

**IMPROVING STUDENTS' VOCABULARY KNOWLEDGE THROUGH
EXTENSIVE READING ACTIVITIES WITH VIRTUAL STORAGE IN
THE FIRST YEAR OF STIBA PERSADA BUNDA PEKANBARU**

THESIS



**BY
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***This thesis is submitted to fulfill one of the requirements
for the degree of Magister Pendidikan (M.Pd.)***

**ENGLISH EDUCATION SECTION
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ABSTRAK

Ilma Shofia, 2014. Peningkatan Penguasaan Kosakata Mahasiswa melalui Kegiatan Membaca secara Ekstensif dengan Tempat Penyimpanan Virtual di STIBA Persada Bunda Pekanbaru. Tesis. Jurusan Pendidikan Bahasa Inggris, Program Pascasarjana Universitas Negeri Padang.

Penelitian tindakan kelas ini dilakukan untuk meningkatkan penguasaan kosakata mahasiswa di kelas peneliti melalui kegiatan membaca secara ekstensif dengan tempat penyimpanan virtual. Tujuan dari penelitian ini adalah untuk menjelaskan apakah kegiatan membaca secara ekstensif dengan tempat penyimpanan virtual dapat meningkatkan penguasaan kosakata mahasiswa tersebut dan mengidentifikasi faktor-faktor yang mempengaruhi peningkatannya selama pelaksanaan kegiatan membaca secara ekstensif dengan tempat penyimpanan virtual. Dua puluh satu mahasiswa, 15 perempuan dan 6 laki-laki, berpartisipasi dalam penelitian ini selama dua siklus. Pada setiap siklus, seorang mitra mengajar membantu peneliti dalam mengumpulkan dua jenis data, yakni data kualitatif dan kuantitatif. Data kualitatif dikumpulkan dengan menggunakan lembar observasi, catatan lapangan dan wawancara. Kemudian, data kuantitatif dikumpulkan dengan memberikan tes penguasaan kosakata. Dari hasil akhir penelitian dapat disimpulkan bahwa kegiatan membaca secara ekstensif dengan tempat penyimpanan virtual membantu mahasiswa tersebut membaca sebanyaknya dan mereka mendapatkan manfaat dari kegiatan membaca tersebut yakni berupa peningkatan dan pengembangan kosakata yang telah diketahui dan memperoleh kosakata baru. Selain itu, faktor-faktor yang mempengaruhi peningkatannya juga disimpulkan, yakni bahan belajar kosakata, aktivitas pembelajaran kosakata, manajemen kelas, tempat penyimpanan virtual, strategi dosen dalam pengajaran, dan pendekatan dosen dalam pembelajaran. Faktor-faktor yang diidentifikasi ini semestinya di pertimbangkan ketika menggunakan kegiatan membaca secara ekstensif dengan tempat penyimpanan virtual dalam pengajaran kosakata.

ABSTRACT

Ilma Shofia, 2014. Improving Students' Vocabulary Knowledge through Extensive Reading Activities with Virtual Storage in the First Year of STIBA Persada Bunda Pekanbaru. Thesis. English Education Section, Graduate Program, State University of Padang.

This classroom action research was carried out to improve students' vocabulary knowledge through extensive reading activities with virtual storage in the researcher's own classroom. The purposes of this research were to explain whether extensive reading activities with virtual storage could improve the students' vocabulary knowledge and to explain the factors that influence the changes or improvements of the students' vocabulary knowledge during the extensive reading activities with virtual storage. Twenty-one students, 15 females and 6 males, participated in the research for two cycles. In each cycle, a collaborator helped the researcher to collect two types of data, namely qualitative and quantitative data. The qualitative data were collected by using observation sheets for the researcher and the students. Besides, field notes and interview were also used to collect the qualitative data that out of the observation sheets. Then, the quantitative data were collected by administering vocabulary knowledge test. Based on the results of the research, it can be concluded that the extensive reading activities with virtual storage helped the students to read a lot and they reaped the reward of their reading that is improving and expanding existing vocabulary knowledge and acquiring new vocabulary. In addition, some factors that influenced the changes of their vocabulary knowledge during the designed extensive reading activities with virtual storage were also concluded, namely vocabulary learning materials, vocabulary learning activities, classroom management, ICT (virtual storage), teacher's strategy, and teacher's approach. These factors should be considered when implementing the designed extensive reading activities with virtual storage for teaching vocabulary.

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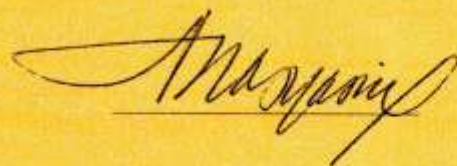
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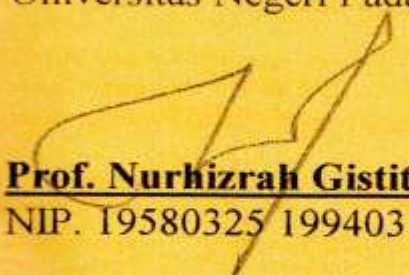
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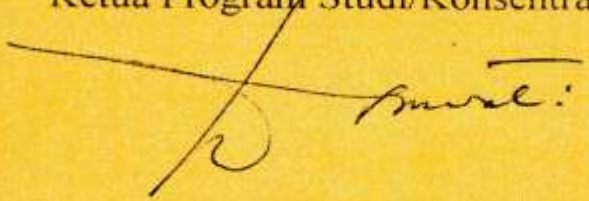
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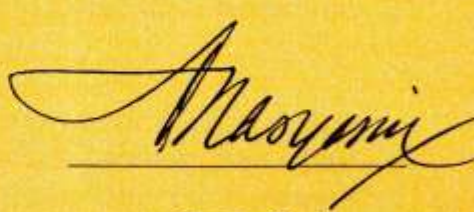
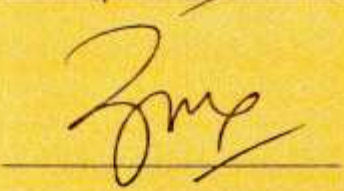
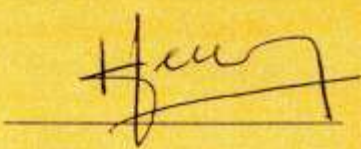
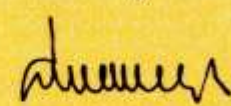
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Saya yang menyatakan,



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TABLE OF CONTENTS

ABSTRAK.....	i
ABSTRACT.....	ii
PERSETUJUAN AKHIR TESIS.....	iii
PERSETUJUAN KOMISI.....	iv
SURAT PERNYATAAN.....	v
ACKNOWLEDGEMENT.....	vi
TABLE OF CONTENTS.....	vii
LIST OF TABLES.....	ix
LIST OF GRAPHS.....	x
LIST OF FIGURES.....	xi
LIST OF APPENDICES.....	xii
 CHAPTER I INTRODUCTION	
A. Background of the Problem.....	1
B. Identification of the Problem.....	5
C. Focus of the Problem.....	6
D. Statement of the Problem.....	7
E. Research Question.....	7
F. Purpose of the Research.....	7
G. Significance of the Research.....	8
H. Definition of the Key Term.....	8
 CHAPTER II REVIEW OF THE RELATED LITERATURE	
A. Review of the Related Theories.....	10
1. Vocabulary Knowledge.....	10
2. Assessing Vocabulary Knowledge.....	13
3. Extensive Reading.....	15
4. Extensive Reading Activities with Virtual Storage for Developing Vocabulary Knowledge.....	18
5. Possible Factors that Can Influence the Improvement of Students' Vocabulary Knowledge during the Extensive Reading Activities.....	28
B. Review of the Related Finding.....	32
C. Conceptual Framework.....	35
 CHAPTER III METHOD OF THE RESEARCH	
A. Type of the Research.....	38
B. Setting.....	39
C. Participants.....	39
D. Instruments.....	40
E. Procedure of the Research.....	45

F. Technique of Collecting the Data	52
G. Technique of Analyzing the Data	53
CHAPTER IV FINDING AND DISCUSSION	
A. Findings	56
1. Improvement of the Students' Vocabulary Knowledge during the Implementation of the Designed Extensive Reading Activities	56
2. Factors Influencing Their Vocabulary Knowledge Improvement	79
B. Discussion	86
CHAPTER V CONCLUSION, IMPLICATION, AND SUGGESTION	
A. Conclusion	91
B. Implication	92
C. Suggestion	92
BIBLIOGRAPHY	93
APPENDICES	97

LIST OF TABLES

Table 1	Indicators of Vocabulary Knowledge.....	14
Table 2	Differences between Intensive and Extensive Reading.....	16
Table 3	Comparison of Two Virtual Storage Tools.....	23
Table 4	Blue Print of Vocabulary Knowledge Test.....	41
Table 5	Guideline for Interviewing the Students	44
Table 6	Timetable for Cycle 1.....	57
Table 7	Students Responses on their Weaknesses in Cycle 1.....	67
Table 8	Timetable for Cycle 2.....	70

LIST OF GRAPHS

Graph 1	Mean Score of the Students' Vocabulary Knowledge per Indicator in Cycle 1.....	65
Graph 2	Mean Score Improvement of the Students' Vocabulary Knowledge per Indicator from Cycle 1 to Cycle 2.....	77

LIST OF FIGURES

Figure 1	Framework of technology integration into extensive reading activities.....	21
Figure 2	Diagram of Conceptual Framework.....	37

LIST OF APPENDICES

Appendix 1	Course Syllabus and Lesson Plans.....	98
Appendix 2	Virtual Storage (Quick Start Guide).....	112
Appendix 3	Class Website (e-tivities.weebly.com).....	116
Appendix 4	An Excerpt of the Vocabulary Knowledge Test.....	119
Appendix 5	Results of Vocabulary Knowledge Test (Starting point, Cycle 1, & Cycle 2).....	129
Appendix 6	Results of Observations (Cycle 1&2).....	136
Appendix 7	Results of Interviews.....	146
Appendix 8	Research Photo Documentation.....	149
Appendix 9	Letters of Research Permit.....	151

CHAPTER I

INTRODUCTION

A. Background of the Problem

Vocabulary knowledge is needed very much to be developed by EFL students who intend to pursue higher education. It is because rich word knowledge provides opportunities for the students to improve their language proficiency. As well, the four language skills require rich word knowledge in order to make the effective communication. Without vocabulary, nothing can be understood from reading or listening. Moreover, without vocabulary nothing can be conveyed through writing or speaking. Therefore, developing the students' vocabulary knowledge becomes an essential factor to help them making better progress in their language learning.

Regarding the importance of rich vocabulary knowledge, STIBA Persada Bunda provides its freshman in English Literature Department with vocabulary development course. Being the lecturer of the course, the researcher designs the course that is intended for facilitating word learning effectively. The researcher offers the students with vocabulary exercise books that contain various exercises to make them practice with all aspects of word knowledge such as form (both oral and written), word roots, meaning, and multiple meanings. The exercises in the book are expected to be effective in developing the students' vocabulary knowledge.

However, not all students in the researcher's class involved in doing the exercises. As the result, only few students could expand their vocabulary knowledge

during some meetings. Most of them did not acquire some new vocabularies during some meetings through doing the vocabulary exercises. They were not able to improve their long term vocabulary. They often forget the vocabulary that they have learned. As the consequence, students' who did not make any progress in their vocabulary learning gave negative effect on the classroom atmosphere. Most of them complained that the course was difficult. Moreover, most of them argued that vocabulary learning exercises were not easy, interesting, practical and enjoyable.

After reflecting on the previous meetings, some problems, which made vocabulary course was not easy, interesting, practical and enjoyable, were identified. First, having the students to work on vocabulary exercises such as gap filling and word building was not interesting for them. The exercises were aimed to develop the students' knowledge of word form, meaning, and use. However, the exercise of "Filling in the blanks" was not enough to help them improve their vocabulary knowledge. After interviewing them, 85% of the students argued that the materials of filling in the blanks exercises were not easy. Lack of background knowledge on the topic of vocabulary exercises made them difficult to do the exercises. Therefore, it could be inferred that the previous vocabulary learning materials were not suitable for them.

Second, having students memorize definitions of words was a waste of time. Students need definitions that make sense to them. Therefore, they need a context for remembering words. A word may have more than one meaning. Contexts are needed to differentiate the meaning of the word. However, previous vocabulary learning

activities did not provide this yet. As the result, many students did not fully understand the meaning of words that they have learned. 71.43% of them did not get good result when the researcher administered vocabulary knowledge test to check on how well they have learned new vocabulary during two weeks. The test of vocabulary knowledge measured three areas as suggested by Nation (2001:27). The areas were knowledge of form, knowledge of meaning, and knowledge of use. The minimum passing grade for the course was 60 or C (referring to STIBA's academic guidance book and SNPT- Ministerial Regulation No. 49 of 2014). Yet, in this vocabulary development course, the researcher's target was above the passing grade which was up to 70 points. As a result, most of the students did not achieve the targeted passing grade. The results of the test showed that most of their scores ranged from 50 to 70 points (Appendix 5). 66.67% of them did not know the meaning of the words that they had learned contextually. 76.19% of them could not use the words that they had learned in sentences. 71.43% of them did not have knowledge of the words form that they have learned. Therefore, it was implied that improvement was needed.

In addition, a wide variety of topic and language areas were not provided by the vocabulary exercises book that provided by the lecturer. Thus, the course will not able to address all the words a student will need. It is become another problem since a student's vocabulary needs may different from other students. Therefore, the researcher has to take some actions since these problems impede their vocabulary learning and vocabulary knowledge development.

To solve the problems, a series of activities which help the students to practice any combination of how to give meaning of new words based on the context, spell and sound them correctly, and use them appropriately should be designed and putted into action. Besides, the researcher is aware that no single course or vocabulary exercises books that can address all of the words a student will need. Furthermore, all of her students should leave a class with new strategies and skills for word learning so that they can notice and effectively practice new words as they encounter them. Therefore, it is needed to design vocabulary activities that can help them improve their vocabulary knowledge and also inspire them to be independent word learners.

After reviewing some literatures and research studies, it is found that extensive reading activities can be putted into the optimal classroom conditions for facilitating word learning. There is a natural relationship between reading and word learning. Thus, extensive reading activities can be designed to use this relationship to best advantages. It is because word learning and reading are increasingly interdependent. Moreover, research studies show that rich word knowledge facilitates reading, and reading facilitates vocabulary comprehension and learning. Therefore, students who read extensively will get their vocabulary become richer.

Nowadays, many e-books that are integrated with audio are available as extensive reading materials. These reading materials are called audio e-books. These materials are authentic and graded. They can be used to support the students to read extensively. And of course, they also can be used to improve students' vocabulary knowledge. The students can learn vocabulary in context when they encounter new

words during reading the easy and interesting materials. They also can learn how to spell and sound the new words practically and enjoyably since the reading materials are integrated with audio. There is also virtual storage that can help both the lecturer and students to securely store and share their audio e-books, and thus, a variety of materials on wide range of topics is available in the storage to support the students to read extensively. Furthermore, research studies show that reading extensively develops students' positive attitudes toward reading. It can make the students become independent readers. And consequently, they become independent word learners.

In conclusion, the students' vocabulary knowledge needs to be improved. To improve their vocabulary knowledge, extensive reading activities are regarded as the best problem solving. It is because research studies show that extensive reading can help language learners improving their vocabulary knowledge. Therefore, the goal of this research was solving the students' problem through extensive reading activities for developing vocabulary knowledge. The activities were designed with the use of virtual storage to make vocabulary study easy, interesting, practical, and even enjoyable.

B. Identification of the Problem

Some problems could be identified as factors that made most of the students needed to improve their vocabulary knowledge. First, the lecturer's teaching procedure was inappropriate and unable to address all the words a student will need. It became crucial problem since a student's vocabulary needs might different from

other students. Having the students worked on vocabulary exercises such as gap filling and word building was not interesting for them. 85% of them argued that the materials of filling in the blanks exercises were not easy and interesting. Then, memorizing definitions of words was a waste of time for them. They need definitions that make sense to them. As the result, 71% of them did not get good achievement when the researcher administered vocabulary test to check on how well they have learned new vocabulary during the two weeks. Their vocabulary test scores ranged from 40 to 70 points. It means that most of the students (90%) did not achieve the passing grade for the course (up to 70 points). To end with, the lecturer had to provide her students with various topics and language areas to address all the words every student will need so that they can make better progress in increasing the three aspects of word knowledge (form, meaning, and use) they need for themselves. In conclusion, the problems needed to be solved in order to improve their vocabulary knowledge.

C. Focus of the Problem

The main problem that is essential to be solved in this research was focused on the students' poor vocabulary knowledge. Then, the problem solving was focused on the use of extensive reading activities. The extensive reading activities in this research were designed to help guide the students to becoming independent word learners so that they could make better progress in increasing the aspects of word knowledge they need for themselves.

D. Statement of the Problem

Based on the focus of the problem, the statements of the problem in carrying out this research were

1. Extensive reading activities with virtual storage improve students' vocabulary knowledge in the first year of STIBA Persada Bunda Pekanbaru, and
2. Several factors influence the changes of the students' vocabulary knowledge through extensive reading activities with virtual storage.

E. Research Question

Two research questions were formulated regarding the statement of the problem above. The questions were:

1. To what extent can extensive reading activities with virtual storage improve students' vocabulary knowledge in the first year of STIBA Persada Bunda Pekanbaru?
2. What are the factors that influence the changes of the students' vocabulary knowledge through extensive reading activities with virtual storage?

F. Purposes of the Research

Regarding the two research questions that were being answered, the purposes of carrying out this research were:

1. To find out whether extensive reading activities with virtual storage can better improve students' vocabulary knowledge in the first year of STIBA Persada Bunda Pekanbaru.

2. To explain the factors that influencing the students' vocabulary knowledge through extensive reading activities with virtual storage.

G. Significance of the Research

This research has both practical and theoretical significances. First, this research is significance to be carried out since it is the effort to enhance the researcher's professional development in education field, especially in vocabulary development course for the first year students of STIBA Persada Bunda Pekanbaru. Therefore, this research gives practical experiences to the researcher in developing her students' vocabulary knowledge through extensive reading activities with virtual storage. Second, this research promotes a theoretical framework for putting extensive reading into action in developing students' vocabulary knowledge. The activities link reading with particular aspects of language learning, especially learning new vocabulary.

H. Definition of the Key Term

1. Extensive Reading Activities

This term is defined as reading activities that are aimed for setting up students' self-selected reading for pleasure and uniting it into word learning in which the students record new vocabulary they encounter while reading.

2. Virtual Storage

This term is defined educational tool which allows both lecturer and student to upload files of vocabulary learning materials and to share the files with each other.

3. Vocabulary Knowledge

Vocabulary knowledge is knowledge of word form, meaning, and use that is gained by the first year students of STIBA Persada Bunda Pekanbaru during the vocabulary development course.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

The research findings during the two cycles showed that the designed extensive reading activities with virtual storage improve the participants' vocabulary knowledge. Based on the findings, it can be concluded that the extents of improvements are on all indicators of vocabulary knowledge. Their mean score of knowledge of word form increased 10 points. It was 77 at the end of Cycle 1 as the starting point and improved to 87 at the end of Cycle 2. Then, their mean score of knowledge of word meaning increased 3 points. It was 88 at the end of Cycle 1 as the starting point and improved to 91 at the end of Cycle 2. Also, their mean score of knowledge of word use increased 9 points, from 80 at the end of Cycle 1 as the starting point to 89 at the end of Cycle 2. Therefore, the activities help the students to read a lot and they reap the reward of their reading that is expanding existing vocabulary knowledge and acquiring new vocabulary. In addition, some factors that influenced the changes of their vocabulary knowledge during the designed extensive reading activities were also concluded. The factors were providing a variety of reading materials and motivating the students to read so that they can reap the reward of reading, in this case vocabulary knowledge. Therefore, these factors should be considered when implementing the designed extensive reading activities for teaching vocabulary.

B. Implication

Regarding the conclusions, the decision of designing extensive reading activities as for teaching vocabulary as actions to solve the teaching and learning problems in the researcher's class not only help the students improve their vocabulary but also help them becoming independent readers during their study. Furthermore, the activities can create a language- and word-rich environment. The language- and word-rich environment is learning environment in which the students' opportunities to read, hear, use, and talk about new vocabulary are many and varied. Thus, it can be implied that there is a logical relation between extensive reading activities and the development of vocabulary knowledge.

C. Suggestion

Regarding the conclusions and implications of this research, some suggestions can be proposed related to the use of the designed extensive reading activities for teaching vocabulary. First, it is recommended that the designed extensive reading activities should be a necessary part of vocabulary course which is provided at the STIBA Persada Bunda Pekanbaru. Second, more research should be carried out to investigate the use of extensive reading activities for teaching vocabulary at different level of language learners. These suggestions should certainly be done in which the extensive reading activities in this research are adapted, changed, modified or adjusted in order to fit the classroom problem, the student, and the educational institution.

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