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ENHANCING EFL YOUNG LEARNERS' VOCABULARY THROUGH ONLINE EXTENSIVE READING (ER) AND VISUAL STRATEGIES: AN ACTION RESEARCH STUDY

**FORTALECIMIENTO DEL VOCABULARIO EN INGLÉS EN
NIÑOS MEDIANTE LECTURA EXTENSIVA EN LÍNEA Y
ESTRATEGIAS VISUALES: UN ESTUDIO DE
INVESTIGACIÓN-ACCIÓN**

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Enhancing EFL young learners' vocabulary through online Extensive Reading (ER) and visual strategies: An action research study

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ABSTRACT

A vast body of literature highlights the benefits of Extensive Reading (ER) in second language acquisition (SLA). ER is a pedagogical strategy that involves reading a large number of level-appropriated and engaging texts. Its benefits have been widely documented for its effectiveness in fostering language development, principally vocabulary acquisition. This study aimed to investigate the impact of ER facilitated through a virtual library, created on Edmodo, and supplemented with visual strategies on young English as a Foreign Language (EFL) learners' vocabulary growth. The research was conducted with 21 seventh-graders from a public primary school. A mixed-method research design was followed to systematically measure the effects of ER on young students' vocabulary acquisition. Data collection involved administering a pretest to set a baseline of participants' vocabulary previous knowledge. At the end of the experimental phase, a posttest to assess learners' vocabulary growth was administered. Findings revealed a considerable positive impact, with a Cohen's *d* effect size of 3.35, indicating a significant improvement in participants' vocabulary development. Results highlight the efficacy of ER as a strategy for enhancing young learners' lexicon. Combining ER methodology with digital libraries and incorporating visual aids can address diverse learning styles and maximize language engagement. These findings contribute to the growing body of evidence that supports the integration of ER, technology, and visual aids into EFL teaching practices, particularly in contexts where access to physical texts might be limited. In conclusion, ER appears to be a highly effective strategy for promoting vocabulary acquisition among young EFL learners.

Keywords: extensive reading, vocabulary, young learners, virtual library, visual strategies

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Fortalecimiento del vocabulario en Inglés en niños mediante lectura extensiva en línea y estrategias visuales: Un Estudio de Investigación-Acción

RESUMEN

Un amplio cuerpo de literatura destaca los beneficios de la Lectura Extensiva (ER, por sus siglas en inglés) en la adquisición de un segundo idioma. La lectura extensiva es una estrategia pedagógica que implica la lectura de una gran cantidad de textos apropiados al nivel y atractivos para los estudiantes. Sus beneficios han sido ampliamente documentados por su efectividad en fomentar el desarrollo del lenguaje, principalmente en la adquisición de vocabulario. Este estudio tuvo como objetivo investigar el impacto de la lectura extensiva, facilitada a través de una biblioteca virtual, creada en Edmodo, y complementada con estrategias visuales, en el crecimiento del vocabulario en inglés en niños. La investigación se llevó a cabo con 21 estudiantes de séptimo grado de una escuela primaria pública. Se utilizó un diseño de investigación cuantitativo para medir sistemáticamente los efectos de la lectura extensiva en la adquisición del vocabulario de los niños. La recolección de datos incluyó la administración de una prueba inicial para establecer una línea base con respecto al conocimiento previo del vocabulario de los participantes. Al final de la fase experimental, se administró una prueba final para evaluar el crecimiento del vocabulario de los estudiantes. Los resultados revelaron un impacto positivo considerable, con un tamaño de efecto d de Cohen de 3.35, lo que indica una mejora altamente significativa en el desarrollo del vocabulario de los participantes. Los hallazgos resaltan la eficacia de la lectura extensiva como una estrategia para enriquecer el léxico de los niños. La combinación de la metodología de la lectura extensiva con bibliotecas digitales y la incorporación de ayudas visuales puede abordar estilos de aprendizaje diversos y maximizar el mejoramiento lingüístico. Estos resultados contribuyen a la creciente colección de evidencia que respalda la integración de la lectura extensiva, la tecnología y las ayudas visuales en las prácticas de enseñanza del inglés como lengua extranjera, especialmente en contextos donde el acceso a textos físicos puede ser limitado. En conclusión, la lectura extensiva parece ser una estrategia altamente efectiva para promover la adquisición del vocabulario en inglés en niños.

Palabras clave: lectura extensiva, vocabulario, jóvenes estudiantes, biblioteca virtual, estrategias visuales

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INTRODUCTION

Reading is a cognitive-receptive ability and a multipurpose, interactive, and comprehensible activity in which individuals interact with written texts. People read for different purposes either for personal or academic issues (Bojovic, 2014). Reading is key for learning, especially, for people who are acquiring a second language, contributing to overall linguistic competence (Celik & Altun, 2023). Reading involves finding, decoding, and interpreting information and provides pedagogical opportunities to develop students' higher-thinking skills (predicting, deducing, inferencing, and interpreting, among others) and improve writing models, vocabulary, and grammar in context (Renandya & Jacobs, 2002). On the other hand, vocabulary is another linguistic element when acquiring a foreign language. It is about the lexical repertoire that someone's has and uses to communicate. For this reason, vocabulary plays an important role in students' interaction and it should be developed along with the other language skills (Torres & Conza, 2023). Research pinpoints the reciprocal connection between reading and vocabulary development and grammatical knowledge, as it exposes learners to new words and sentence patterns helping them to grasp how language works and how to apply grammatical rules in productive activities (Celik & Altun, 2023).

Within the Ecuadorian context, reading has been established as one of the five main curricular axes (Ministerio de Educación, 2016). The ultimate goal of this threat is that learners can be able to read a variety of authentic texts autonomously to find information, learn about the world, develop reading comprehension skills, and communicate effectively. It also highlights the importance of exposing students to a literacy-rich environment and ICT resources, and the inclusion of cross-curricular content to promote learners' interest and motivation (Ministerio de Educación, 2016). However, despite reading being an important part of the national curriculum, many Ecuadorian students have still poor reading competencies and limited vocabulary (Lozano & Troya, 2023).

Ecuador is one of the countries with the lowest English proficiency levels (Education First, 2024). These results demonstrated EFL Ecuadorian students encounter problems in learning this language in the four skills. Referring to the context where this research took place, participant were schoolchildren. Apart from all of the challenges related to learning a new language, it was especially difficult to encourage them to read in English. This drawback was mainly due to the insufficient resources in the classrooms.



Consequently, they showed deficiencies in reading comprehension and vocabulary. These assumptions were proven in students' tests in which they got low grades.

In Nuttal's (1996) view, there are two best ways to improve a foreign language: by living among its speakers and by reading extensively. Similarly, experts (Dao, 2014; Day, 2011; Krashen, 1993; Walter & Briggs, 2016) have corroborated the effectiveness and positive results of Extensive Reading (ER) in language acquisition and vocabulary growth. ER is an approach that can encourage learners to read autonomously as much as they want including texts within their linguistic competence in order to gain fluency (Lawrence, 2016). It also has several benefits in the development of reading abilities and the language itself, for instance, vocabulary growth; improvements in listening, speaking, and writing. Seyabi and Salwa (2016) pointed out that ER promotes language acquisition by exposing students to the target language in different written contexts, stimulating autonomy, and a broader understanding of the world and culture due to the diversity of authentic texts provided.

Nowadays, reading is flexible and can be developed in different sceneries, for example, students can spend time reading printed books as well as reading from a screen. In the twenty-first century, information technologies have transformed traditional reading into digital, and have contributed to a significant increment of online reading through diverse web media sources (Sun et al., 2013). Day (2015) considered that the internet could be prominent for ER practices, becoming the main supplier of a large amount of reading material. The internet can contribute to promoting students' extensive reading habits by using virtual libraries with a selection of diverse types of digital texts.

Finally, research also suggests that combining reading and visual representations of what was read can enhance memory retention. Learners can receive, understand, remember, and store information in their long-term memory. The use of visuals also makes learning vocabulary more interactive (Chung, 2023). Both strategies can be implemented to help EFL young students to enhance their English vocabulary. Although there is a large amount of literature about ER and visual vocabulary strategies, few researchers have addressed studies on these topics in Ecuador. With this in mind, this investigation outlined the process of young learners' online ER, through Edmodo as a virtual library, combined with visual-enhancement activities aiming at determining its impact on children's vocabulary acquisition.



LITERATURE REVIEW

Second Language Acquisition Theory

According to Krashen (2013), there are two ways to develop competencies in a second language (L2). The first way is '*language learning*' a conscious process to know about grammar, its rules, and the language itself. The second way is '*language acquisition*', a subconscious process in which learners can pick up the language and develop competencies unconsciously through common communicative activities. Individuals can acquire a foreign language in different circumstances; however, in Nuttal's view (1996) the two best ways to acquire a language are both immersion and extensive reading. This postulation is aligned with Krashen's input hypothesis, which states that people acquire a language by comprehending what they read and understanding the message that contains structures slightly above their current level of competence (Krashen, 2013). As much as people are exposed to the meaning of messages, they incidentally and progressively acquire forms and language patterns (Renandya, 2009). For Krashen (1982), in language acquisition, cognitive and affective factors are critical. The input hypothesis and the concept of affective filter are intrinsically related. Learners' performance differs depending on the level of their affective filter. Performers with a low affective filter (high motivation, self-confidence, good self-image, and low anxiety) have stronger levels of language achievement. It is important not only to provide comprehensible input but also to create an environment that promotes a low filter (Krashen, 1982). In his work, Dickinson (2017) affirmed that extensive reading (ER) has positive effects on students' emotional and intellectual dimensions by increasing their reading motivation and providing opportunities to read for meaning and pleasure.

Extensive Reading (ER)

Seyabi and Salwa (2016) defined ER as an approach characterized by reading autonomously large quantities of level-appropriate material outside the classroom in order to get a general understanding of the world and promote pleasure. It aims at reading within contexts that nurture a lifelong reading habit (Renandya, 2009). While intensive reading is still useful, ER is a reading curriculum complement that is suitable for all language learners and levels (Cambridge University, 2018). Research conducted with

young learners suggests that ER can be used as a means of enhancing children's vocabulary acquisition and enthusiasm to read (Cambridge University, 2018; Cheetham, 2015).

Day and Bamford (2004) have traced some specific characteristics of ER. First of all, reading material is easy, level-appropriate, and varied. Learners can choose what and how much to read as a result, their reading speed becomes faster. Reading is individual, silent, and is considered a personal reward. The purpose of reading is related to pleasure and general understanding. Teachers are guides and readers' role models. Another issue to consider is that in ER, assessment is not formal. It is done just to control how much students read. Strategies for ER assessment include making posters, measuring speed, retelling, writing letters to authors, copying interesting words or phrases, drawing, and sharing experiences or opinions (Extensive Reading Foundation, 2011).

In the same vein, the Extensive Reading Foundation (2011) sustained that ER is good for language development because it builds vocabulary and improves spelling as well as increases motivation, confidence, enjoyment, and love for reading. Similarly, Krashen (1993) highlighted ER affects reading comprehension, writing style, and grammatical competence. ER generates meaningful and comprehensible input, which enables individuals to acquire and deduce the different elements of language.

Some opposite points of view indicate that this method suffers from a series of pitfalls (Milliner & Travis, 2015; Restrepo, 2015). One of the major drawbacks to adopting ER is the fact that teachers can face a lot of challenges during the implementation, not to mention the time and cost of building an ER library, students' responsibility, and their commitment to the approach (Milliner & Travis, 2015). Restrepo (2015) mentioned that some issues that decrease ER success are those related to the understanding of the words in context and learners' attention to the task. Al Damen (2018) also reported that some academics have had problems implementing ER programs because teachers are not trained in this area, have a teacher-centered view of learning and pressure to complete the regular study programs.



Other teachers' concerns are those related to reading control, effective ER testing/evaluation, and the idea of providing students with meaningful constructive feedback and support (Cote & Milliner, 2015).

ER and Vocabulary

Vocabulary is the foundation of any language. It refers to the collection of single words, phrases, or chunks that have a specific meaning in someone's language (Lessard-Clouston, 2013). It is central to fluent second language use and constitutes the basis for learners to speak, listen, write, and read (Richards & Renandya, 2002). For Pellicer-Sánchez (2016), vocabulary knowledge includes aspects of form (spelling, pronunciation, parts of the speech), meaning (definitions, concepts, associations), and use (grammar, collocations, frequency). Although vocabulary is not the only element in language learning, communication cannot happen without having a wide range of vocabulary (Mediha & Enisa, 2014). Lee and Mallinder (2017) stated that vocabulary and reading have a reciprocal relationship. Under this circumstance, reading can provide plenty of opportunities for significant vocabulary growth. Research on young learners' vocabulary acquisition has pointed out that kids acquire most of their vocabulary when they are involved in daily conversations, listen to adults reading, and read extensively (Griva et. al, 2009). Nagy and Herman (1987) confirmed in their study that ER increases students' range of vocabulary. In their investigation, they concluded that children from third to twelfth grade can pick up at least 3000 words per year by reading extensively. Despite the fact that ER fosters comprehensible input, some interactionist theorists (Larsen-Freeman & Long, 1991; Swain, 1999) believe that it is important but not enough. It has been suggested that ER may be combined with speaking and writing activities. In that way, students not only receive information from what they read but also develop other productive competencies. Particularly, Min (2008) suggested that by combining ER with appropriate vocabulary strategies young learners can gain new words more easily.

Vocabulary strategies play a key function in the construction of knowledge in terms of figuring out the meaning of new words, retention in long-term memory, recalling, comprehension, and production (Griva et al., 2009). For Grave (2016), teaching students' word-learning strategies help them to become autonomous vocabulary learners, and as a result, they might double the words they learn. He listed some ways that can help students increase their vocabulary competence, some of which included the use of context clues, word parts, dictionaries, and students' personal commitment to building their own



vocabulary. Regarding young learners, Agustín and Barreras (2007) indicated vocabulary development requires that children understand unknown words and use them correctly.

Hence, teaching should be focused on meaning using concrete materials rather than abstract ones. Children understand the meaning of new words better by having specific references, including actions, body language, flashcards, photographs, drawings, or any type of visuals, to easily make connections and mental representations of new words. Different authors (Jiang, 2014; Mashhadi & Jamalifar, 2015) agreed that the use of visuals is an effective strategy for enhancing vocabulary acquisition and retention in young learners.

ER and Virtual Libraries

Today, technology has influenced every aspect of education providing new learning opportunities. Technological devices and the internet have the potential to redesign and invigorate the teaching and learning process. Undoubtedly, the internet has affected school libraries, switching them into automatic virtual ones, and opening up new dimensions for reading. Digital texts have become popular, and research has shown that they are convenient, effective, and attractive for ER practices and have a positive influence on learners' motivation (McBride & Milliner, 2014). For instance, Mesureur (2013) remarked that students would engage more with ER if they used ebooks or virtual libraries because of their advantages such as portability, 24-hour access, availability of multimedia features, diversity, and flexibility.

Nowadays there are free virtual libraries and learning environments available on the internet, one of these tools is the Edmodo platform. Research about Edmodo has highlighted its efficacy as a virtual learning environment (VLE) to assist reading (Graham, 2016) and encourage high motivation in EFL learning (Al-Kathiri, 2015). Kongchan (2013) defined Edmodo as a free, private, and safe learning platform with similar characteristics as Facebook. This VLE was designed and developed by O'Hara and Nick Borg in 2008 and it is suitable for students, teachers, and even parents. Teachers can create and manage students' accounts. Via this website, they can keep in touch with students by sending and

receiving messages, providing feedback, making comments, conducting polls, storing content, and adding files, links, quizzes, assignments, and more (Aji, 2018).

Nevertheless, some experts have stated disadvantages regarding digital reading like fatigue, distraction, and resistance (Huang, 2013; Milliner & Travis, 2015). Huang (2013), in his research about e-reading, revealed that the participants complained of “tired eyes”. Additionally, some students showed up still having the habit of reading traditional paper texts because of the satisfaction of reading until the last page of the book.

Due to the development of technology, the internet provides teachers with new opportunities to create virtual environments in order to support language teaching and learning. In this case, Edmodo is a learning platform suggested to potentiate ER practices in order to encourage young learners to read extensively a diversity of texts and enhance their vocabulary by implicating visual vocabulary strategies. More current evidence proposes the implementation of these elements to elucidate and overcome children’s reading difficulties regarding limited vocabulary.

METHODOLOGY

This study was conceptualized as an action research (AR), a systematic and reflective process conducted by educators to gain insights into educational issues, teaching practices, and students’ learning outcomes. AR aims to identify challenges, explore solutions, and propose alternatives to improve learners’ performance and refine pedagogical approaches (Mills, 2003). This framework provided the foundation for addressing the specific challenge of enhancing basic vocabulary acquisition among young EFL learners.

To attain the research objectives, a quantitative methodology with a quasi-experimental design was employed. This approach allowed the researchers to gauge the impact of Extensive Reading (ER) on a group of students’ vocabulary growth. The quasi-experimental design was particularly suitable for the educational context, where complete randomization of participants was not feasible due to practical constraints.

The study involved a total of 21 seventh-grade pupils from a public primary school in Machala, Ecuador. These participants were selected based on their initial level of language development. Data collection tools included a pretest and a posttest, which were used to evaluate students’ vocabulary knowledge

before and after the ER intervention. These tests provided quantitative data on learners' progress, serving as a basis for analyzing the effectiveness of the ER and visual vocabulary-enhancement strategies such as visual organizers, word wizard, Frayel Model, Graffiti, and Word Splash.

Additionally, a focus group discussion was conducted to gather qualitative insights into students' reading habits and preferences. This instrument complemented the quantitative data by providing a deeper understanding of learners' engagement and attitudes toward reading. The combination of these methods allowed a more comprehensive evaluation of the intervention's impact, aligning with the principles of AR to inform and improve educational practices in English teaching. This mixed-method approach ensured a holistic understanding of the research problem and its potential solutions.

Participants

A total of 21 pupils from a public primary school participated in this study, specifically, they were seven-graders. They were mixed-race whose mother tongue was Spanish. Concerning their English proficiency level, they were beginner language learners (pre-A1) according to the Common European Framework of Reference (CEFR). No sampling procedures were needed due to the fact that all students took part in the process.

Instruments

Focus group.

A focus group was used before the intervention to explore students' reading perceptions, habits, and preferences. The interview contained eight open-ended questions that helped the researcher create a tailored virtual library according to students' needs and interests. Ten interviewees, who were chosen in a random way, participated in this focus group. Due to the students' low level of language proficiency, the entire interview was recorded in Spanish, then it was translated into English. The information was coded and organized for a better analysis. This qualitative instrument complemented the quantitative findings and provided valuable insights for designing the virtual library based on students' personal needs and interests.

Pre and posttests

To evaluate participants' vocabulary knowledge prior to and following the intervention, Parts 1, 2, and 4 of the Starters Reading and Writing Test, developed by Cambridge University, were administered as

pretest and posttest measures, respectively. The test comprised 15 items, distributed equally across three sections, with each section containing five items. The resultant data were initially organized in Microsoft Excel spreadsheets and subsequently imported into the IBM Statistical Package for the Social Sciences (SPSS) software for comprehensive analysis. Descriptive statistics, including minimum and maximum values, means, and standard deviations, were calculated. The standard deviations of the pretest and posttest scores were further utilized to compute the effect size, using an online calculator available at <https://lbecker.uccs.edu>.

RESULTS

Ten students from the total of participants took part in the focus group interview. The data collected played a key role in designing the virtual library on Edmodo and understanding students' habits, perceptions, and reading interests. Most participants expressed that they found reading enjoyable and important for learning, especially, when learning a new language. When they were asked about their preferred genres, the majority indicated they are fond of stories and fairytales. Consequently, the virtual library was designed to feature a wide variety of texts in these genres. Regarding reading online, 90% of respondents stated they preferred digital texts over printed ones due to factors such as variety, accessibility, and affordability. All participants agreed that extensive reading could help them to enhance their vocabulary, enabling them not only to expand their word knowledge and learn more but also to communicate better in English. Overall, the students demonstrated a positive outlook toward the implementation of online extensive reading for practicing vocabulary and reading in English.

Then, to determine the effect of extensive reading on students' vocabulary, participants completed a pretest and a posttest. The results are displayed in Table 1:

Table 1 - *Descriptive Statistics for the Pretest and Posttest results*

	N	Minimum Statistic	Maximum Statistic	Mean Statistic	Std. Deviation Statistic
Pretest	21	5.0	11.0	8.429	1.6605
Posttest	21	11.0	15.0	13.524	1.3645
Total	21				

Table 1 pinpoints a substantial improvement in students' vocabulary performance, as indicated by the posttest results ($M = 13.524$, $SD = 1.3645$) compared to the pretest scores ($M = 8.429$, $SD = 1.6605$). The analysis could reveal a highly significant effect size of Extensive Reading (ER) on vocabulary acquisition, with a Cohen's d value of 3.35, underscoring the significance of the intervention's impact. Notably, during the intervention, each student read an average of 12 simple texts, demonstrating consistent engagement with the reading materials and the online reading modality.

An additional critical finding is the role of visual vocabulary strategies (*visual organizers*, *word wizard*, *Frayel Model*, *Graffiti*, and *Word Splash*), which students consistently employed to reinforce their understanding of new words. The integration of ER with visual aids not only enhanced vocabulary acquisition but also supported effective retention. The results highlighted the pedagogical value of combining online ER with supplementary strategies, particularly those leveraging visual elements, to complement students' vocabulary learning experiences. ER has been demonstrated to be a flexible approach with a high potential to foster deeper and sustained lexical development.

DISCUSSION

Vocabulary is fundamental for communication and constitutes the starting point for reading, listening, speaking, and writing in any language. Vocabulary can be acquired in different ways. However, previous studies (Nagy & Herman, 1987; Krashen, 1993; Nuttal, 1996; Griva, et al., 2009; Restrepo, 2015; Lee & Mallinder, 2017) have proved that reading extensively can be used as a mechanism to help learners to pick up new words and as a result, they increase their vocabulary repertoire. As ER and vocabulary growth are connected, this study was focused on the development of young learners' vocabulary through online ER. As expected, the results of this research demonstrated that this method helped learners to improve their vocabulary in a significant way. Results of testing clearly showed a large effect size (Cohen's $d=3.35$), which means that this ER and the use of visual aids had a high pedagogical impact on English instruction. This finding is directly in line with those found in previous studies wherein authors (Day, 2011; Extensive Reading Foundation, 2011; Krashen, 1993; Nagy & Herman, 1987) agreed that ER is effective in the development of vocabulary by promoting meaningful and comprehensible input.

The outcome obtained was probably the result of the utilization of a virtual library in Edmodo (AI-



Kathiri, 2015; Mesureur, 2013) and the use of visual vocabulary-enhancement strategies to promote vocabulary comprehension and retention. The use of these vocabulary techniques is consistent with Min (2008) and Grave (2016), whose research pointed out that vocabulary learning should be complemented with strategies that allow learners to infer the meaning of the words easily. In the case of young learners, they acquire vocabulary by having specific references. During the research, ER was accompanied by visual-vocabulary strategies which helped students to make meaning of new words. This claim ties well with previous studies (Agustín & Barreras, 2007; Jiang, 2014; Mashhadi & Jamalifar, 2015) and with what interactionist theorists (Larsen-Freeman & Long, 1991; Swain, 1999) have stated that ER gives better results when it is combined with other activities that provide a final product, either oral or written. The difficulties reported by the students matched what Restrepo (2015) said. He mentioned that one disadvantage of ER is linked to the understanding of words in contexts. Most interviewees mentioned having the same problem while they were reading.

CONCLUSIONS

The findings of this research clearly demonstrate that Extensive Reading (ER), when implemented through a virtual library on Edmodo and supplemented with visual vocabulary strategies, significantly enhances young learners' vocabulary acquisition. The posttest results ($M = 13.524$, $SD = 1.3645$) indicated a marked improvement over the pretest scores ($M = 8.429$, $SD = 1.6605$), with a large effect size (Cohen's $d = 3.35$). This highlights the substantial pedagogical impact of combining ER with digital tools and visual aids. The integration of visual vocabulary strategies, such as visual organizers, the Word Wizard, and the Frayel Model, played a critical role in reinforcing students' understanding and retention of new words.

The focus group interviews provided valuable insights into students' preferences and attitudes, revealing that the majority found reading enjoyable and recognized its importance for language learning. A significant preference for digital texts was noted, attributed to their variety, accessibility, and affordability. Students favored stories and fairytales, which guided the design of the virtual library, ensuring it catered to their interests and promoted sustained engagement. Furthermore, students acknowledged the effectiveness of reading in expanding their vocabulary and improving their ability to communicate in English.



Based on these findings, it is recommended that ER be integrated into EFL regular curricula or as a complementary activity, particularly using digital platforms that can offer learners autonomy in reading selection. Future implementations should consider expanding the sample size and duration to validate the results and explore long-term impacts.

This study underscores the value of ER as a flexible, learner-centered strategy for vocabulary development, aligning with previous research that highlights its effectiveness in promoting meaningful and comprehensible input. By combining ER with visual and interactive elements, educators can foster deeper and more sustained lexical growth in young learners. In brief, this work so far has provided good reasons to deliberate that these pedagogical strategies are worthy to be replicated due to the notable improvements in children's vocabulary.

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