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Effects of Narrow Reading Versus Wide Reading on Iranian EFL Learner's Incidental Vocabulary Acquisition

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Abstract

This study generally aimed at examining the most effective method of acquiring incidental L2 vocabulary among EFL learners. More specifically, it investigated the effect of two various types of reading texts (i.e., narrow and wide texts) on Iranian intermediate EFL learners' incidental vocabulary acquisition. This pretest/posttest study lasted for five sessions and the participants were given 10 different passages including some articles and short stories (5 narrow and 5 wide reading texts) to read as the treatment. They were requested to enjoy reading the texts to guess the meanings of the new vocabulary items. Then, they were asked some questions based upon the texts. Afterwards, multiple choice tests were employed to assess various levels of word knowledge acquired through different types of texts. The scores of the immediate posttests were compared with the results from the delayed posttests to find out whether there was any significant difference after they had been exposed to the narrow and wide texts. The findings showed a statistically significant difference in the immediate posttest in favor of narrow reading over wide reading. The participants were more successful at acquiring incidental vocabulary items when they were exposed to narrow reading texts compared to wide reading texts. Nonetheless, even wide reading texts also have a significant effect on the acquisition of incidental vocabulary items.

Key words: *Narrow Reading, Wide Reading, Vocabulary Acquisition, Incidental Vocabulary Learning*

1. Introduction

Many researchers (e.g. Boettcher, 1980; Carey, 1982; Clark, 1973; Dale, O' Rourke, & Bamman, 1971; Deighton, 1959; Eichholz & Barbe, 1961; Gentner, 1975), share the same belief in the realm of first language acquisition in a sense that most of words children learn during the process of first language (L1) acquisition are acquired incidentally; that is, words are learned when the child's attention is focused on an on-going task, such as talking to his/her parents or reading or listening to a story rather than specific lexical items (e.g., . Specifically, the most common task

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through which children expand their vocabulary knowledge is reading comprehension (Anderson, Fielding Incidental learning is some form of accidental / indirect / additional / unplanned learning within an informal or formal learning situation. (DSchneider). Its opposite is deliberate learning.

In spite of its important role, vocabulary building has often been downgraded and emphasis has been directed more toward grammatical and phonological structures. L2 vocabulary learning has always become an object considerable interest among researchers, teachers, and materials developers (Carter & McCarthy, 1988; Coady & Huckin, 1997; Gairns & Redman, 1986; Huckin, Haynes, & Coady, 1993; Lewis, 1993; Nation, 1990; Nation & Carter, 1989; Schmitt & McCarthy, 1997). Most researchers believe that except for the first few thousand most common words, vocabulary learning predominantly occurs through extensive reading with the learner guessing at the meaning of unknown words.

Second language learning largely depends on vocabulary from which learners start their second language acquisition. A great deal of research has indicated that vocabulary is a key role in second language acquisition, especially when it comes to its incidental learning. These studies have pointed out the importance of vocabulary learning as a by-product of the instructional focus.

According to Webb (2009), both L1 and L2 learners may incidentally gain knowledge of meaning through reading. In addition to this, some researchers seem to agree that after a learner acquires his/her first thousand words during the initial stages of classroom instruction through intentional learning, vocabulary acquisition happens mainly through extensive reading, and most of the time by guessing the meaning of unknown words (Huckin & Coady, 1999). In this sense, a learner would learn vocabulary as a by-product of reading out of the boundaries of the pedagogical focus of the instructional setting. Incidental learning of vocabulary is not completely understood in terms of how it actually occurs, given the fact that there are a number of factors that determine the success of a learner when trying to infer a word including the amount of exposure, word guessing strategies, and the quality of the context that facilitates learners' lexical inference activities.

Although it is widely agreed that much second language vocabulary learning occurs incidentally while the learner is engaged in extensive reading, the incidental learning of vocabulary is still not fully understood. There are many key unresolved issues including the type and size of

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vocabulary needed for accurate guessing, the degree of exposure to a word needed for successful acquisition, the actual mechanism of incidental acquisition, the value of teaching explicit guessing strategies, the efficacy of different word-guessing strategies, the influence of different kinds of reading texts, the effects of input modification, and more importantly the problems with incidental learning.

The present study was an attempt to compare the effects of two different methods of presenting incidental vocabulary items including narrow reading and wide reading on incidental lexical acquisition of Iranian EFL learners to find out which one facilitates vocabulary learning more. It seems that more research is required before reaching firm conclusions about the topic. Additionally, this study tried to find out to what extent short-term memory and long-term memory can reserve the words of different sets. In other words, it was aimed to investigate the effectiveness of narrow reading texts versus wide reading texts on incidental vocabulary learning and recall of Iranian EFL learners based on what Persian-speaking participants did throughout this study.

The results of examining the effects of narrow and wide reading as relevant factors in incidental vocabulary acquisition in L2 may help teachers who are looking to improve or modify their teaching methods in use to obtain the best outcomes in the classroom and realize the ideal educational goals there. Using the findings, it can be found out which method fits best their classrooms. In fact, applying these two ways of readings makes the process of language learning a more meaningful and communicative process and also a more creative activity for the learners. The results would, therefore, be of great value to ESL/ EFL teachers whose approach to language teaching and learning is a communicative approach.

Moreover, since there appears to be a significant correlation between learning incidental vocabulary, reading comprehension, and L2 acquisition, the teachers can use the results of the study and add the flavor of their experiences and insights into it to see what is the best way to present the new words to the students to help them learn better the reading texts and consequently L2.

Based on the issues raised above, the following research questions were posed in this study:

1. Does narrow reading have a significant effect on Iranian EFL learners' incidental vocabulary acquisition?

2. Does wide reading have a significant effect on Iranian EFL learners' incidental vocabulary acquisition?

3. Is there any significant difference between narrow and wide reading in terms of their effectiveness on incidental vocabulary acquisition of Iranian EFL learners?

2. Review of Literature

L2 vocabulary learning has become an object of considerable interest among researchers, teachers, and materials developers. Learning vocabulary, as the most unmanageable component in the process of language learning and particularly in the process of second language learning is really a demanding task which according to Montrul (2001) "is morphologically involves much more than learning sound-meaning pairings; it also involves learning how lexical information expressed and syntactically constrained". The best ways of learning vocabulary is a question that has been a subject of many studies and discussions.

Nagy (1985) declared that when this gradual learning process is encouraged by the help of contact with a sufficient amount of written language exposure, incidental vocabulary learning in the first language can be substantial. Incidental vocabulary learning is defined as a by-product, not the target of the main cognitive activity, reading. In terms of language acquisition, incidental learning is said to be an effective way of learning vocabulary from context (Day, Omura, & Hiramatsu, 1991; Jenkins, Stein, & Wysocki, 1984; Nagy, Herman, & Anderson, 1985; Saragi, Nation, & Meister, 1978).

Krashen's (2003) comprehension hypothesis claimed that comprehensible input is a necessary and sufficient condition for language development and extensive reading provides this condition. Through the provision of engaging language-learner literature, extensive reading programs aim to develop reading fluency and reading skills in general, while at the same time consolidate knowledge of previously met grammatical structures and vocabulary. There has been a reasonable amount of research on incidental vocabulary learning from extensive reading (Day et al., 1991; Dupuy & Krashen, 1993; Grabe & Stoller, 1997; Hayashi, 1999; Mason & Krashen, 1997; Pigada & Schmitt, 2006; Pitts, White, & Krashen, 1989; Waring & Takaki, 2003).

However, it is quite clear that knowledge of a word consists of more than an association between form and meaning. Second, the often decontextualized nature of intentional vocabulary teaching courses let learners localize their cognitive resources to the target words while incidental vocabulary learners have to process many textual and non-textual cues along with the target words in a parallel fashion, a situation requiring delocalization of cognitive resources from the target words. Finally, it is assumed that it may not be fair to compare learners who are required to learn L2 words incidentally with those who are taught L2 words intentionally because, in studies, a learner's success is judged only by the number of target words he/she has acquired; however, incidental learners may have acquired news words during the process of L2 reading which are not among the target words focused on in a study. Therefore, the success of such learners is usually underestimated versus the performance of intentional learners. Our suggestion is that teachers take a middle ground regarding the issue and try to take advantage of the strengths of both approaches by using them in a complementary, integrative fashion.

The way incidental vocabulary learning occurs has been widely discussed. For example, in a review presented by Huckin and Coady (1999), several issues regarding this topic were surveyed through previous empirical researches. The researchers set out to investigate the mechanism of incidental acquisition, the type and size of vocabulary for correct guessing, the amount of exposure for successful retention, the effectiveness of word guessing strategies, the influence of different reading texts, and the problems with incidental learning. Extensive reading for meaning and form was found as the primary way incidental learning occurs. However, several variables affect its success as suggested by the authors: mainly, the appropriate context surrounding each word, and the nature of the learners' attention and the task demands, largely enhanced by text-based tasks. In order to correctly guess the meaning of a word in context, a learner must be able to recognize a great percentage of the surrounding words.

Schmidt (1993) pointed out that at least some degree of conscious attention is necessary for incidental learning, and Ellis (1994) suggested that the proper distinction is one between focal and peripheral attention. Attention is clearly related to purpose, which in turn is governed in large part by task demands. A number of case studies in recent years have shown how incidental learning of vocabulary can be enhanced through text-based tasks. Joe (1995) investigated vocabulary knowledge gains by an adult learner who was required to perform a read and retell task.

Xu (2010) examined the effect of different reading tasks on immediate word gain and retention in L2 learners. His findings give positive evidence for the support of marginal glosses for incidental vocabulary as shown also in other studies (Hulstijn et al., 1996). It also showed the effectiveness of this type of tasks for low-intermediate learners. It would also be worthy of enquiring as to its effectiveness in learners with different levels of proficiency in order to generalize the findings for a broader audience.

However, it seems that more research needs to be carried out to establish the degree in which an intentional and incidental approach can be combined for the enhancement of L2 vocabulary learning. In this chapter, it is tried to review and explain the occurrence of incidental vocabulary learning and the specific circumstances in which this type of learning occurs, and to some degree, the relationship of incidental and intentional methods for L2 vocabulary learning. These empirical evidences have shed light on the current basic assumptions revolving around the incidental learning of vocabulary. It can be said that a combination of intentional and incidental learning could definitely solve some issues that come from an only-incidental learning point of view and would enhance L2 learners' vocabulary learning experience.

3. Methodology

Instrument , materials ,data collection , procedure and data analysis will be discussed later.

3.1. Participants

The participants were selected from native speakers of Persian including 30 female students at the age of 17. The participants were among the students who were studying English as a foreign language at a high school in Esfahan based on the results of the Quick Placement Test (QPT). The QPT (Edwards, 2007) was employed to check the homogeneity of the participants in terms of their vocabulary knowledge. Also, two standardized tests including a 90-item Vocabulary Levels Test (Nation, 2001) and the paper-based version of the Test of English as a Foreign Language (TOEFL) were applied to make sure that all the subjects were in the intermediate-level competence in English.

3.2. Instruments and Materials

Since the aim of this study was to compare the effectiveness of two types of reading texts (Narrow and Wide) in vocabulary acquisition and recall of EFL learners, separate tests were required in order to measure different types of texts in acquiring new vocabulary. In this study, the researcher applied multiple choice tests to assess various levels of word knowledge acquired through different types of readings.

The study also adopted some vocabulary tests as other instruments for data collection. The first one was the Quick Placement Test (Edwards, 2007) to make sure that the participants were homogeneous in terms of their proficiency. The test contained 50 items in multiple choice formats assessing students' knowledge of vocabulary, grammar, and reading comprehension. The Vocabulary Knowledge Scale (VKS) developed by Paribakht and Wesche (1993) was the second instrument in this study administrated as the pre-test to make sure that the participants had no prior knowledge of the targeted words. Two multiple choice tests were also administered as the last instrument and were employed as the immediate posttest and delayed post-test in this study to investigate the immediate and delayed recall of the participants.

To investigate the effectiveness of different reading types, reading materials were considered as another instrument in this study including five English stories by famous British novelist (*Oliver Twist written by Charles Dickens*) as the narrow texts and five unites extracted from *1000 English Collocations in 10 Minutes a Day* as wide texts (See Appendix A). Both texts were in an intermediate level.

The researcher tried to find 40 words from each type of reading texts including narrow and wide.

3.3. Data Collection Procedure

To achieve the aims of the study, some steps were taken. The first step as discussed before was identifying the homogeneity among the participants; different tests were firstly administrated at a high school in isfahan and thirty native speakers of Persian including 30 female students whose linguistic homogeneity was confirmed on the basis of the test result were subsequently selected from among the intermediate students who were studying English as a foreign language.

The second step was administrating the Vocabulary Knowledge Scale Test (VKS) containing eighty vocabulary items. It was employed as the pretest and presented to the participants to find out which vocabulary items the learners did not know.

The whole study was conducted for five sessions and the participants were given ten different passages (5 narrow reading texts and 5 wide reading texts) to read as the treatment. The participants were told that the main purpose of this program was teaching vocabulary-learning strategies to determine whether they learn vocabulary better from which type of reading (narrow or wide). After that it was explained that they were going to read two texts in each session. They were told to enjoy reading the stories and articles to do their best to guess the meanings of the new words. Afterwards, they would have to answer some multiple choice questions. Neither dictionary use nor note taking was allowed. Moreover, during the reading no questions on the content of the texts were permitted.

They were also informed that they would be having immediate and delayed posttests on the same vocabulary items. After reading the articles in each session, as mentioned, the multiple-choice test was given. The test set was administered two times: the immediate posttest and delayed posttest after the reading texts in each session. The delayed posttest was held one month later to measure the recall and retention of the vocabularies by the participants.

The results of the delayed posttest would be compared with those of the immediate one to find out whether there was any difference after they had been exposed to read reading texts using (narrow and wide).

The test items used in each administration were the same, but in order to eliminate any chance of memorizing the vocabularies as a whole rather than learning them, the participants were informed that the required words in multiple choice had been arranged in a different sequence. The subjects took the tests without reading texts again. The data gathered through this procedure were later subjected to the statistical procedure.

3.4. Data Analysis

To achieve the main goal of this study, descriptive statistics such as the calculation of the mean and the frequency along with inferential statistics were applied to discern the effectiveness of narrow reading versus wide reading on lexical acquisition and recall of EFL learners. One sample t-test was also used to show us whether we should accept or reject our null hypothesis. In

specific, it was applied to compare the mean scores obtained by the participants in the taken tests to reveal whether these means were statistically different from one another. A paired sample test was also applied to investigate the meaningfulness of the difference between two posttests results.

4. **Results**

The results of research questions will be discussed .

4.1. Results of the First Research Question

The first research question in this study was: Does narrow reading have a significant effect on Iranian EFL learners' incidental vocabulary acquisition?

To achieve the aims of the study, the participants ($n = 30$) were tested on the effect of using the two types of texts; namely, narrow and wide readings on the incidental vocabulary acquisition and recall. To find an acceptable answer for this question, the researcher identified, calculated, and scored all the correct answers given in the multiple-choice tests prepared to estimate the participants' knowledge of the incidental words acquired through reading narrow texts.

Table 1. *Descriptive Statistics for the Immediate Posttest Results in Narrow Texts*

N	Valid	30
	Missing	0
Mean		3.93
Median		4.00
Mode		3.40[a]
Std. Deviation		.81
Variance		.66
Range		4.20
Maximum		6.60
Minimum		2.40
Sum		118.00

As Table 1. shows, the mean of the scores for the multiple choice tests on the incidental words acquired through reading narrow texts was 3.93 that is, most of the participants provided just less than half of the required words. The participants guessed at maximum 6 words correctly and at minimum 2 words. This indicated that they were able to work successfully as expected in this part.

Table 2. *Immediate Posttest for Incidental Words in Narrow Texts*

		IM
Narrow	Pearson Correlation	.72**
	Sig. (2-tailed)	.00
	N	30
	N	30

In order to analyze the significant effect of reading narrow texts on the acquisition of incidental vocabularies, a correlation was calculated. As it is obvious from the above table, the correlation was meaningful at the level of .72 for immediate posttest.

Table 3. *Delayed Posttest Results for Incidental Words in Narrow Tests*

		DE
Narrow	Pearson Correlation	.75**
	Sig. (2-tailed)	.00
	N	30

Although the mean of the students' performance decreased in the delayed posttest, the correlation test in Table 1.3 shows that there was still a meaningful relation between the recall of incidental vocabularies learned through narrow texts on the acquisition of at the level of .75.

4.2. Results of the Second Research Question

The second research question that was posed in the study was: Does wide reading have a significant effect on Iranian EFL learners' incidental vocabulary acquisition?

To obtain an answer to this question, the frequency of correct answers in the multiple choice test was calculated for each student separately. For every correct answer, one point was given. The points were then added and the final score was given. The average of all scores was thereafter determined.

Table 4. *Descriptive Statistics for Immediate Posttest in Wide Texts*

N	Valid	30
	Missing	0
	Mean	2.42
	Median	2.50
	Mode	2.60
	Std. Deviation	.67
	Variance	.45
	Range	2.80
	Maximum	3.60
	Minimum	.80
	Sum	72.60

To be more specific, the mean of all provided correct answers was equal to 2.42 which was lower than the mean score obtained in the words acquired through reading narrow texts. It seems that the students acquired and recalled fewer words when the lexical items were presented to them through wide texts and therefore worked less successfully. Here, the highest number of given correct answers was 3, and at lowest was 0; in fact, there were some exercises which were filled in by the students completely correctly.

Table 1.2 reveals inferior performance of the participants in learning words via wide texts compared to that of reading the other texts.

The comparison between the means of the incidental vocabularies acquired through wide texts was displayed by the scores achieved after immediate and delayed posttest. Here, the means of given correct answers after immediate posttest and delayed one were 2.27/2.11, 2.07/1.54, 2.34/2.38. 2.96/2.62 and 2.99/3.15 respectively, that is, students' performance was better in learning the incidental vocabularies immediately after class in most of the sessions rather than their performance in delayed tests. It also can be seen that participants were able to remember and recall the vocabularies since there was a slight difference between the means of two posttest results after most sessions.

Table 5. *Immediate Posttest Results for Reading Wide Texts*

		Wide	IM
Wide	Pearson Correlation	1	.69**
	Sig. (2-tailed)		.00
	N	30	30
IM	Pearson Correlation	.69**	1
	Sig. (2-tailed)	.00	
	N	30	30

The significant effect of reading wide texts on the acquisition of incidental vocabularies was determined by a correlation. As it is obvious from the above table, the correlation was meaningful at the level of .69 for immediate posttest.

Table 6. *Delayed Posttest Results for Reading Wide Texts*

		DE
Wide	Pearson Correlation	.67**
	Sig. (2-tailed)	.00
	N	30

As it is obvious from the above tables, the correlation is meaningful at the level of .69 and .67 for immediate and delayed posttest respectively. In other words, the observed differences were meaningful at 0.01 level of significance and one can be 95% sure that these differences were not obtained accidentally.

4.3. Results of the Third Research Question

The third research question that the researcher addressed in this study was: Is there any difference between narrow and wide reading in terms of their effectiveness on incidental vocabulary acquisition of Iranian EFL learners?

For this question, the means of scores that were achieved by the participants after immediate and delayed posttests were calculated and compared to see if there was any statistically significant difference between learning and retention of incidental vocabularies through reading wide and narrow texts.

Table 7. *One-Sample Statistics: The Means in the Two Types of Text*

	N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
Narrow	30	3.59	.55	.13	1	6.60
Wide	30	2.37	.55	.18	3	3.60

After comparing the means, it was found that the participants had different reactions towards the different texts. According to the table, the largest deviation and mean refers to the time when the participants were examined on the incidental words oriented in narrow texts. That is, the participants had the best achievement and recalled more words when lexical items were organized and presented in narrow texts. When students' performance was examined in wide texts, the participants had the lower recall and achievement. That is, it seemed to be a less effective technique.

According to the multiple choice question results, there is more chance that the word can be recognized immediately through narrow texts rather than wide texts. As a result, students learned incidental vocabularies via narrow text twice as often as wide texts.

Table 8. *One-Sample Statistics for Immediate Posttests in the Two Types of Text*

	N	Mean	Std. Deviation	Std. Error Mean
wide_ IM	30	2.42	.67	.12
narrow_ IM	30	3.93	.81	.14

According to Table 1.9, the largest deviation and mean refers to the time when the participants were examined on the incidental words oriented through narrow texts. That is, the participants had the better achievement and recalled more words when incidental lexical items were organized and presented via narrow texts.

The data suggested that the acquisition of words through wide readings is considerably slower than from narrow readings. The score means obtained for the delayed posttest for narrow texts were 2.62, 2.73, 3.23, 3.62 and 3.77. The results revealed decrease in the acquisition of words through wide texts as well as followings: 2.11, 1.54, 2.38, 2.62 and 3.15.

Table 9.*One-Sample Statistics for Delayed Posttests in the Two Types of Text*

	N	Mean	Std. Deviation	Std. Error Mean
Wide reading	30	2.32	.79	.14
Narrow reading	30	3.25	.61	.11

Considering means after delayed posttests, participants had the better performance in the exercises organized through narrow texts. The score means obtained for wide and narrow delayed posttests were 2.37 and 3.25 respectively.

A detailed look at what each student had done individually after two posttests is clearly portrayed. As shown, the participants (n = 30) acquired and recalled the most when words had been presented to them in narrow reading texts.

Table 10. *Paired Samples Test for the Two Types of Text*

	Paired Differences							
					95% Confidence Interval of the Difference			
		Std. Deviation	Std. Error Mean					
					Sig. (2-tailed)			
	Mean			Lower	Upper	t	df	
Pair 1 Wide - Narrow	-1.22	.62	.11	-1.45	-.98	-10.76	29	.00

As the above table shows, the difference between the acquisition of incidental lexical items via narrow and wide texts in terms of their mean scores reached statistical significance.

Table 11. *Paired Samples Test: The Means of posttests in the Two Types of Text*

	Paired Differences						
				95% Confidence Interval of the Difference			Sig. (2-tailed)
		Std. Deviation	Std. Error Mean				
Mean						t	df

					Lower	Upper			
Pair 1	IM DE	15.26	9.74	1.77	11.62	18.90	8.57	29	.00

To investigate the meaningfulness of the difference between two posttests results (i.e., immediate and delayed posttests), a paired sample test was again run. According to its revealed results, the difference between the immediate' and delayed' scores from the exercises with required incidental words via narrow texts did reach statistical significance. In other words, students worked more successfully in retention and recall of incidental vocabulary items through reading narrow texts and their final achieved points were therefore higher than those of wide texts.

Discussion and conclusion

All things considered, the researcher thereby came to the conclusion that Iranian EFL learners are more successful in lexical acquisition and recall of incidental words when they are exposed to narrow reading texts comparing to wide ones.

The results of this study generally is in line with Krashen's (2003) point of view when he claimed that that comprehensible input is a necessary and sufficient condition for language development and extensive reading provides this condition. Through the provision of engaging language-learner literature, extensive reading programs aim to develop reading fluency and reading skills in general, while at the same time consolidate knowledge of previously met grammatical structures and vocabulary.

The findings of this research determined that acquiring incidental words through exposing to narrow reading texts required sufficient amount of context acquire incidental vocabulary which is in general agreement with what Nagy (1985) claimed. Different researchers (Day et al., 1991; Dupuy & Krashen, 1993; Grabe & Stoller, 1997; Hayashi, 1999; Mason & Krashen, 1997; Pigada & Schmitt, 2006; Pitts, White, & Krashen, 1989; Waring & Takaki, 2003) who argued that incidental learning is an effective way of learning vocabulary from context have provided

theoretical and experimental evidence to support their claims as to the superiority of incidental learning over intentional leaning.

Additionally, the findings of the study confirm the empirical studies by Waring's (2008). Results showed that while participants were able to recognize the meaning of 48% of the words in the reading plus listening mode, 45% of the words in the reading only mode. Most of the L2 studies have used simplified texts, especially written texts or graded readers.

The most surprising result gained from the data in this study shows that even wide reading texts can be considered as an effective variable since the correlation was meaningful at the level of .69 and .67 for immediate and delayed posttest respectively. However, it must be taken into account that there is a difference between participants' achievements in the retention and recall of vocabulary items acquired via different types of texts.

Altogether, the researcher came to this conclusion that there was a statistically significant relationship between the process of incidental vocabulary learning and different types of reading texts which is in total agreement with Day and Bamford (1998), Harmer (2003), Krashen (1993), Nation (2001), and Waring (1997) 's findings.

Presenting incidental vocabulary through extensive texts has been proved to be among the factors or strategies that lead to better acquisition of words. The results and the statistical analysis of the data in the immediate and delayed posttests of this study also indicated that there were statistically significant differences between the two types of reading texts and this led to the assumption that incidental vocabulary learning via narrow texts had an effect on vocabulary acquisition and immediate recall of foreign language learners of English.

To be specific, the findings revealed that both reading texts (narrow and wide) which were used in this study were effective in the learners' vocabulary acquisition and recall, but since narrow texts for presenting new words to the learners of foreign/ second language had the more positive effect compared to wide texts, it can be concluded that it was one of the effective method for Persian-speaking EFL learners' vocabulary knowledge.

As the classroom has been the most important context, or sometimes the only one, for foreign language learners to acquire a new language where a large portion of input is expected to be available, providing enough comprehensible input providing learners with enough appropriate

contexts can be of great importance. Reading appropriate texts can serve as the supportive techniques in this regard and can give great insight to the language learners.

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