

The Impact of Reading Genre-Specific Texts on EFL Vocabulary Learning

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Abstract

The present study was designed to explore the impact of reading genre-specific texts on intermediate Iranian English as a Foreign Language (EFL) learners' vocabulary learning in intensive reading courses. The vocabulary instruction was provided through three methods: the science fiction genre instruction, the narrative genre instruction and the conventional techniques used by language institutes. The findings showed that the EFL learners' vocabulary learning was improved in science fiction genre group. In addition, this strategy was effective in improving the learners' vocabulary recall and retention. The teacher-led science fiction genre may have raised the learners' motivation that helped them to change. On the other hand, narrative-genre-instruction group showed an improvement in both immediate and delayed post-test. Both narrative and science fiction genres played a role in initial vocabulary recall, as evidenced by the immediate posttest performance. However, the substantial drop in scores between immediate and delayed tests suggests that the learners in both groups did not retain the vocabulary well. This indicates that forgetting occurred regardless of the genre used for instruction.

Keywords: Reading comprehension, Science fiction genre, Narrative genre, Vocabulary learning

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1. Introduction

For Iranian students navigating the competitive landscape of English as a Foreign Language (EFL) education, mastering vocabulary remains a crucial hurdle (Laufer & Sim, 2017). Beyond rote memorization, research unveils a profound connection between robust vocabulary knowledge and reading comprehension proficiency (Stapleton & Eckerti, 2018). This study delves into this intricate relationship, exploring the impact of targeted vocabulary practice on the reading comprehension abilities of Iranian EFL learners, with a specific focus on the unique demands of science fiction and narrative genres.

Previous studies challenge the traditional perspective that prioritizes grammar over vocabulary in language acquisition. Nation (2013) emphasizes the vocabulary's central role, arguing it forms the bedrock of communication and expression. Lewis (1993) advocates for a "lexical approach", viewing vocabulary not as an appendage to grammar but as the foundation for effective communication (p. 95). This aligns with the growing understanding that effective vocabulary learning strategies empower learners to become autonomous and self-directed language users (Oxford, 1990).

However, the current state of EFL education in Iran often presents challenges for vocabulary acquisition. While acknowledging the four language skills, the current system often relegates vocabulary learning to incidental methods like rote memorization and dictionary dependence (Kafipour et al., 2011). This approach has been linked to inadequate vocabulary knowledge among Iranian university students, hindering their ability to engage with complex texts (Kafipour et al., 2011).

This study seeks to bridge this gap by investigating the efficacy of different vocabulary practice methods on Iranian EFL learners' reading comprehension within specific genres. We shift the focus beyond generic vocabulary learning and examine how targeted practice within distinct genres can impact comprehension. Science fiction and narrative genres are chosen due to their unique vocabulary demands and potential to trigger learners' interest and motivation (Fang & He, 2018). Science fiction, with its futuristic terminology and imaginative concepts, presents a distinct vocabulary challenge, while narrative genres rely heavily on descriptive language and character development. By exploring the impact of

targeted vocabulary practice within these specific genres, we hope to illuminate effective strategies for empowering Iranian EFL learners to navigate the diverse landscapes of reading in English.

This study contributes to the growing body of knowledge on vocabulary learning and its impact on reading comprehension in the context of Iranian EFL learners. By examining the effectiveness of different practice methods within specific genres, we aim to provide valuable insights for educators and learners alike. Ultimately, this study paves the way for more effective and engaging vocabulary instruction in the Iranian EFL classroom, empowering learners to confidently conquer the complexities of reading in English and unlock their full potential in this crucial language skill.

2. Literature Review

For English as a Foreign Language (EFL) learners, navigating the intricate landscape of reading comprehension hinges upon a sturdy foundation of vocabulary knowledge. Research consistently underscores this connection, highlighting how robust vocabulary empowers learners to unlock the meaning and nuances of the texts (Laufer & Sim, 2017). This review delves deeper into this crucial link and explores how targeted vocabulary practice impacts the reading comprehension abilities of Iranian EFL learners, with a specific focus on the unique demands of science fiction and narrative genres.

Traditionally, language acquisition pedagogy centered on grammar, often overshadows the significance of vocabulary. However, a paradigm shift is underway, championed by scholars like Nation (2013) who advocate for a "lexical approach". This approach positions vocabulary as the bedrock of language learning and communication and emphasizes its centrality to expressing oneself and comprehending others. This aligns with Lewis' (1993) proposition that "language consists of grammatical lexis, not lexicalized grammar" (p. 95), underlining the need for effective vocabulary learning strategies to truly grasp the essence of language. Such strategies empower learners to become autonomous and self-directed language users, capable of navigating the complexities of English independently (Oxford, 1990).

While Iranian EFL education acknowledges the importance of the four language skills, vocabulary learning often remains an under-addressed aspect. Kafipour et al. (2011) point to the prevalence of rote memorization and dictionary dependence in current practices, highlighting their limitations in fostering deep vocabulary knowledge. This, in turn, hinders Iranian university students' ability to grapple with complex texts, impacting their reading comprehension and overall language development.

This study proposes a shift beyond generic vocabulary learning and advocates for targeted practice within specific genres like science fiction and narratives. These genres present distinct challenges and opportunities. Science fiction, with its futuristic terminology and imaginative concepts, demands a unique set of vocabulary skills (Fang & He, 2018). Narrative genres, on the other hand, rely heavily on descriptive language and nuanced character development, necessitating a different vocabulary repertoire. By investigating the impact of targeted practice within these distinct genres, we aim to identify the effective strategies for empowering Iranian EFL learners to navigate diverse reading materials with confidence.

Previous research offers valuable insights into the effectiveness of genre-specific vocabulary instruction. Fang and He (2018) found that genre-specific vocabulary learning strategies can significantly enhance EFL learners' reading engagement and comprehension in narrative genres. Similarly, Kafipour et al. (2011) explored the link between vocabulary learning strategies and reading comprehension in Iranian EFL learners, underscoring the need for further investigation into effective strategies tailored to specific contexts. However, a gap remains in our understanding of how targeted vocabulary practice within specific genres impacts the reading comprehension of Iranian EFL learners, particularly within science fiction. This study aims to address the following key questions:

1. Does reading texts with science fiction genre have any significant impact on Iranian intermediate EFL learners' vocabulary learning?
2. Does reading texts with narrative genre have any significant impact on Iranian intermediate EFL learners' vocabulary learning?

3. Methodology

This study investigates the impact of reading genre-specific texts on intermediate Iranian EFL learners' vocabulary learning. By comparing the effectiveness of genre-specific and general vocabulary learning approaches, the study aims to identify strategies that can empower Iranian EFL learners to navigate diverse reading materials with confidence. A quasi-experimental design was employed. The Quick Placement Test (QPT) was administered to identify students with similar proficiency levels. The participants were then selected based on a specific criterion: scores falling within one point above or below the mean QPT score. The participants were randomly assigned into three groups; two experimental and one control. The experimental groups were exposed to genre-specific vocabulary practice using three strategies, while the control group followed the regular curriculum without any additional vocabulary intervention.

3.1. Participants

For the purposes of this study, 60 intermediate EFL students were selected non-randomly from a larger sample of 75 students who were learning English in three classes in a language institute in Nahavand. They were intermediate learners based on their performance on QPT. The participants were both male ($n = 27$) and female ($n = 33$) students whose age ranged from 19 to 25, with Persian as their native language. The participants who were in their own classes were male and female learners who had enrolled for the English courses. The selected participants were already put in three classes by the institute manager.

3.2. Instruments

The instruments employed for data collection consisted of a language proficiency test, and pretest and posttest. The detailed description of the instruments is as follows.

3.2.1. Quick Placement Test (QPT)

The first instrument used in this study was the Quick Placement Test (QPT) (Lynda Edwards, 2007). QPT was employed in order to determine the participants' current level of language proficiency. This test enabled the researcher to select those learners who were compatible with the conditions of the study. Oxford placement test has been used to assess the students'

knowledge of grammar and vocabulary. It also enabled the researcher to have a greater understanding of what level their participants were at. This test consists of 70 items, including 10 multiple-choice and true-false reading, 10 writing, and 50 multiple-choice language use items. The time limit for answering the 50 multiple choice questions and the reading task is 45 minutes and the time limit for accomplishing the writing task is approximately 20 minutes.

3.2.2. Pretest and Posttest

A 30-item multiple-choice vocabulary test was given to the learners before and after the treatment of study as their pretest and posttest. This test was syllabus-based and was used to measure the learners' vocabulary knowledge based on the vocabulary-instruction courses they had passed throughout the study. The posttest was the similar version of the pretest.

In order to check the reliability of the pretest and posttest, which was designed by the researcher, the test was pilot tested on 20 learners of the same age and proficiency level. The items with facility index above 0.63 were too easy and below 0.33 were too difficult. Four items (one easy and three difficult) were revised. In order to test the reliability of the tests, Cronbach's alpha analysis was performed, the results of which ($r = 0.77$) indicated that the test was reliable.

Regarding the content validity of the test, the test had a good coverage of both pedagogical and real word instruction. This was checked and confirmed by language teaching and testing experts including one PhD holder in TEFL and two other English language teachers. The posttest was similar to the pretest and was administered immediately and a week after implementing the treatment to test the learners' vocabulary gain. The results of their performance on these tests were compared to find the effectiveness and difference of the treatments.

3.3. Procedures

A Quick Placement Test (QPT) was used in this study in order to choose those students whose proficiency levels were roughly the same. Those students whose scores were between one score below and one score above the mean were selected as the participants. They were

in two different classes and were named experimental and control groups. The experimental group practiced the vocabulary using three strategies and the control group did not have a special type of vocabulary practice. Before the treatment, a 30-item multiple choice vocabulary test was selected from the glossary of science fiction and narrative texts, which was administered to a pilot group. The pilot group had the characteristics of the main participants but did not participate in the main study. Having piloted the test, the researcher used it as a pre-test. The experimental groups received three types of vocabulary learning strategies in the class, one group reading science fiction. The treatment was given to the three groups. Then, a 30-item multiple-choice vocabulary test with four possible answers as an immediate post-test was conducted. Two weeks later, the delayed post-test of 30 multiple-choice items was administered. This test measured the degree of vocabulary retrieval.

The homogenized participants ($n = 60$) were assigned into three equal groups of science fiction genre (SG), narrative genre (NG) and control. At the beginning of the study, the participants of all groups took pretest in order to measure their vocabulary knowledge before receiving the treatments of study.

4. Results

The descriptive statistics of the participants' performance on pretest are provided in Table 1.

Table 1

Descriptive Statistics of the Participants' Scores on Pretest

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest (SG)	20	5	11	6.30	2.542
Pretest (NG)	20	6	10	6.93	2.891
Pretest (Control)	20	5	11	6.65	2.311

In order to ensure that there is no significant difference between the three groups regarding their scores on pretest, a one-way ANOVA was performed. The results are provided in Table 2.

Table 2

ANOVA on Pretest

Pretest					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	13.650	2	4.550	.793	.502
Within Groups	436.300	57	5.741		
Total	449.950	59			

According to Table 2, F value is .79 and p value is .50; it was higher than the assumed level of significance. It shows that there is not any significant difference ($F = .79, p > .05$) among the pretest scores of the three groups of the participants. Science Fiction Group (SG) received reading tasks through science fiction genre. Narrative Group (NG) received the same instruction using narrative genre. Control group received vocabulary instruction through the conventional method. In order to investigate the effects of treatment on the learners, each group was given two vocabulary achievement post-tests; one immediately after the treatment called immediate post-test to measure EFL learners' vocabulary recall and, and the other, one week later, called delayed post-test to measure their vocabulary retention. The descriptive statistics of the three groups on immediate post-test are presented in Table 3.

Table 3

Descriptive Statistics of the Participants' Performance on Immediate Post-test

	N	Minimum	Maximum	Mean	Std. Deviation
Immediate Posttest (SG)	20	15.00	26.00	19.65	3.24
Immediate Posttest (NG)	20	13.00	23.00	17.85	2.39
Immediate Posttest (Control)	20	9.00	18.00	12.30	3.74

The means of the SG, NG, and control groups on immediate post-test were 19.65, 17.85, and 12.30, respectively. Generally, the performance of the learners in control group on the immediate post-test was weaker than the other groups. One week after the immediate posttest, the same version of the posttest called delayed posttest was administered unexpectedly. The descriptive statistics of the three groups on delayed posttest are compared with each other in Table 4.

Table 4

Descriptive Statistics of the Participants' Performance on Delayed Posttest

	N	Minimum	Maximum	Mean	Std. Deviation
Delayed Posttest (SG)	20	15.00	24.00	18.7500	2.95359
Delayed Posttest (NG)	20	15.00	22.00	16.1500	2.30046
Delayed Posttest (Control)	20	8.00	17.00	10.3000	3.74306

In order to verify the first research question, i.e. whether reading science-fiction texts has any significant impact on Iranian intermediate EFL learners' vocabulary learning, a one-way ANOVA was performed between the scores of SG group's performance on pretest, immediate posttest, and delayed posttest. The results are provided in Table 5.

Table 5

Repeated Measure ANOVA on Pre-test, Immediate, and Delayed Post-tests of SG Group

Source		Type III SS	MS	df	F	Sig.	Partial η^2
Between Subject	Group	3674.413	3674.413	1	158.412	.000	.715
	Error	1461.300	23.195	58			
Within Subject	Time	19826.508	9913.254	2	1487.270	.000	.959
	Time x Group	1931.369	965.685	2	144.880	.000	.697

Error (Time)	839.841	6.665	116
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The results of the repeated measure ANOVA show the significant main effects of group ($F_{1, 58} = 158.41, p < .00$, partial $\eta^2 = 0.71$). Moreover, there was a main effect for time ($F_{2, 116} = 1487.270, p < .001$, partial $\eta^2 = 0.959$). There was also a significant interaction between time and group ($F_{2, 116} = 144.88, p < .00$, partial $\eta^2 = 0.69$). This suggests that the science fiction genre instruction may have enhanced the vocabulary retention. The difference could also be due to an effect on reading comprehension specific to the science fiction genre. Therefore, the first research question of the study was answered. Scheffe post-hoc multiple range test, as shown in Table 6, was performed in order to detect the location of the differences. There is a significant difference.

Table 6

Scheffe Post-hoc Test on Pre-test, Immediate and Delayed Post-tests of SG Group

Dependent Variable: SG Group						
Scheffe						
(I) Tests	(J) Tests	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Pretest	Immediate Posttest	-6.45000*	.8978	.000	-8.7068	-4.1932
	Delayed Posttest	-5.55000*	.8978	.000	-7.8068	-3.2932
Immediate Posttest	Pretest	6.45000*	.8978	.000	4.1932	8.7068
	Delayed Posttest	.90000	.8978	.608	-1.3568	3.1568
Delayed Posttest	Pretest	5.55000*	.8978	.000	3.2932	7.8068
	Immediate Posttest	-.90000	.8978	.608	-3.1568	1.3568

*. The mean difference is significant at the 0.05 level.

The results reveal that the SG group's performance improved significantly as evidenced by both the immediate and delayed posttests. This suggests that the science fiction genre instruction likely led to better vocabulary acquisition. The comparisons between the immediate and delayed posttests themselves show no significant difference (Sig= 0.60). This suggests that the SG group's performance level remained similar between those two points in time. In other words, the science fiction genre instruction might lead to better vocabulary retention.

In order to test the second null hypothesis of the study in finding whether reading comprehension ability focusing on narrative genre has any significant effect on Iranian intermediate EFL learners' vocabulary learning, another one-way ANOVA was performed between the scores of NG group's performance on pre-test, immediate post-test, and delayed post-test. The results are provided in Table 7.

Table 7

ANOVA on Pre-test, Immediate, and Delayed Post-tests of NG Group

Source		Type III SS	MS	df	F	Sig.	Partial η^2
Between Subject	Group	1078.137	1078.137	1	25.257	.000	.286
	Error	2689.247	42.686	58			
Within Subject	Time	20605.403	10302.702	2	843.307	.000	.930
	Time x Group	609.301	304.650	2	24.937	.000	.284
	Error (Time)	1539.345	12.217	116			

The results of mixed 2 x 3 ANOVA show the significant main effects of group ($F_{1, 58} = 25.25$, $p < .00$, partial $\eta^2 = 0.28$). Moreover, there was a main effect for time ($F_{2, 116} = 843.30$, $p < .00$, partial $\eta^2 = 0.930$). There was also a significant interaction between time and group ($F_{2, 116} = 24.93$, $p < .00$, partial $\eta^2 = 0.28$). In other words, the teachers' use of narrative

genre significantly enhanced the EFL learners' vocabulary retention. Therefore, the second null hypothesis of the study was rejected.

Scheffe post-hoc multiple range test, as shown in Table 8, was performed in order to detect the location of differences in pre-test, immediate, and delayed post-test of NG group. There is a significant difference between pre-test and both immediate and delayed post-test. Immediate and delayed post-test also showed a significant difference.

Table 8

Scheffe Post-hoc on Pre-test, Immediate, and Delayed Post-tests of NG Group

Multiple Comparisons						
Dependent Variable: Group NG						
Scheffe						
(I) Tests	(J) Tests	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Pretest	Immediate	-10.80000*	.85435	.000	-12.9474	-8.6526
	Posttest					
	Delayed Posttest	-6.80000*	.85435	.000	-8.9474	-4.6526
Immediate	Pretest	10.80000*	.85435	.000	8.6526	12.9474
	Posttest					
	Delayed Posttest	4.00000*	.85435	.000	1.8526	6.1474
Delayed Posttest	Pretest	6.80000*	.85435	.000	4.6526	8.9474
	Immediate	-4.00000*	.85435	.000	-6.1474	-1.8526
	Posttest					
*. The mean difference is significant at the 0.05 level.						

The results indicate that the NG group scored significantly lower on the pretest compared to both the immediate and delayed posttests (negative values in the "Mean Difference" and significant p-values of 0.000). This suggests that the narrative genre

instruction played a role, as the NG group performed considerably better on the vocabulary tests after the instruction compared to before.

However, an interesting finding emerges when we compare the immediate and delayed posttests for the NG group. The table reveals a significant difference here as well (Sig=0.00). This means that the NG group scored higher on the immediate posttest compared to the delayed posttest. While both groups showed improvement, the NG group seems to have forgotten some vocabulary between the immediate and delayed assessments.

5. Discussion

This study investigated the effectiveness of science fiction and narrative genres in enhancing vocabulary learning among intermediate EFL learners. The results revealed interesting insights into vocabulary acquisition. The science fiction group demonstrated superior immediate recall of vocabulary compared to the other groups. This suggests a positive impact on short-term memory and aligns with previous research highlighting the motivational potential of science fiction. However, the narrative group presented a different picture. While they performed well on the immediate recall test, a significant difference emerged in their delayed recall scores. This suggests that the narrative instruction, while effective for initial vocabulary acquisition, may not have been successful in promoting long-term retention compared to the other groups. These findings highlight the importance of considering both short-term and long-term memory in evaluating vocabulary learning methods.

Building upon the previous research that established the benefits of genre-based instruction in vocabulary acquisition (e.g., Ansarin & Arasteh, 2012; Karami & Hashemian, 2012; Khani et al., 2012), this study delved deeper into the question of differentiation between recall and retention. While prior studies acknowledge the impact of genre on vocabulary learning, the nuanced understanding of its influence on immediate retrieval versus long-term storage was limited. This investigation aimed to bridge this gap by pitting two distinct genres - science fiction and narrative - against each other in a controlled environment of EFL vocabulary learning.

The conducted research unveiled a fascinating distinction between the two genres. Science fiction emerged as the champion of immediate recall, echoing previous findings that attributed its success to increased motivation and learner engagement (Conttia, 2007; DeKeyser, 2003; Deng, 2007; Reid, 2007). The captivating nature of futuristic settings and fantastical concepts ignited learners' interest, leading to a readily accessible memory pool for newly encountered vocabulary.

However, when it came to long-term retention, the narrative genre took the lead, demonstrating superior performance in both immediate and delayed recall tests. This finding resonates with Vandergrift's (2003) observations on metacognitive strategies and comprehension monitoring. The familiar structures and relatable themes prevalent in narrative genres might have encouraged deeper engagement, leading to more deliberate processing and encoding of vocabulary into long-term memory.

Jafari and Ketabi (2012) explored the relationship between explicit instruction in metacognitive strategies and improved reading comprehension in EFL learners. Their findings align with the current study's emphasis on genre-based instruction, further supporting the notion that engaging learners in strategic processing boosts understanding. Metacognitive strategies, like comprehension monitoring and prediction, activate prior knowledge and facilitate deeper engagement with text, potentially explaining the positive outcomes observed in both studies. This discrepancy offers fertile ground for further exploration. Perhaps, as Vandergrift (2003) observed, skilled learners engage in more self-monitoring and deeper processing, which narrative genres might naturally encourage. Conversely, science fiction's fantastical nature, though initially captivating, might not offer the same context-rich foundation for long-term retention.

6. Conclusion

The remarkable shift regarding vocabulary learning as an active component of second language learning persuaded majority of researchers to take a new attitude in which the learner is more active and engaged in reading process (Hulstijn & Laufer, 2001; Laufer & Nation, 1999). To this end, it is better to engage students more deeply in the process of vocabulary learning through the use of vocabulary learning strategies. The purpose of this

study was to investigate the effect of reading comprehension focusing on science fiction genre versus narrative genre on intermediate EFL learners' vocabulary learning. The results of the study indicated that the use of reading science fiction genre and narrative genre along with vocabulary learning through current teaching methodologies are effective in improving vocabulary recall and retention of Iranian EFL learners. Participating in a class that used effective cognitive strategies like those which were used in this study helped learners to improve their vocabulary recall and retention.

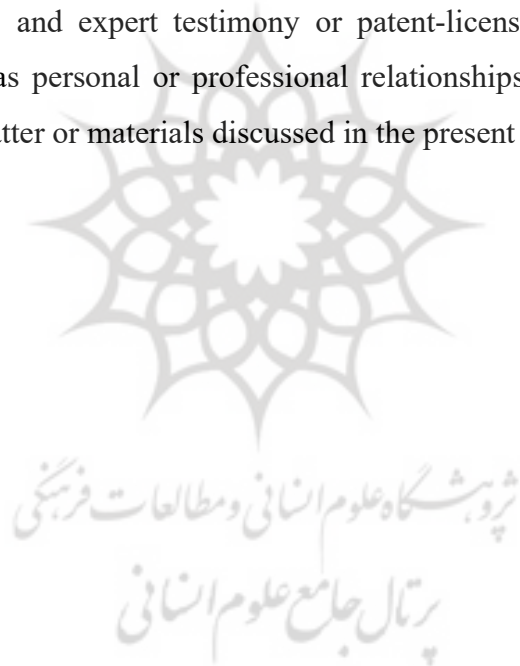
The results of this study proved that teaching vocabulary items while using language learning strategies would lead to better recall and retention among EFL learners. Using different strategies increased the motivation of learners to improve their vocabulary knowledge as they experienced different ways to learn vocabulary items. The learners were involved in the process of learning by interactive exercises and activities, so it helps them promote vocabulary retention and recall. It was also found that by using monitoring strategies like the one investigated in this study, EFL learners may find more opportunities to communicate in EFL classes.

The application of vocabulary learning strategies, from a pedagogical point of view, presented helpful insights for EFL teachers, EFL learners, and syllabus designers. The use of vocabulary learning strategies needs a teacher in order to arrange and grade the materials, motivate learners and provide feedback to them. The findings of this study helped the EFL teachers to get insights to design and adapt language learning strategies for enhancing vocabulary knowledge of participants. Furthermore, as Allen (1983) points out, the problem of the current vocabulary learning activities is that they take the teacher's energy and most of the class time. The task of vocabulary instruction could be integrated to other language skills and presented through vocabulary learning strategies. A sense of variety can lead to having less boring classes. Vocabulary learning strategies might be able to bring this diversity; hence, EFL teachers are recommended to use vocabulary learning strategies techniques in their classrooms. Furthermore, the selection and implementation of the appropriate kind of materials can have a considerable effect on vocabulary learning and consequently it would save the teachers' time and energy.

For EFL teachers, the results of this study provide valuable opportunities to engage learners in vocabulary learning processes. In EFL contexts, since there is no opportunity to expose to language out of classroom situation, it seems necessary to provide conditions for learners in order to take the maximum advantages of class time. Vocabulary learning strategies invite learners to profoundly process the lexical items. Learners can simply understand the prominence of such learning situations over traditional and boring classroom practices and strategies such as memorizing word lists.

Conflict of interest

The author(s) certify/certifies that they have no affiliations with or involvement in any organization or entity with any financial interest (such as honoraria; educational grants; participation in speakers' bureaus; membership, employment, consultancies, stock ownership, or other equity interest; and expert testimony or patent-licensing arrangements), or non-financial interest (such as personal or professional relationships, affiliations, knowledge or beliefs) in the subject matter or materials discussed in the present research paper



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Appendix A

Pretest and Posttest

Choose the correct answer.

1. I tried to be friendly, but she me completely.
a. snubbed b. welcomed c. kept d. accepted
2. A bird with large round eyes, that hunts at night is called a(n)
a. owl b. bat c. pigeon d. pelican
3. A salad contains tomato, cucumber,and carrot.
a. aubergine b. lettuce c. grape d. melon
4. Don't you know it is rude to?
a. wait b. suggest c. whisper d. search
5. She fell into deep..... .
a. slumber b. fervor c. fever d. shiver
6. A person whose job is to fit and repair things such as water pipes, toilets is called a(n)
a. painter b. engineer c. mechanic d. plumber
7. What is the machine for weaving fabric?
a. loom b. sewing-machine c. weaver d. mixer
8. John was working in a(n)which was building with glass sides and a glass roof for growing plants in.
a. butchery b. bakery c. greenhouse d. pharmacy

9. The person who has the complete power in the country is called..... .
- a. captain b. governor c. sovereign d. mayor
10. We traveled all around the world. We enjoyed it because it was a.....experience.
- a. useless b. unpleasant c. terrible d. tremendous
11. She was rewarded for her 40 years'service with the company.
- a. delicate b. faithful c. kind d. lucky
12. Sara works as a teacher. Her youngest child, who is two years old, is at the now.
- a. school b. kindergarten c. nursery d. hospital
13. What ahouse!
- a. fertile b. splendid c. grateful d. charming
14. It is very dangerous for the children to from the third floor of building.
- a. fall b. sit c. climb d. jump
15. I'm terribly sorry, I seem to have my book at home.
- a. forgotten b. lost c. hidden d. left
16. Don't be! You can't pay 50\$ for a T-shirt.
- a. ridiculous b. conscious c. curious d. careless
17. Heat the paper for a minute in front of me.
- a. smiled b. stared c. looked d. laughed

18. I'm afraid that patience is not one of her..... .

- a. tastes b. needs c. virtues d. desires

19. The workmen were tired, because they hammered and..... all day.

- a. slept b. rested c. fought d. sawed

20. Sheall her own clothes by hand.

- a. sews b. provides c. widens d. irons

21. What do we call a person who takes care of the animals?

- a. gardener b. farmer c. milker d. zookeeper

22. He her hand and smiled at her.

- a. squeezed b. switched c. compressed d. stressed

23. She had the sheets on the bed as she was tossing and turning.

- a. screwed up b. turned up c. tangled up d. wounded up

24. The photograph doesn't her at all.

- a. look after b. look at c. look up d. look like

25. A loose piece of clothing without sleeves, worn over other clothes, especially in the past is called..... .

- a. shawl b. scarf c. mantle c. garment

26. She at the child to get down from the wall.

- a. cried b. spoke c. looked d. laughed

27. The weather is cold. Don't stand outside, come inside and get warm.

- a. shivering b. quaking c. vibrating d. shaking

28. A refers to a figure made to look like a person that is dressed in old clothes and put in a field to frighten birds away.

- a. statue b. scarecrow c. model d. clown

29. She was looking at me in a very way as if she didn't know me.

- a. innocent b. kind c. strange d. politely

30. Hein to the room looking down on his friends.

- a. moved b. walked c. marched d. swaggered



Appendix B

Teaching Materials

Genre: Science Fiction

Target Vocabulary: Propulsion, Hyperspace, Interstellar, Colony, Robotics

Reading Passage:

Title: A New Home on Kepler-186f

Captain Amara stared out of the viewport, a kaleidoscope of swirling blues and greens filling her vision. Kepler-186f, a distant exoplanet, hung impossibly close, a potential haven for humanity. Years of travel in their hyperdrive-equipped starship had finally brought them here. "We're approaching the designated landing zone," announced the ship's AI, its voice a soothing monotone. A wave of excitement washed over Amara. Could this be the answer to Earth's overcrowding and dwindling resources? Building a colony on a new world seemed like science fiction just a generation ago, but now, thanks to advancements in robotics and resource management, it was a very real possibility.

Activities:

1. **Matching:** Match the vocabulary words with their definitions. (Propulsion - movement, Hyperspace - faster-than-light travel, Interstellar - between stars, Colony - settlement in a new place, Robotics - study of robots)
2. **True or False:** Discuss the statements about the passage and determine if they are true or false. (a) The characters are traveling on a spaceship. (True) (b) They are looking for a new home for a plant species. (False)
3. **Creative Writing:** Imagine you are part of the crew on this mission. Write a short journal entry describing your feelings and hopes for the new planet.

Genre: Narrative

Target Vocabulary: Determined, Courageous, Perseverance, Overcome, Triumph

Reading Passage:

Title: The Mountain Climber

Elena adjusted her backpack, the weight a familiar comfort. She gazed up at the imposing peak, its snow-capped summit seemingly scraping the sky. Climbing Mount Aco seemed like an impossible dream just a few months ago. An accident had left her with a permanent limp, and doubt had threatened to consume her. But Elena was determined. She had always been a courageous adventurer, and she refused to let her injury define her. The first few days were grueling. The thin air made breathing difficult, and the steep terrain tested her limits. But Elena persevered. She remembered the feeling of triumph when she reached the summit of smaller peaks, and that memory fueled her determination. With each step, she felt stronger, more resilient.

Activities:

1. **Synonyms:** Find synonyms for the vocabulary words in the passage. (Determined - resolute, Courageous - brave, Perseverance - persistence, Overcome - conquer, Triumph - victory)
2. **Character Analysis:** Describe the personality traits of Elena in the passage. Provide evidence from the text to support your answer.
3. **Personal Reflection:** Have you ever faced a challenge that seemed impossible? Discuss how you overcame it and what you learned from the experience.

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