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THE STUDY OF EFFECT OF EXTENSIVE READING ON ENHANCING READING COMPREHENSION AND WORD RECOGNITION OF IRANIAN LEARNERS

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ABSTRACT

The aim of this paper was to examine the Study of Effect of Extensive Reading on Enhancing Reading Comprehension and Word Recognition of Iranian Learners. Reading skill has played a crucial role in the processing of teaching English language to Iranian EFL students in Iranian universities. In this paper, 90 Iranian EFL students from Bordkhun high school, in Iran participated and divided into the experimental and control groups. Each group contained fifteen able readers, fifteen average readers and fifteen less able readers based on their reading comprehension and vocabulary scores in a multiple choice test. The texts used in the test were narrative texts. Both the experimental and control groups received reading instructions in their classes for ten weeks while the experimental group given extra two books (story books) to read outside the classroom at a rate of two chapters per one week(one chapter from each book per week). At the end of ten weeks, both groups were administered a post-test. In addition, the reliability of the reading comprehension and vocabulary test used as the instrument in the experiment was calculated by the SPSS program version 16. The reliability of the test (KR20) was 0.94. The findings of this paper showed that there was a significant difference in reading comprehension ability and vocabulary recognition between the experimental and control group at the level.

Keywords: English foreign language, Iranian EFL learners, Extensive reading, Reading comprehension, Word recognition, English vocabulary.

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Contribution/ Originality

This study is one of the major topics in the field of language teaching and plays a crucial role in the processing of teaching English language to Iranian EFL students in Iranian universities. This research investigates the Study of Effect of Extensive Reading on Enhancing Reading Comprehension and Word Recognition of Iranian Learners.

1. INTRODUCTION

This aim of study was to examine whether extensive reading can improve reading comprehension ability of Iranian EFL learners at Bordkhun high school during their academic year. Extensive reading has a long history in the teaching of English as a foreign language. It has been used as an approach to increase the students' reading ability was first recorded by Palmer (1964) and the term "supplementary reading" was first used as far back as 1955 by Michael West, a well-known teacher and materials writers working in India used the language proficiency (West, 1955). In recent years, extensive reading has received reintroduced attention as a result of an increased focus on student-centered learning: because students are able to choose what they want to read and how they want to read it, extensive reading has come to be observed as an basically student-centered activity. Day and Bamford (1997) defined extensive reading as an approach to the teaching and learning of second language, in which students have to read broadly within their level of language proficiency. Extensive reading helps EFL students not only to learn to read but also to encourage them to enjoy reading, resulting in a continuance of reading outside class in addition to normal classroom study. Nattal (1982) pointed out that extensive reading can be used to promote good reading habits in ESL/EFL teaching as it provides comprehensible input for the students, providing the reading materials are easy enough to allow them to read without difficulty. Many scholars agree that extensive reading has valuable results for foreign students learning to read in English (Elley and Mangubhai, 1983; Krashen, 1985; Hafiz and Tudor, 1989; Robb and Susser, 1989; Krashen, 1993; Constantino, 1995).

Reading comprehension has always played a crucial role in Iranian EFL classroom. Reading skill is one of the skills used for Iranian high school and pre-university learners to pass entrance examination to get seat in Iranian universities. However, reading comprehension is used in EFL materials, textbooks and courses at several levels (school and university) and almost in all number of areas, both general and particular (Khansir and Gholami Dashti, 2014). In the world of information and technology, reading has become one of the most important language skills for both the educational and commercial world. In Iranian schools and universities, the role of textbooks is very important in promoting reading skill among Iranian EFL learners. Textbooks taught in Iranian schools and universities are the example of intensive reading, providing short texts and additional activities which allow learners to practice vocabulary and grammatical structures, develop various language skills and check their reading comprehension ability.

Reading" has been defined in a number of different ways by a number of experts in the field of language teaching. Gates (1986) viewed reading as the complex organization of patterns of higher

mental process involves all types of thinking: evaluating, judging, imagining, reasoning and problem–solving. Goodman (1967) mentioned that reading is a psycholinguistic game, in which the reader reconstructs a message encoded by the writer as a graphic display. Huey (1968) defined reading as the complicated working of the human mind. Barnette (1989) argued that reading involves interdisciplinary insights from different fields of study such as psychology, sociology, education, and theoretical and applied linguistics. Richards *et al*. (1992) viewed reading as a process of perceiving a written text in order to comprehend the contents of the text.

2. REVIEW OF LITERATURE

Many researchers discussed on the study of extensive reading as follows:

Satitporn (1995) examined the role of extensive reading on the 'ability' to acquire vocabulary and influence the motivation of Matayhom students at Thawangphapittayakom School in Nan Province. The subjects for the study were sixty Matayhom students in the science program of Thawangphapittayakom School. The subjects were divided into the two same groups, the experimental and the control group. The control group was taught through the extensive reading program, while the experimental group was taught through the intensive program. Two vocabulary tests were used to collect the data. Each test contained 40 test items. The tests were used as pre-test and post-test. The achievements of two groups of students were compared to find out the efficiency of the each method. In addition, the researcher used a questionnaire to find out about the attitudes of the two groups. The results of the study were that the post-test score of the students was greater than the pre-test for both groups. However, when the post-test scores of the two groups were compared, it was found that the scores of the experimental group were higher than those of the control group. In addition, the questionnaire disclosed that both groups were interested in the extensive reading program. Bell (2001) investigated the impact of extensive reading on both reading speed and comprehension. Twenty-six elementary level learners at the British Council English Language Center were used as the subjects for the study. The subjects were put into two groups, an experimental group and a control group. The experimental group participated in an extensive reading class regularly over a period of two semesters while the control group received an entirely different reading program based on reading short passages to find out the speed of reading, calculated in words per minute. A reading comprehension test was also used. It was found that learners in the extensive reading group made greater gains in reading speed than the intensive group. Further, he recommended that extensive reading program based on graded reader was much more beneficial in reading to the development of traditional reading lessons based on the close study of short texts. If learners are well motivated to read interesting simplified materials, their reading speed will also develop. Leung (2002) investigated the impact of extensive reading on an adult's self-study of Japanese for 20 weeks. Data were collected from multiple sources, including a learner diary, auto-recordings, several private tutorial sessions and vocabulary tests. The subject for the study was a foreigner who had lived in Hong Kong for 20 years and learnt Chinese as the first language and English as a second language. She wanted to study Japanese as a third language. It

was found that the success of extensive reading lay in having access to a large quantity of reading materials. If appropriate reading materials are available, it is possible that a foreign language beginner will benefit from extensive reading. Tutwisoot (2003) examined a research in order to find out if extensive reading could develop reading comprehension and influence students' attitudes. Fifteen Matayhom students from the science and mathematics program at Assumption College Nakhon Ratchasima used as the subjects for the study. The participants of this study were randomly selected from the Matayhom students. The research tools used in this study were a reading comprehension test, a Daily Reading Form, a Book Report Form, an Observation Form, and a questionnaire. The results of the study showed that after taking the extensive reading program, the mean score of the post-test was significantly higher at the 0.05 level. It indicated that the extensive reading program helped to develop the students reading comprehension skill. In addition, it was found that the sample group was able to read independently for information and pleasure. The results of the questionnaire showed that the sample group was satisfied with the organization of the extensive reading program and the materials provided.

3. RESEARCH QUESTIONS AND HYPOTHESES

The following questions and hypotheses are as follows:

1. Does extensive reading enhance reading comprehension ability?
2. Does extensive reading enhance vocabulary recognition?
3. Is there a significant difference in reading comprehension ability between control and experimental groups?
4. Is there a significant difference in vocabulary recognition among the able, average and less-able readers in both the experimental and control groups?

Ho1: There is no significant difference in reading comprehension between the control and experimental groups.

Ho.2: There is no significant difference in vocabulary recognition ability between the control group and the experimental group.

Ho.3: There is no significant difference in reading comprehension ability among the able, average and less-able readers in the experimental group.

Ho.4: There is no significant difference in vocabulary recognition ability among the able, average and less-able readers in the experimental group.

4. METHODOLOGY

4.1. Participants

In this research, 90 Iranian EFL students from Bordkhun high school, in Iran participated and divided into the experimental and control groups. Each group comprised of fifteen able readers, fifteen average readers and fifteen less able readers based on their reading comprehension and vocabulary scores in a multiple choice test.

4.2. Instrument

In this study, the researchers used the following instrument to collect the data in order to respond to the research questions. An English reading test consisting of two sections: the reading comprehension and vocabulary sections were used as the pre-test and post-test of the study in order to collect data on the students' reading comprehension ability and vocabulary knowledge before and after the experimental process. The reading comprehension test consisted of 30 questions related to 4 narrative texts; the vocabulary recognition test consisted of 30 questions related to 3 narrative texts.

4.3. Procedure

In order to achieve the purpose of this research paper, the researchers used this procedure: An English reading test comprised of two sections, reading comprehension and vocabulary tests was used in order to measure the student's reading comprehension ability and vocabulary knowledge. The test consisted of sixty test questions using the multiple choice test technique plus a modified, and multiple-choice cloze test. Each test contained thirty test questions. To construct questions in the reading comprehension section, four narrative reading passages at the elementary level of McGraw-Hill reading book were chosen. There were 30 questions with each question containing four answer options only one of them was correct. Each correct answer is given one mark. The test period was 45 minutes and a full score was 30 marks. The researchers piloted the test and selected 30 students at Bordkhun high school, Iran in order to reach its reliability. To construct the questions in the vocabulary section, three narrative reading passages at the elementary level from McGraw-Hill were chosen. Each reading passage contained ten blanks, and students were required to choose the appropriate word from the four given choices accompanying each blank. Each correct answer was given one mark with the maximum score being 30 marks. The test period was 45 minutes. The test was also administered to 30 students at Bordkhun high school for its reliability. The reliability of test was calculated through KR21 formula and was equaled to 0.94. However, in order to investigate the students' reading comprehension and vocabulary recognition ability, the English proficiency test comprising the reading comprehension and vocabulary sections was pre-tested. After that, the test was analyzed for its reliability by using the SPSS program version 16. As a result, the items were revised. Then, the test was administered to 90 students at Bordkhun high school. The students were classified into 3 groups: able, average and less-able readers on the basis of their scores. After that, they were randomly divided into two groups: the experimental and control groups. Each group contained 15 able, 15 average and 15 less-able readers. However, the experimental group was asked to read two extra books outside the class, at a rate of two chapters per week (one chapter from each book per week). At the beginning of each session the researchers asked two or three students to give lecture about the chapter that they had read outside the class. Finally, at the end of the ten-week experiment, both the experimental and control groups were administered the post-test, which was the same test as the pre-test, to examine the student's improvements in reading comprehension and vocabulary knowledge. The results of the pre-test and

post-test were compared to find the differences between the two groups. In addition, the data obtained from the pre-test and post-test scores analyzed in terms of mean (X), standard deviation (SD), t-test, and one-way ANOVA using the Statistical Package of Social Science (SPSS) program version 16 for Window.

5. RESULTS AND DISCUSION

The aim of this research paper was to investigate the Study of Effect of Extensive Reading on Enhancing Reading Comprehension and Word Recognition of Iranian Learners. The reading and vocabulary tests were used to classify the students into 3 ability groups: able, average and less- able readers were used as the pre-test and post-test. To test the first and second hypotheses, the scores of the pre-test and post-test were compared to see if there was any significant difference in reading comprehension and vocabulary recognition abilities between the experimental and control groups by using t-test. To test the third and the fourth hypotheses, the scores of experimental groups in reading comprehension and vocabulary recognition tests were compared using One- way ANOVA to see if there is any significant difference between the scores of able, average, and less-able readers in the two tests.

5.1. Results of the Quantitative Analysis

Table-1. Pre-test and Post-test Scores of the Control and Experimental Groups

Groups	Ability group	N	Pre-test		Post-test	
			X	SD	X	SD
Control group	Able	15	41.4532	1.18723	42.6667	.48795
	Average	15	29.0667	1.03280	30.3333	.48795
	Less able	15	20.9000	.50709	21.5333	.91548
	total	45	30.4733	8.36249	31.5111	8.78951
Experimental group	Able	15	41.4667	.63994	46.2667	.45774
	Average	15	29.6000	.82808	40.2667	.45774
	Less able	15	21.3333	.97590	28.6667	.48795
	Total	45	30.800	8.01589	38.4000	7.40209

Table 1 showed that the average pre-test scores of the control group and the experimental group were close to each other. The average score of both groups was about 30.63out of 60 scores. In other words, both groups had the average score of about 51.05%. As far as the average scores among the readers of both the control and experimental groups were examined, it was found that the able readers of the control and experimental groups got the highest scores and the less-able readers of the control and experimental groups obtained the lowest scores. The highest average pre-test score of the control group was 69.08% while the average pre-test score of the less-able readers was 34.83%. The scores showed the correlation with the ability of the readers. Regarding the average post-test scores of the control and experimental group, it was found that the total average score of the experimental group was higher than that of the control group. The average score of

experimental group was 64% while that of the control group was 52.51 %. The difference between the posttest scores of the experimental group and the control group was 11.49%. As the average scores of the able readers in both the control and experimental group were compared, it was found that the average score of the experimental group was approximately 3.6 scores higher than that of the control group. When the post-test scores of the average readers of the control and experimental group were compared, it was found that the average score of the average readers of the experimental group was approximately 9.93 scores higher than that of the average readers in the control group. In other words, the average score of the average readers in the experimental group was 16.55% higher than that of the average readers in the control group. When the post-test scores of the less-able readers between the control and experimental group were compared, it was found that the average score of the experimental group was approximately 7.13 scores higher than that of the less-able readers in the control group. In other words, the post-test score of the less-able readers of the experimental group was 11.88% higher than that of the less-able readers in the control group.

Table-2. Pre-test and Post-test Reading Comprehension Scores of the Control and Experimental Groups

Groups	Ability group	N	Pre-test		Post-test	
			X	SD	X	SD
Control group	Able	15	20.4000	1.05560	19.4667	1.06010
	Average	15	12.9333	1.03280	12.7333	.88372
	Less able	15	9.5333	.51640	10.0667	.70373
	Total	45	14.2889	4.67402	14.0889	4.09447
Experimental group	Able	15	20.5333	.63994	20.9333	1.03280
	Average	15	13.4000	.50709	19.6667	.48795
	Less able	15	9.8667	.35187	11.6000	.50709
	Total	45	14.6000	4.51462	17.4000	4.23943

Table 2 showed the comparison of reading comprehension pre-test and post-test scores of the control and experimental group. It was found that there was not much difference between the pre-test average scores of the control and experimental group. Their scores were very close to each other. When the pre-test scores of the able readers in the control and the experimental group were compared, the average scores of the able readers in both groups were almost equal. So were the pre-test scores of the average and less-able readers in the control and experimental group. When the average pre-tests scores of the three groups of readers were compared, it was found that the able readers in the control and experimental group obtained highest scores. The less able readers obtained the lowest scores. Thus, the scores the three groups of readers obtained correlated with their reading ability. With regard to the reading comprehension post-test scores, it was found that the average score of the experimental group was higher than that of the control group. The average score of the control group was 14.0889 while that of the experimental group was 17.40. The mean difference of the pre-test and post-test scores was approximately 3 scores or about 10%. When the post-test scores of the able readers in the control and experimental group were compared, it was

found that the average score of the able readers in the experimental group was higher than that of the average readers in the control group. The average scores of able readers in the control group was 19.46 scores whereas the average score of the able readers in the experimental group was 20.93.The mean difference was approximately 1.47 scores or about 5%. When the post-test scores of the average readers in the control and experimental group were compared, it was found that the average score of the average readers in the experimental group was higher than that of the control group. The average posttest score of the average readers in the control group was 12.73 while that of the experimental group was 19.66. The mean difference was about 6.93 scores or 18%. When the post-test scores of the less able readers of both groups were compared, it was found that the posttest score of the less-able readers in the experimental group was higher than that of the control group. The average score of the less-able readers in the control group was 10.06 while that of the less-able readers in the experimental group was 11.60. The mean difference was approximately 1.54 scores or 3 %.

With regard to the reading comprehension post-test scores among the reader groups in the control and experimental group, the able readers could obtain the highest scores whereas the less-able readers obtained the lowest scores. The scores the students obtained correlated their reading abilities.

Table-3. Pre-test and Post-test Scores of the Vocabulary Recognition of the Control and Experimental Groups

Groups	Ability group	N	Pre-test		Post-test	
			X	SD	X	SD
Control group	Able	15	20.2667	.70373	19.4667	.51640
	Average	15	14.5333	.51640	14.0000	1.51186
	Less able	15	11.0000	.84515	11.6000	1.24212
	total	45	15.2667	3.92197	15.0222	3.51935
Experimental group	Able	15	19.2000	.86189	22.5333	.51640
	Average	15	13.6000	1.95667	19.5333	.51640
	Less able	15	10.4667	.51640	13.2000	1.01419
	Total	45	14.4222	3.85822	18.4222	3.99709

Table 3 showed the comparison of the vocabulary recognition pre-test and post-test scores between the control and experimental group. With regard to the vocabulary recognition pre-test scores of the control and experimental group, the average pre-test scores of both the control and experimental group were relatively equal. When the vocabulary recognition pre-test scores of the able readers in both groups were compared, there was not much difference in terms of the scores obtained. The able readers in the control group obtained 20.26 while the experimental group was 19.20. As the pre-test vocabulary scores of the average readers in the control and experimental group were compared, there was not much difference in the scores they obtained. The average readers in the control group obtained 14.53 while that of the experimental group obtained13.60. To compare the pretest scores of the less-able readers in both groups, there was not much difference in

the scores they obtained. The less-able readers obtained 11.00 while the experimental group obtained 10.46. As far as the average scores of the three groups of the readers were concerned, the able readers of both groups obtained the highest scores while the less-able readers obtained the lowest scores. This means that the scores the students obtained correlated with their vocabulary knowledge. Regarding the comparison of the vocabulary recognition post-test scores of the control and experimental group, it was found that the able readers in the experimental group obtained higher scores than those of the control group. When the vocabulary post-test scores of able readers in the control and experimental group were compared, it was found that the able readers in the experimental group could obtain higher scores than those able readers in the control group. The average vocabulary recognition score of the able readers in the control group was 19.46 while that of the experimental group was 22.53. The mean difference was approximately 3 scores or 9.8%. When the post-test scores of the average readers in the control group and the experimental group were compared, it was found that the average score of the average reader in the experimental group was higher than that of the control group. The average score of the average reader in the control group was 14 while that of the experimental group was 19.53. The mean difference was about 6 scores or about 17%. When the average scores of the less-able readers of the control and experimental group were compared, it was found that the average score of the less able readers in the experimental group was higher than that of the less-able readers in the control group. The average score of the less-able readers in the control group was 11.60 while that of the experimental group was 13.20. The mean difference was about 2 scores or about 6%. When all the vocabulary recognition scores of all the readers in both the control and experimental were compared, the able readers obtained the highest scores while the less-able readers obtained the lowest scores which means that the scores the students obtained correlated their levels of vocabulary knowledge.

Table-4. Reading Comprehension and Vocabulary recognition Pre-test and Post-test Scores of the Experimental Group

Test	Ability Groups	N	Pretest	Posttest	t	P
			X	X		
Reading	Able	15	20.5333	21.9333		
	Average	15	13.4000	19.6667		
	Less able	15	9.8667	11.6000		
	total	45	14.6000	17.4000	-3.54	.001
Vocabulary	Able	15	19.2000	22.5333		
	Average	15	13.6000	19.5333		
	Less able	15	10.4667	13.2000		
	Total	45	14.4222	18.4222	-4.34	.000

Table 4 presented the data of the pre-test and post-test mean scores of the reading comprehension and vocabulary recognition of the experimental group. Regarding the reading comprehension of the pre-test and post-test scores of experimental group, the mean score of the pre-test was 14.60 and that of the post-test was 17.40. The significant difference of the reading

comprehension between the pre-test and post-test scores of the experimental group at the level of .05 was .001. Concerning the pre-test and post-test vocabulary recognition scores of the experimental group, the pre-test score was 14.42 and that post-test score was 18.42. The significant difference of the vocabulary pre-test and post-test scores of the 45 experimental groups at the level of .05 was .000. The hypotheses 1 and 2 were rejected.

Table-5. Post-test Scores of Reading Comprehension of the Reader Groups between the Control and Experimental Groups

Test	Ability group	N	Control		Experimental		T	P
			X	SD	X	SD		
Reading	Able	**15**	19.2667	.45774	21.4000	.50709	-9.909	.oo4
	Average	**15**	13.4000	.48795	19.4667	.51640	-91.000	.oo2
	Less able	**15**	10.3333	.48795	12.5333	.91548	-9.909	.000

* p < .05

Table 5 presented the data concerning the posttest reading comprehension scores of the three reader groups between the control and experimental group. With regard to the able reader group, the post-test score of the control group was 19.26 whereas the posttest score of the experimental group was 21.40. The significant difference in terms of reading comprehension of the post-test scores of the able readers between the control and the experimental groups was at the level of .05. Concerning the reading comprehension of the post-test scores of average readers of the control and experimental group, the reading comprehension post-test score of the control group was 13.40 and the post-test score of the experimental group was 19.46. The significant difference between the post-test scores between the control and experimental groups of the average reader at the level was .05. Regarding the post-test scores of the less able readers of the control and experimental group, the post-test score of the control group was 10.33 and the posttest score of the experimental group was 12.53. The significant difference between the post-test scores of the control and experimental group was at the level of .05. With regard to the total reading comprehension post-test scores of the control and experimental group, the post-test score of the control group was 14.33 and the post-test score of the experimental group was 17.79. The significant difference between the post-test scores of the average reader between the control and experimental group was at the level of .05. However, the hypothesis 1 was rejected.

Table-6. Post-test Scores of Vocabulary Recognition between the Control and Experimental Groups

Test	Ability group	N	Control		Experimental		T	P
			X	SD	X	SD		
Reading	Able	**15**	19.4000	.50709	21.5333	.51640	-23.482	.OOO
	Average	**15**	12.7333	.45774	14.6536	.70373	-15.083	.OO2
	Less able	**15**	11.7333	.45774	12.6667	.48795	-4.525	.OO1

* p < .05

Table 6 showed the vocabulary post-test scores of the three reader groups between the control and experimental group. In the able group, the post-test score of the able readers of the control group was 19.40 while that of the experimental group was 21.53. The significant difference between the vocabulary posttest scores of the able reader between the control and experimental group was at the level of .05. In the average reader group, the post-test score of the control group was 12.73 and that of the experimental group was 14.65. There was a significant difference between the vocabulary post-test score of the control group and that of the experimental group at the level of .05. In the less able reader, the vocabulary post-test score of the control group was 11.73 and that of the experimental group was 12.66. There was a significant difference between the vocabulary posttest scores of the less able reader between the control and experimental group at .05. As a result, hypothesis 2 was rejected.

Table-7. Comparison of the Reading Comprehension and Vocabulary Recognition Post-test Scores among the Able, Average and Less-Able Readers of the Experimental Group

Test	**Ability groups**						**F**	**P**
	Able		**Average**		**Less able**			
	X	SD	X	SD	X	SD		
Reading	21.4000	.50709	19.4667	.51640	12.5333	.91548	53.23	.000
vocabulary	21.5333	.51640	19.0667	.70373	12.6667	.48795	67.79	
Total	21.46665	.511745	19.2667	.610065	12.6000	.701715	104.54	.000

* p < .05

Figure-1. Comparison of the Reading Comprehension and Vocabulary Recognition Post-test Scores among the Able, Average and Less-Able Readers of the Experimental Group

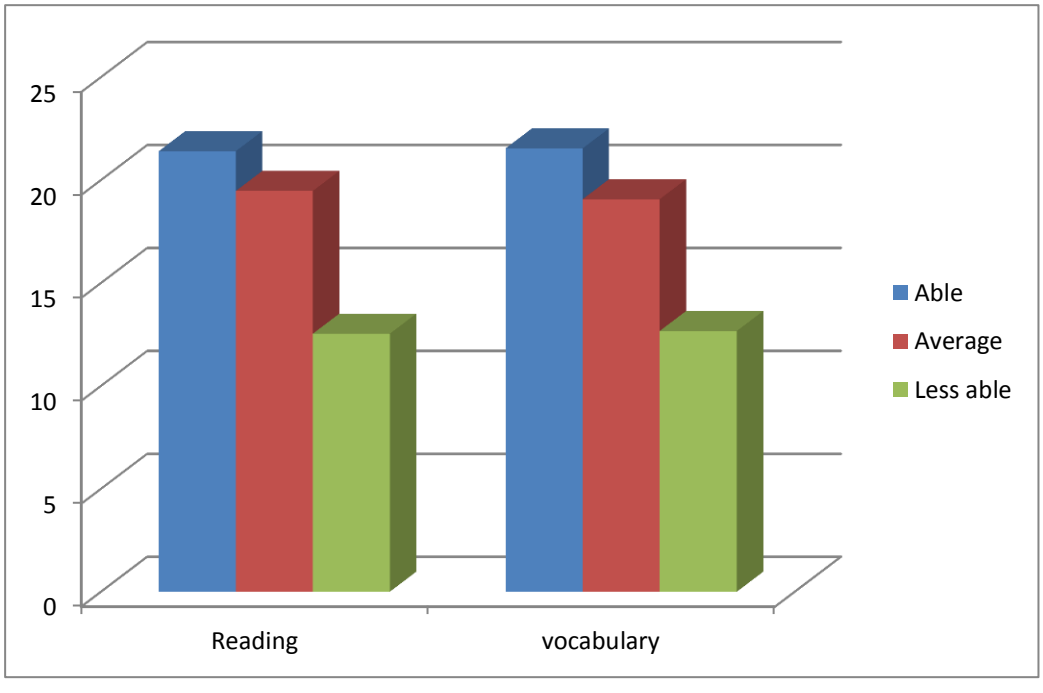

Table 7 and figure 1 showed the comparison of the reading comprehension and vocabulary recognition post-test scores among the readers of the experimental group. Regarding the reading comprehension post-test scores of the experimental group, the result showed that there was a significant difference concerning the reading comprehension among the able, average and less-able readers of the experimental group at the level of .05. With regard to the vocabulary recognition of the post-test scores among the three readers of the experimental group, there was a strong significant difference in vocabulary recognition among the able, average and less-able readers of the experimental group at the level of .05. With regard to the total reading comprehension and vocabulary recognition of the posttest scores of the readers in the experimental group, there was a strong significant association within and among the able, average and less-able readers of the experimental group at .05.

Table-8. Differences among the Able, Average and Less- able Readers of the Experimental Group in Reading Comprehension post-test

Ability Group	**X**	**Able**	**Average**	**Less Able**
		21.4000	**19.4667**	**12.5333**
Able	21.4000	-	1.9333	8.8667
Average	19.4667	-	-	6.9334
Less Able	12.5333	-	-	-

Table 8 showed the differences of the reading comprehension post-test scores among the reader groups in the experimental group. Three pairs of multiple comparisons were established. First, there was a significant difference among the able, and the average readers at the level of .05. Secondly, there was a significant difference between the able readers and the less able readers at the level of .05. Thirdly, there was a significant difference between the average readers and the less able readers at the level of .05. As a result, hypothesis 3 was rejected.

Table-9. Differences among Able, Average and Less-able Readers of the Experimental Group Regarding Vocabulary Recognition Post-test Scores

Ability Group	**X**	**Able**	**Average**	**Less Able**
		21.5333	14.6566	12.6664
Able	21.5333	-	6.8767	8.8669
Average	14.6566	-	-	1.9902
Less Able	12.6664	-	-	-

Table 9 showed the multiple comparisons of the vocabulary post-test scores among the readers in the experimental group. Three pairs of significant differences were established. First, there was a significant difference in vocabulary recognition between the able readers and the average group at the level of .05. Secondly, there was a significant difference between the able readers and less able

Table-10. Total Differences among Able, Average and Less- Able Readers of the Experimental Group in Reading Comprehension and the Vocabulary Recognition

Ability Group	X	Able	Average	Less Able
		41.4667	29.6000	22.3333
Able	41.4667	-	11.9557	19.1334
Average	29.6000	-	-	7.2667
Less Able	22.3333	-	-	-

readers at the level of .05. Thirdly, there was a significant difference between the average readers and the less able readers at the level of .05. As a result, hypothesis 4 was rejected.

Table10 presented the data concerning differences among able, average and less able students of the experimental group in their total reading comprehension and vocabulary recognition. Three pairs of significant differences were established based on the results of finding. First, there was a significant difference between the able readers and the average readers. Second, there was a significant difference between the able readers and less able readers. Third, there was a significant difference between the average and less able readers.

In the discussion of this research, in response to research question 1: Does extensive reading enhance reading comprehension? Based on the finding of the study, it can be concluded that extensive reading does enhance reading comprehension ability. The results of this study, which in many ways is similar to the findings of previous studies such as Renandya *et al.* (1999), Hafiz and Tudor (1989), Robb and Susser (1989), Mason and Krashen (1977). In response to research question 2: Does extensive reading enhance vocabulary recognition? The results of the present study showed that extensive reading could enhance vocabulary recognition. This finding of this study is also similar to the results of research done by Hafiz and Tudor (1990). The idea that learners can develop their language knowledge through extensive reading is attractive for several reasons. First, reading is essentially an individual activity and therefore learners of different proficiency levels could be learning at their own level without being locked into an inflexible class program. Second, it allows learners to follow their interests in choosing what to read and thus increase their motivation for learning. Third, it provides the opportunity for learning to occur outside the classroom. In response to research question 3: Is there any significant difference in reading comprehension and vocabulary recognition ability among the able, average and less able readers? The results of the study revealed that there was a significant difference in reading comprehension and vocabulary recognition ability among the able, average and less able readers. In this study, the able readers were better at both reading comprehension and vocabulary recognition than average and less-able readers and it seems that based on the above mentioned explanations, these results resulted from the vocabulary knowledge of able readers in compare with the other two groups of readers namely average and less-able readers.

6. CONCLUSION

In conclusion of this research paper**,** there was a substantial difference at the level of .05 in reading comprehension ability between the experimental and control groups. In other words, the students in the experimental group could read and understand the text better than those of the control group. The significant difference is due to the influence of the extensive reading program because the experimental group was given more reading practice for a period of ten weeks while the control group only received the normal reading lesson. The reason for this might be that the readers in the experimental group had more reading practice than those of the control group. Secondly, the readers in the experimental group were exposed to comprehensible input, as the reading materials were not too difficult for them.

The result of the study showed that there was a significant difference in vocabulary recognition at the level of .05 between the experimental group and the control group. In other words, the students in the experimental group could recognize the meaning of vocabulary better than those in the control group. This can be concluded that the students had increased their vocabulary knowledge through extensive reading while they were participating in the extensive reading program for ten weeks. During the extensive reading program, the students in the experimental group were exposed to the wide range of vocabulary in the reading materials they read. While reading, the students learnt new vocabulary from guessing meaning from the context and by using the dictionary.

The results of the study indicated that there was a significant difference in terms of reading comprehension ability among the EFL able, average and less able readers in the experimental group at the level of .05. Results from the analysis showed that the able readers could obtain higher scores in reading comprehension than the average and less-able readers. Similarly, the average readers could obtain better reading comprehension scores than the less-able readers. This means that the results obtained by the readers were due to their language proficiency. Reasons for this difference might be that both the able and average readers had better language proficiency than the less-able readers. Thus, the able readers and the average readers could develop their reading ability faster than the less-able readers.

Regarding the vocabulary recognition, there was a significant difference among the readers in the experimental group at the level of .05. This means that the able reader could obtain higher vocabulary recognition scores than the average and less-able readers. And the average readers could obtain higher scores in vocabulary recognition than the less able readers. It can be concluded that the able and average readers have higher language proficiency that the less-able readers. Thus they could acquire more vocabulary than the less-able group. Therefore, the able and average readers have higher language proficiency in terms of reading comprehension and vocabulary recognition in the pre-test and post-test, it can be concluded that they could infer meaning of the new words better than the less –able readers. Even though, there were significant differences in reading comprehension and vocabulary recognition between the experimental group and the control

group, the mean of the pre-test and post-test scores of reading comprehension and vocabulary recognition were slightly different.

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