-translation test to assess different types of word knowledge (partial and full knowledge) gained by 30 Iranian grade 1 high school students. These three tests were administered immediately after the treatment which was reading the graded reader. The results showed a considerable vocabulary gain at all levels of word knowledge, but not to the same extent. Knowledge of form was strongly enhanced and knowledge of meaning was increased as well. In conclusion, the reading approach is an effective approach for vocabulary development.

Keywords: Reading, Extensive reading, Incidental Vocabulary Learning, Retention, Graded Reader

INTRODUCTION

Reading is one of the most important ways for learners to acquire vocabulary (Horst, 2005; Krashen, 2004). A number of studies in the first language acquisition domain have documented considerable word learning gains from reading (e.g., Nagy, Anderson, & Herman, 1987; Saragi, Nation & Meister, 1978).

Research in second/foreign language vocabulary acquisition has also displayed that learners acquire vocabulary incidentally through reading (Daskalovska, 2011). Many researchers have hypothesized that most second language vocabulary learning occurs through reading texts while learners are involved in reading for comprehension (Day, Omura & Hiranatsu, 1991; Huckin & Coady, 1999; Hulstijn, 1992; Paribakht & Wesche, 1997; Pitts, White & Krashen, 1989; Waring & Takaki, 2003). They also found evidence that second language learners could learn vocabulary incidentally and indirectly from reading. A number of vocabulary acquisition researchers have investigated the rate of words learners learn from reading in a second or foreign language (Waring & Nation, 2004).

Krashen (1982; 1989; 2003) believes that vocabulary acquisition occurs through comprehensible input. He also maintains that "competence in vocabulary is most efficiently attained by comprehensible input in the form of reading" (1982, p. 440) that contains structure a little beyond our current level of linguistic competence ($i+1$)" (Krashen, 1982, p. 21). At this level ($i+1$) as he argues, the learner is able to use the textual context to fill in the gaps in understanding. In fact, one of the most commonly accepted views of vocabulary acquisition is that second language vocabulary acquisition occurs incidentally through comprehensible input (Krashen, 1989) while reading a text (Waring, 2001):

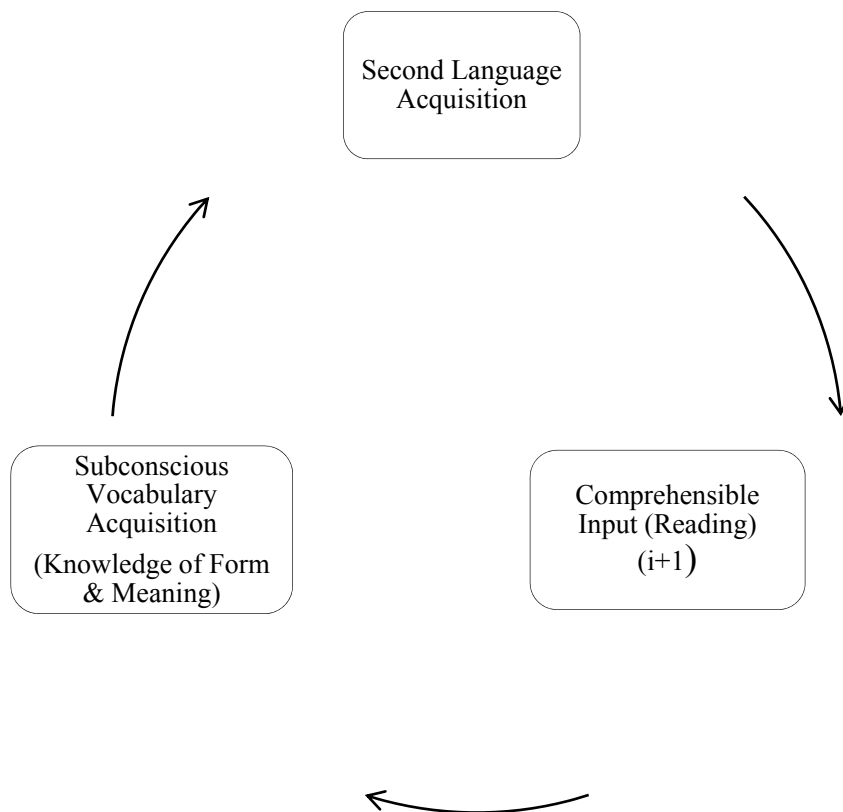


Figure 1: Theoretical Framework for the Study.

Comprehensible Input is an essential element in second language acquisition. According to Krashen (2003), “Comprehensible Input in the form of free voluntary reading has been shown to be highly effective for first- and second-language development” (p. vii). Several studies on second/ foreign language acquisition have demonstrated that reading can help learners enrich their vocabulary knowledge through reading (Brown et al., 2008; Cho and Krashen, 1994; Dupuy and Krashen, 1993; Grabe and Stoller, 1997; Hafiz and Tudor, 1989; Horst et al., 1998; Pigada and Schmitt, 2006; Pitts et al., 1989; Waring and Takaki, 2003; Zahar et al., 2001). The findings in these studies imply that reading can be an important source for vocabulary acquisition. One of the techniques that teachers can use to enhance their pupils’ vocabulary is reading. Despite the important role it has, vocabulary learning through reading program is not a core part of language program’s curriculum in EFL/ESL contexts (Waring, 2012). Teaching vocabulary through reading approach is rarely practiced in EFL/ESL English classrooms. EFL/ESL learners are not exposed to enough language to build a large vocabulary (Grabe and Stoller, 2002). “Iranian students do not have ample opportunities for more natural acquisition of the language” as well as vocabulary acquisition (Hosseini, 2007, p. 4). “Under such circumstances, there is very little scope for genuine and meaningful interaction and effective language learning” (p. 6). As little attention is paid to vocabulary development in English classes in Iran, one of the challenges for Iranian students in the process of language learning is learning vocabulary. It is also a challenge for English language teachers to know how to help students develop their vocabulary. Therefore, it seems to be a must to investigate whether Iranian students gain vocabulary knowledge from reading a graded reader. This study as a replication of the study by Waring and Takaki (2003), aims to provide empirical support to the prediction that vocabulary is acquired from reading. It is designed to investigate whether Iranian high school (grade 1) students as EFL learners too, will gain vocabulary knowledge while being exposed to reading from a graded reader. This study aims to find the answer to the question “Does reading a graded reader increase vocabulary knowledge of Iranian EFL high school students (grade 1)?” The reading method results in deep and thorough knowledge of words: form (spelling) and meaning. Words encountered in a variety of contents in which new words are presented contribute the learners or readers to acquire the mastery of full knowledge of semantics (Krashen, 1989).

Following Krashen’s (1989) idea on full mastery of word knowledge through reading, different measures are required to measure full knowledge of vocabulary gained from reading (Waring & Takaki, 2003) as word knowledge comes in different levels: knowledge of recognition of form, recognition of meaning, and producing meaning. Another reason for using different measures is that as vocabulary acquisition is an incremental process (Krashen, 1989; Nagy et al., 1985;

Schmitt, 2010), using measurements that are sensitive to capturing partial knowledge is also required. Most previous research present “a one-dimensional picture” of the learning process “as the result of the treatment” (Waring & Takaki, 2003, p. 133). Using only multiple-choice test used by most previous studies, does not show the actual vocabulary learning. Multiple measures of vocabulary are needed to give a full picture of vocabulary knowledge (Schmitt, 2010, p. 21; Webb, 2007) and a detailed analysis of vocabulary learning through reading. Therefore, using different vocabulary tests on the immediate test, this study replicating the study by Waring and Takaki (2003) is going to shed light on the effect of reading a graded reader on incidental vocabulary learning and give a fuller picture of vocabulary learning through reading. The present study is different from and all past incidental vocabulary studies in several aspects. First, following Waring and Takaki (2003) three different measures at different sensitivities have been used in this study that no other studies have used them. Other studies mostly used multiple-choice tests (e.g., Day et al., 1991; Dupuy and Krashen, 1993; Pitts et al., 1989). Only a single measure does not guarantee measuring full knowledge of word meaning (Webb, 2007). In addition, “a multiple-choice test is not the best way to assess learning new words from context” (Waring & Takaki, 2003, p. 149).

A second difference is that the knowledge of all types of words is tested rather than that of only nouns and adjectives or adverbs that previous studies measured.

A third difference is that participants in the present study are high school students. Previous studies conducted research with mostly highly educated students at college level or high school students. To the best of my knowledge, little research has been done specifically with first grade high school students’ incidental vocabulary learning through reading a graded reader.

And the last difference is the use of ‘substitute words’ instead of real L2 words like Waring and Takaki (2003). The advantage of using substitute words is that it ensures that target words are unknown and new to participants (Webb, 2007). And as a result, the gains “can be attributed entirely to the treatment” (p. 149).

AIM OF THE STUDY

This study aims to provide empirical support to the prediction that vocabulary is acquired from reading. It is designed to investigate whether Iranian high school (grade 1) students will gain vocabulary knowledge while being exposed to reading from a graded reader. To answer research problems, this study aims to find answers to the question: Does reading a graded reader increase vocabulary knowledge of Iranian EFL high school (grade 1) students?

METHOD

Overview of the Experiment

In this study, 25 words that appeared with different frequency of occurrences in the graded reader, *A Little Princess* were selected as test words and were changed into substitute words. After reading the book, 30 Iranian high school students (grade 1) were tested on their recall of the words in three tests over two test periods, one immediately after the treatment and the other 1 month later.

Participants

A random sample of 30 Iranian female high school students at grade 1 was selected for the experiment. The participants were selected from among the students who had registered for a summer English course in two private English institutions in Mazandaran. Random selection was used for the purpose of external validity of the research or generalizability of the results of the study. Another reason for random sampling is that it is considered as the best single way to obtain a representative sample that is required by inferential statistics. In this way, all of the individuals in the accessible population have an equal chance of being selected. All participants studied English as a compulsory subject for 2 years during Lower-secondary. They were all at the lower-intermediate level based on their teachers’ evaluation and their educational background information available at school. They were studying an English course in the ‘all-girls’ Iranian English Institutions.

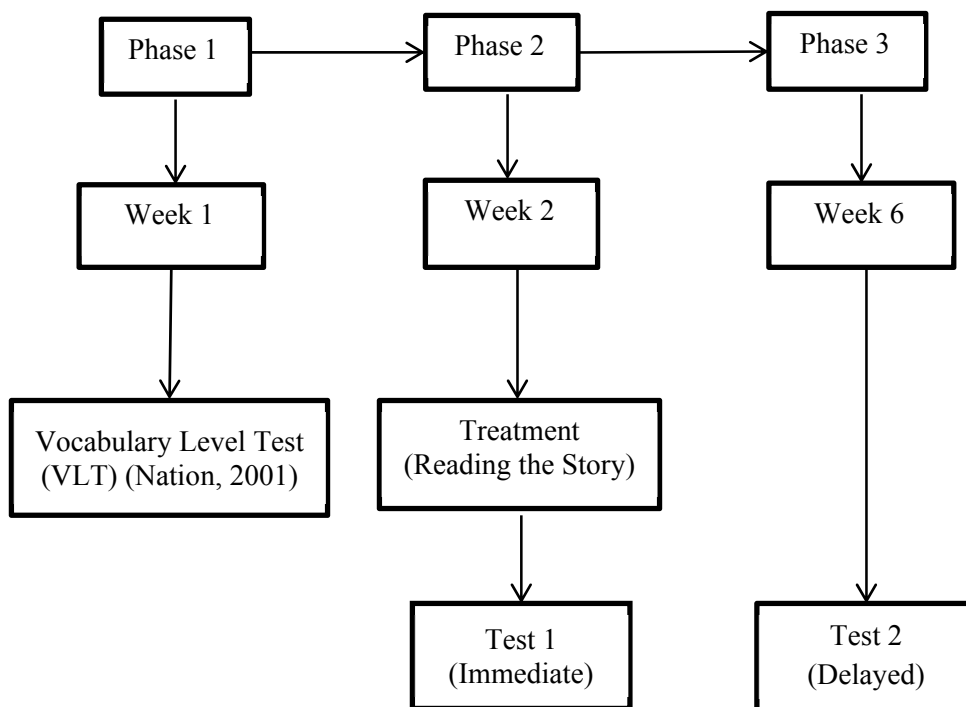
Research Design

The participants received the treatment which was reading a story from a graded reader containing 400 headwords. After the treatment, vocabulary test was administered to the participants. Three types of vocabulary tests were used in two test times: immediate and delayed tests. The immediate test was used to examine whether learners learned new words from reading. It was conducted immediately after the treatment and the delayed test (was administered) 1 month later. The time of the delayed test was chosen (1 month later) because of the researcher’s time constraints as well as the teacher’s and the students’. The delayed test was used to see whether vocabulary retention occurred through reading as Krashen’s (2004) IH stated that vocabulary was best learned through incidental vocabulary learning approach (Waring & Takaki, 2003). Researchers believe that only when learners can remember the words after a while, can it be claimed that they have retained the word knowledge. In order to see whether they would recall the knowledge of words they had

gained from the treatment, there was a need to administer a ‘delayed’ test a while after the treatment. In fact, to examine retention of vocabulary learned from reading, assessment of word knowledge a while after the treatment is a must (Waring & Takaki, 2003).

Like Waring and Takaki’s (2003) study, three types of tests were used that include: word-recognition test, multiple-choice meaning recognition test, and word translation test. These tests were selected for three reasons. First, to get a more precise picture of word knowledge gained from context, it was necessary to assess different levels of word knowledge. Therefore, different measures or tests were required to be used. Second, according to Horst (2005), the tests that are used in incidental vocabulary acquisition studies, are usually multiple-choice or translation tests. Finally, measurement of word gains is performed through test types measuring form-meaning relationship such as multiple-choice and translation tests (Waring & Nation, 2004). The figure below shows the research design:

Figure 2: *The Research Design*



Following Waring and Takaki (2003), we did not use a pre-test because it caused participants to carry over the knowledge of the words to the test 1 which would be administered immediately after the treatment. The result of the immediate test would potentially show vocabulary growth as participants have no prior knowledge of the substitute words. For example, the mean score obtained from each type of test shows the rate of vocabulary knowledge gained for a specific level of word knowledge. Thus, there is no need for a pre-test to be conducted before the treatment to compare its result to the result of the test which is conducted after the treatment for measuring the learners’ vocabulary learning.

We used different types of vocabulary test to measure full knowledge of vocabulary gained from context to testify Krashen’s (1982) IH stating that language acquirers could gain different levels of knowledge of word: knowledge of form and meaning from reading. Considering this, different vocabulary tests are needed to measure different levels of word knowledge that are assumed to be gained from reading according to IH.

Procedure to Select the Material and Test Words

Selection of Material

According to Krashen’s Input Hypothesis (IH) (1982), vocabulary is acquired through the input (in this study written input or reading) which is not too difficult to understand, at the level ‘i+1’. In addition, to carry out a successful vocabulary acquisition research through reading so that successful learning can occur, two points in the selection of material need to be taken into account. First, providing “a good balance of known and unknown” in the text for

“successful guessing to occur” (Waring & Takaki, 2003, p. 134) is necessary. Second, providing several repetitions (ten to fifteen) of an unknown word “before it is learned” seems to be essential (Waring & Takaki, 2003).

Following the criteria above, graded readers are considered as ideal sources for vocabulary learning not authentic or natural texts as they meet all the criteria mentioned above. They are the written comprehensible input meeting Krashen’s Input Hypothesis requirement.

Based on the result of the Vocabulary Level Test (VLT) that showed the participants’ vocabulary level, the graded reader *A Little Princess* by Anthony Robinson was recognized to be suitable for the participants in this study. This graded reader is a level 1 book of Oxford University Press which includes “400 most frequent and useful words in English” (Waring, 2000, p. 9). The reader is at the level i+1 recommended by Krashen (1982). Therefore, it is found to be at the level that Iranian high school students (grade 1) as pre-intermediate learners can read and understand. In this way, it can be safe to claim “learners would be reading at about an i+1 level”, at the 96% to 99% which is necessary “for successful guessing from context” (Waring & Takaki, 2003, p. 137).

Selection of Test Words

After selecting the material, the test items need to be selected. They must not be too much difficult for the participants to guess from context. They must not be known to them, either. Words from all parts of speech are chosen as mentioned in the section ‘the present study’, although it is believed that verbs are a bit difficult to guess because of their appearance when used with different inflections.

Following Waring and Takaki (2003) and Brown et al., (2008), in order for the test to be reliable, 25 words from the graded reader were selected as test items. These words include nouns, verbs, adjectives and adverbs. Like their study, we made 5 sets of 5 words with a range of appearance from 4 to 20 times. In other words, these words were repeated from 4 to 20 times throughout the story so that they could be learned.

To assure that the participants did not know the test words, we did not use a pre-test as conducting a pre-test might make participants aware of the test words as Waring & Takaki (2003) state. We used words created by Waring & Takaki (2003), substitute words, instead. Substitute words are presented within easy context so that the participants can guess their meanings from the context. Since the text is easy, it is possible for them to understand the concept of the substitute words. Therefore, they will not have any problem guessing the meaning of substitute words. The list of words and their substitute word equivalents are shown in Table 2.

Table 1: *The list of English words and their Substitute word equivalents and the number of occurrences in the text. (Adapted from Waring & Takaki, 2003, p.138.)*

English word	Substitute word	Number of occurrences in the text	Test word group
House / s	Windle / s	17	15-18 Group
Yes	Yoot	17	
Face	Mand	18	
Mine	Brench	18	
Money	Mear	15	
Good	Mork	14	13-14 Group
Night	Cadle	13	
Beautiful	Smorty	13	
New	Tantic	13	
Window	Bettle	14	

Name	Parrow	9	8-10 Group
Year / s	Jurg / s	10	
Quietly	Molden	8	
Rich	Tring	8	
Bread	Toker	8	
Smiled	Nase	4	4-5 Group
Slowly	Bick	4	
Understand	Prink	5	
Snow	Sind	4	
Winter	Greal	4	
Sun	Blund	1	One Occurrence Group
Special	Palk	1	
Moment	Tance	1	
Wrong	Vack	1	
World	Rimple	1	

Instruments

The instruments that were employed in this study included Nation’s (2001) Vocabulary Level Test, and a test set: word form recognition test, meaning recognition test (multiple-choice) test, and meaning translation test that were used as an immediate test after reading. These tests were considerably adopted and adapted from Waring & Takaki’s (2003) study. Detailed explanations regarding these tests are given below.

Vocabulary Level Test (VLT)

The Vocabulary Level Test (VLT) (Nation, 2001) is a standardized test that is used to measure the students’ existing knowledge of words “at several frequency bands and the Academic Word List” (Webb, 2012, p. 116). We found the vocabulary test at 1000 level suitable for the participants in my study as they were at pre-intermediate level. The 1000 vocabulary level test consists of two parts: A and B containing 40 True-False tests with some drawings that students have to answer within 30 minutes. The VLTs A and B are in Appendix A. Table 3 displays the structure of Nation’s (2001) VLT at 1000 level:

Table 2: *The Structure of Nation’s (2001) Vocabulary Test (VLT).*

No.	Test Level	Time	Number of Question
1. A*	The 1,000 level	15	20
1. B*	The 1,000 level	15	20
TOTAL		30 Minutes	40 Items

Note: A. represents about test A vocabulary, B. represent about test B vocabulary

To answer each question, the students have to match three words to their meanings (Nation, 2002). They choose the correct option from the left column and write the related number in the blank on the right within 45 minutes. The example by Nation (2001) below clarifies the point:

1 business		
2 clock		
3 horse	--- 6 ---	part of a house
4 pencil	--- 3 ---	animal with four legs
5 shoe	--- 4---	something used for writing
6 wall		

The VLT can help determine how much vocabulary students already know and how much they need to know to be able to read a novel. The general rule is that to understand a text, students need to have familiarity with about 98% of the words of any text. To read a novel, they need knowledge of approximately 8,000 to 9,000 words (Nation, 2002)

Word Form Recognition Test

In this test, a list of words was presented. The participants were given forty-two substitute words among which were twenty-five substitute words they had met in the text. Seventeen other words were distractors. Distractors were used to investigate to what extent they could guess correctly. To answer the word-form recognition test, the subjects were required to guess the words they had seen in the text and circle them. Data were collected for the correct and wrong recognitions. The test is in Appendix B.

Meaning (Translation) Test

In the translation test, the participants were asked to write and produce the meaning of the twenty-five words given in a list in their L1 (Persian) since the use of L1 meanings was more sensitive to partial knowledge of form and meaning than L2 definitions (Webb, 2008). There were two other blanks for each item to give the subjects a chance to provide alternatives that were near if they could not give an exact equivalent. The purpose was to see whether the participants could guess answers which were near to the correct answers. The test appears in Appendix C.

Multiple-Choice Recognition Test

This is a standard test with four choices including the correct meaning and three distractors that are of the same part of speech. In this test, other than these, an 'I don't know' option has been used in order to prevent participants from guessing. For instance, if a substitute word is a concrete noun, all four choices are concrete nouns. Distractors were chosen in a way not to be close in meaning to the correct answer so that partial knowledge could be demonstrated. The characteristics of multiple-choice is that it can capture partial knowledge gain of the target words being tested (Wan-A-Rom, 2010). In this test, participants were to answer twenty-five tests by selecting the correct answers from among five alternatives. Appendix D displays the test.

The test items were tested in isolation not in context. The reason for this was that in case the words were presented in contexts, their meanings might be inferred by the learners while taking the test. Thus, it would not be clear whether the learning was the result of reading task or guessing from context at test time (Waring & Takaki, 2003).

PROCEDURE OF RESEARCH

The tests were administered in an order which the information learned from one test would not be transferred to another. For instance, if meaning recognition test was given first and the translation test second, it was very likely that some meanings would remain in the subjects' memory. This knowledge would be transferred to the translation test. Schmitt and Meara (1997) also highlighted this point stating that "this was necessary to ensure that they would not transfer suffixes or associations from the receptive section to the productive section" (P. 23). Therefore, following this logic, the test "requiring the least amount of word knowledge" according to Waring and Takaki (2003, p. 139) i.e., word-form recognition test was given first. Then, translation test and finally the multiple-choice test were administered. Table 4 shows a summary of the types of test given for immediate test.

Table 3: Summary of the types of tests used (Adapted from Waring & Takaki, 2003, p. 140).

Test Type (in order of presentation)	Test Time
Reading the text	
1. Word-form Recognition Test 2. Meaning (Translation) Test 3. Multiple-Choice Recognition Test	(Immediately after reading) (n=30)
1. Word-form Recognition Test 2. Meaning (Translation) Test 3. Multiple-Choice Recognition Test	(1 week later) (n=30)

Data Collection Procedure

Before data collection, the students were assured that the results of the tests would not affect their course grades and that they would be used only for academic purposes. The data was collected by administering three tests: a) word-form recognition test b) meaning-translation test c) multiple-choice meaning-recognition test. The test took about 120 minutes and participants were required to answer 25 items.

The treatment which was reading the story was conducted within 1 week. The immediate test was administered after the end of the treatment on the last session. It was believed that the results of the tests would determine whether the word knowledge would be gained.

Data Analysis Procedure

In this study, the data collected from subjects’ performances for the three tests were analyzed to see whether vocabulary learning through reading approach enhanced learners’ vocabulary. To examine the amount of vocabulary knowledge, both descriptive statistics and inferential statistics for three measures were used. In short, the results of the tests were compared and analyzed in terms of comparing the mean (X) and standard deviation (SD) conducting One Way Repeated Measures ANOVA using the Statistical Package of Social Science (SPSS) software. Tables and charts were used to illustrate the trend and relationships among data.

Analysis of Research Question

Does reading a graded reader increase vocabulary knowledge of Iranian high school students (grade 1)?

The results of the three types of test for the immediate test (test 1) are summarized in Table 4.

Table 4: The results of Descriptive Statistics for three test types for immediate test (test 1).

Tests	N	Mean	S.Deviation	SD. Error	95% Confidence Interval of Differences	
					Lower	Upper
Word Form Recognition	30	8.87	3.80	.694	7.45	10.29
MC Recognition	30	4.37	2.22	.405	3.54	5.20
Translation	30	2.10	2.13	.391	1.30	2.90

Note. For all analyses, $p < .05$.

Table 4 displays the total scores for test 1. The results show a vocabulary gain of the mean score of 8.8 for the word-form recognition test, the mean score of 4.37 for the multiple choice test, and the mean of 2.10 for the translation test.

The mean scores for all three test types indicate a gain in the students' vocabulary knowledge through the incidental vocabulary learning approach. Therefore, the Null Hypothesis (Reading has no significant effect on vocabulary development of EFL learners) is rejected and the alternative hypothesis is accepted. This finding also supports the result of the study by Brown et al., (2008) that indicated incidental vocabulary occurs through reading.

The table also shows that the highest gains were achieved in word-form recognition test. The score for the *Multiple-Choice (MC) recognition test* was half of the word-form recognition test. The lowest score obtained belongs to the *translation test*. From the data it could be found which type of test was easier or more difficult for the learners. *Word-form recognition* test seems to have been easier for them and meaning translation test the most difficult.

The results for word-form recognition test show that substantial 36% of 25 words were learned. This suggests that the highest vocabulary gain, across all tests, was obtained from word-form recognition test.

DISCUSSION

The results of the current study indicate that learners have gained vocabulary knowledge of the new words from reading which corroborates the study conducted by many previous research discussed in literature including those by Day et al., (1991), Hulstijn (1992), and Brown et al., (2008). Findings from Descriptive Statistics carried out show that reading a graded reader adds to the vocabulary knowledge of these Iranian EFL learners. The findings of this study signify that reading does have a positive effect on vocabulary development of EFL learners. This finding supports Krashen's (1989) comprehensible Input Hypothesis saying that second language vocabulary is acquired through input which is comprehensible. They also corroborates Pigada and Schmitt's (2006) finding that "vocabulary knowledge can be greatly enhanced during reading even from a small number of exposures" (Min and Hsu, 2008, p. 95) and their conclusion "that more vocabulary acquisition is possible from extensive reading than previous studies have suggested" (Min, 2008, p. 76). Pigada and Schmitt's (2006) study indicated that vocabulary knowledge was enhanced and 65% of the words tested were learned in terms of orthography. Their study, in general as they contended, showed more vocabulary gain than previous studies displayed. Thus, it was concluded that, in this study, vocabulary was incidentally learned through reading a graded reader.

The findings corroborate previous research (such as Nagy et al., 1985; Pitt et al., 1989; Horst et al., 1998) suggesting that vocabulary is acquired through reading. They are also in congruent with the results of Waring and Takaki's (2003) study who have concluded that "the data support the notion that words can be learned incidentally from context.

The findings of this study can also support the notion stated by Laufer (2009) that indirect approaches have found theoretical support. They also corroborate the study by Horst (2005) that showed higher vocabulary gains than past studies. Horst's (2005) study showed "an overall mean gain of about 16.88 words" (Min, 2008).

This study also supports the findings of a more recent study conducted by Brown et al., (2008) saying that the reading approach has an important role in vocabulary learning among 35 Japanese university students. Their study like Waring and Takaki's (2003) study demonstrated that "new words could be learned incidentally" (p. 136) but not many. The final analysis of the data presents that the three measurements used in this study are helpful in answering the research question of this study. The results demonstrate that different levels of word knowledge: knowledge of form, meaning, and producing meaning can be gained from reading a graded reader. The findings give an accurate and clear picture of the process of word learning from reading. They also confirm Krashen's (1989) theory underlying this study saying that second language as well as vocabulary can be acquired through reading which is at the ability level of the learners. They proved Krashen's Input Hypothesis (IH) stating that vocabulary can be learned through reading which is comprehensible for the learners.

Pedagogical Implications

The findings of this study have pedagogical implications for instruction and curriculum development. First, curriculum designers and English teachers should be aware of the positive role of reading and its benefits for students' vocabulary development. They should incorporate some in-class or out of class reading activities to develop learners' vocabulary knowledge as it is not possible for them to teach many words in the classroom because of time constraints. This could also contribute to learners' vocabulary enrichment and help them learn different functions of language in authentic contexts and make them aware of the significance of learning new words in context rather than in isolation.

Recommendations and Conclusions

This study has indicated vocabulary gain from reading a graded reader among Iranian EFL learners. More practice and more reading of this kind (graded readers) are required so that they can add more to their word knowledge at different levels. More encounters with the words and great amounts of exposure to the graded readers are needed for more knowledge gain as Nation and Wang (1999) recommend use of a book per week at coverage of 95% and above (Brown et al. (2008) for vocabulary development.

Finally, learners should be given opportunities to examine the effectiveness of the reading approach. For instance, some activities like guessing from context can be practised in class so teachers can see how the learning process is and how effectively they can apply the inferring strategies they have been taught. Examining the effect of several graded readers on vocabulary learning would be a useful follow-up to this study.

The results of current study show that reading a graded reader has a great impact on incidental vocabulary learning of EFL/ESL learners. The overall conclusion would be that reading can greatly contribute to incidental vocabulary learning (Daskalovska, 2014). Other studies have also demonstrated that different levels of word knowledge can be enhanced through reading. As some researchers believe, many aspects of word knowledge can only be learned in context. Therefore, there is a need to incorporate an extensive reading program into the school curriculums and provide an opportunity for the learners to see and learn the language functions in context and enrich their vocabulary.

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Appendix A**Word Form Recognition test**

Test 1: Circle the words you met in the story.

(تست 1 دور کلماتی که در متن دیده اید دایره بکشید)

bundle	bettle	tantic
bing	windle	sind
borch	tance	vack
clath	parrow	jurgs
crasty	greal	blund
dice	mear	mork
diggle	brench	yelt
fale	bick	prink
flart	yoot	mand
mave	tring	toker
nutious	cadle	palk
quent	smorty	stoll
sheddle	molder	rimple
smick	nase	speat

Appendix B

Meaning (Translation) test

Test 2: What do these words mean? Write the meaning in Persian.

(تست 2: معنی این کلمات چیست؟ معنی آنها را به فارسی بنویسید.)

(معنی تقریبی هم قابل قبول است.)

windle	1.....	2.....	3.....
yoot	1.....	2.....	3.....
mand	1.....	2.....	3.....
brench	1.....	2.....	3.....
mear	1.....	2.....	3.....
mork	1.....	2.....	3.....
cadle	1.....	2.....	3.....
smorty	1.....	2.....	3.....
tantic	1.....	2.....	3.....
bettle	1.....	2.....	3.....
parrow	1.....	2.....	3.....
jurgs	1.....	2.....	3.....
molder	1.....	2.....	3.....
tring	1.....	2.....	3.....
toker	1.....	2.....	3.....
nase	1.....	2.....	3.....
bick	1.....	2.....	3.....
prink	1.....	2.....	3.....
sind	1.....	2.....	3.....
greal	1.....	2.....	3.....
blund	1.....	2.....	3.....
palk	1.....	2.....	3.....
tance	1.....	2.....	3.....
vack	1.....	2.....	3.....
rimple	1.....	2.....	3.....

Appendix C

Multiple Choice Recognition test

Test 3: Circle the words you think nearest to these words.

(دور کلماتی که گمان میکنید به کلمات داده شده نزدیک ترند خط بکشید.)

Blund	sun	Mountain	Photo	flower	I do not know
Palk	happy	Doubtful	Special	easy	I do not know
Tance	air	Moment	Love	respect	I do not know
Vack	hard	Busy	Free	wrong	I do not know
rimple	world	Mouth	Music	club	I do not know
parrow	letter	Piano	Hand	name	I do not know
Jurgs	year/s	Sea	Bird	song	I do not know
molder	rapidly	Only	Quietly	simply	I do not know
Tring	rich	Dark	Pretty	interesting	I do not know
Token	shoe	Bread	Car	stair	I do not know
Mork	red	Clever	Mad	good	I do not know
Cadle	tree	Night	College	glass	I do not know
smorty	dry	Crazy	beautiful	dirty	I do not know
Tantic	new	Intelligent	Cold	active	I do not know
Bettle	cow	Window	Mud	station	I do not know
Nase	took	Smiled	Picked	got	I do not know
Bick	slowly	Wisely	Correctly	exactly	I do not know
Prink	drink	Come	understand	meet	I do not know
Sind	snow	Pepper	Chair	eye	I do not know
Greal	paper	Tape	Game	winter	I do not know
windle	bread	Elephant	House	book	I do not know
Yoot	yes	Oh	Why	OK	I do not know
Mand	dog	Room	face	sky	I do not know
branch	water	Mine	help	cake	I do not know
Mear	money	Pen	cat	file	I do not know