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Examining the Effectiveness of Reading Tasks Versus Listening Tasks in the Improvement of Vocabulary Learning in Iranian High School Learners Based on Vision Series: Dissecting the High School English Books [In English]

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ABSTRACT

Exploring the relationship between listening skills and reading skills with the vocabulary level of students is a hot topic in the history of language teaching which has attracted the attention of many scholars in the field of ELT. Therefore, the present research study tried to probe the effect of reading passages and listening tasks on vocabulary retention and learning of Iranian male high school students based on the VISION series, the newly published English books in Iran for high school students. Sixty students were chosen and divided into two experimental groups, that is one experimental group for listening tasks and one experimental group for reading tasks. At first, a pretest was run to check their language level, especially their lexical level and then both groups went through treatment, and at the end, immediate and delayed posttests were run to check the retention and learning of new words. It should be noted that during the treatment sessions, the meaning of the new words was taught through L1 translation, synonyms, and antonyms. In the reading section, the students should take a multiple choice exam of new words and for the listening section, the students went through answering the meaning of new words orally. After the treatment session, the students went through immediate and delayed posttest. The interval between immediate and delayed posttest was one month. The new words were chosen from the tenth-grade English book high school, that is, Vision1. Then, by using SPSS software including mean comparison and descriptive statistics, the data were analyzed and the findings showed that both types of tasks, that is, reading and listening tasks had an effect on the improvement of vocabulary level of the students but the reading passages outperformed the listening passages. The mean of the reading group was 16 and 15 for both immediate and delayed posttests but the mean of the listening group was 14 and 13 respectively. Also, there was a significant difference between the means of both groups in both posttest 1 and posttest 2. All in all, the results

disclosed that the reading section of the Vision series, especially Vision 1 for tenth graders, is much more effective in the improvement of the vocabulary level of high school students compared to the listening section of Vision1. The current findings and results could help teachers, material developers, and book authors.

Key words: Language Teaching, Reading Passages, Listening Tasks, Vocabulary Learning, Vocabulary Retention, Vision Series

Introduction

Lexical acquisition could be viewed as one of the principal respects of a second language. This was vital because some well-known second language scholars (e.g. Sanaoui, 1996; Nagata, 1999) equalized the process of learning another language with knowing lexis in another language. Vocabulary reservoir was often an inescapable tool for second language learners because the restricted second language dictionary resources make productive communication difficult. In English as a Second Language (ESL) and English as a Foreign Language (EFL), word mastery had an inseparable part in all language skills such as listening, speaking, reading and writing (Nation, 2011).

Miscellaneous studies probed the connection among lexis, reading and listening skills and confronted different but dramatic results. Waring and Takaki (2003), Krashen (2004), and many other scholars examined the relation between vocabulary and reading passages.

Vidal (2003, 2011), Brown et al. (2008) Chang (2012) and many other scholars studied the relationship between vocabulary learning and listening tasks and discovered the effect of listening tasks on vocabulary learning and retention. This study was important as the current study examined the relationship among vocabulary, listening and reading simultaneously based on Vision series in Iran's context. The Vision series were the newly published English books for high school students in Iran and the tenth grade book was chosen for the current study. The research questions and hypotheses of the present study are mentioned below:

Research Hypotheses

H0. Reading passages are not effective in the retention of new words in high school students.

H0. Listening tasks are not effective in the retention of new words in high school students.

H0: listening tasks are more effective tool than reading passages.

Research Questions

1. Are reading passages of Vision books effective in the retention of new words in high school students?
2. Are listening tasks of Vision books effective in the retention of new words in high school students?
3. Which one is a more effective tool in retaining of new words? Reading passages or listening tasks?

Review of Literature

Reading Passages and Vocabulary Learning

Lexis was considered an inseparable section of any language. The necessity was so far that second language scholars (e.g. Sanaoui, 1996; Nagata, 1999) equalized the process of learning a second language and knowing words in a second language. Although, some scholars viewed this statement to be exaggerated, the inevitable significance of the second language vocabulary should not be disregarded. Furthermore, second language experts (e.g. Dufon and Fong, 1994; Nagata, 1999) discussed that the acquisition of new words had multifarious respects (Harley, 1996). Thus, educators in second language classes should deem the development of vocabulary more exhaustively to assist second language learners to have access to a higher level of second language (Sanaoui, 1996; Swain, 1996).

Lexical knowledge was commonly deemed as an inseparable tool for second language students because in other languages a restricted amount of words thwarted comfortable communication. In English as a Second Language (ESL) and English as a Foreign Language (EFL), lexical acquisition had a significant effect on all language skills, including listening, speaking, reading, and writing (Nation, 2011).

Restricted reading elaborated as a type of reading of passages by an author or in a single area of interest, which ensured the understanding and natural rehearsal of lexical and grammatical aspects (Krashen, 2004). Krashen (2004) stated that reading a range of thematically connected passages could help students comprehend the meaning of words and become knowledgeable about the apt use of words. To put it simply, when students studied complementary texts that were pertinent to each other, their knowledge of productive and receptive vocabulary augmented (Krashen, 2004). Various EFL studies disclosed that NR helped learners enhance their lexical repertoire (Cho & Krashen 1994, Cho, Krashen & Ahn, 2005, Pigda & Schmidt 2006). The results of these studies suggested that NR was a must factor for vocabulary acquisition. Waring and Takaki (2003) found the possibility of random lexical learning through reading and found that among frequently occurring words, the acquisition and retention rates were higher.

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Bahrick (1984) argued how well people recalled something depended on how deeply they processed it. Haycraft (1978) mentioned that pertinent words were ready to be kept in mind because the usage of word meanings in combination with all meanings of embedded sentences provided the deepest level of processing and warrantied better retention.

One of the gains of independent reading was that it catered students with a large amount of vocabulary in various registers that may not be accessible through spoken language. This clearly led to rich learning opportunities. There was plenty of evidence that random vocabulary learning through reading occurred in both English and ELL students. For example, Nagy, et al (1987) asked English-speaking students to examine four natural syllables and found that the probability that the students had learned a word well enough to answer a multiple-choice question was 0.05. They found that although the probability of taking words out of context was small, given the volume of text the students could study, they were able to pick up a large number of words out of context. Their findings showed that the average class learns between 800 and 1,200 words out of context each year.

Schouten-Van Parreren (1989), centering on reading with the main purpose of gaining words, asserted that a mixture of three actions of deducing, checking and analyzing the meaning of each new word was very conducive to this purpose. It was shown that this assumption derived from the context the meaning of an unknown word. The next stage, proving the assumption, was to look up the words in the dictionary. The third stage according to Schouten-Van Parreren was to probe the relationship between new words and already known words in the target or mother tongue.

Schwanenflugel et al. (1997) revealed that two factors of speech were significantly related to random learning of words in the fourth grade. The first word was rigidity or imagination. Concrete words (such as "signs") had more obvious physical properties than hard-to-see abstract words (such as "tributes") and were more readily available objects. Second, it's part of the speech. Nouns were more difficult to learn from context than other types of words, such as adjectives, adverbs and verbs. The authors assumed that this was due to the fact that most of the nouns in their study were less realistic than words from other parts of speech.

Paribakht and Wesche (1999) probed lexical acquisition as a byproduct of reading comprehension. Researchers investigated strategies and knowledge types used by ten English-Intermediate as Second Language (ESL) students at Canadian universities to deal with new second-language vocabulary while reading. After implementing two tasks, the first a question task and a later short task, the students were asked which words they recalled and how they were later learned. Data analysis evinced that while students tended to

disregard many unfamiliar words (often body words as opposed to function words), the main derivation strategy was used to those words they paid attention to. Students utilized prior knowledge and contextual signs to infer the meaning of unfamiliar words.

In a meta-analysis of 20 studies showing how native English students learn from context when trying to do so indirectly, Swanborn and de Glopper (1999) concluded that students learnt words by accident. They also showed that higher-level learners and learners with higher reading skills were able to use context much better, and that texts with fewer unfamiliar words facilitated learning from context better. As a result, this study of context-based learning found that context mediated the learning of word meaning for native English and ELL speakers, that they were less likely to learn words from the same events and that context was less likely to learn a word. The probability increased significantly with the appearance of additional words.

The limelight on new word properties and its context made it easier to remember. Contextual learning was centered on students not only recognizing words, but also repeating, recycling and reciting words. It was suggested (Hedge, 2000) that protection belonged to the status in which importance results. Incidentally, memory was somewhat dependent on the amount of mental and emotional energy used in word processing, and readers used multifarious strategies that could simplify emotional and mental processing, such as metacognitive strategies.

Lexical retention was defined as the capacity to recall something after a certain amount of time. when learning a language, recalling what was learned. structural rules and lexis may rely on the quality of teaching, student' interest or the relevance of the materials (Richards and Schmidt, 2002, p. 457). Frankly, the problem was not just learning a second language; rather in their memory.

lexical acquisition had influenced the development of word reading and reading comprehension (Storch & Whitehurst, 2002). Children found that written words were easier to understand when they were included in the speech. They also understood texts better when they were familiar with words (Adams, 1990). This relationship between reading and vocabulary also remained reciprocal and interactive because vocabulary improved the acquisition of reading skills and reading improved lexicographical growth (Stanovich, 1986). At lower levels, reading was very much about reading words, as children learned to combine words already presented in spoken words with their printed forms. But as children advanced to higher grades, they usually learnt new words from the lessons they read.

Vidal (2011) contrasted the listening and reading effects of random lexical acquisition and retention. Participants in this study were comprised of

248 first-year undergraduate students studying ESL at the University of Madrid, Spain. The results found that the reading group learnt more words than the listening group, which meant that reading was a more effective source of vocabulary acquisition. However, the results revealed that for higher proficiency students, listening led to a slightly higher level of retention than reading.

Kang (2015) examined the bearing of NR on the growth of second language learners. A total of sixty-one senior high school students read a range of thematically related (narrow) or unrelated (broad) texts during the month. The results indicated that NR significantly simplified second language learners' understanding of the meaning of target words and their ability to apply them propitiously.

Listening Tasks and Vocabulary Learning

Listening had a big part in communication, as it comprised forty or fifty percent of the total time spent on communication. Speaking, twenty-five to thirty percent, reading: eleven to sixteen percent and writing about nine percent (Mendelsohn, 1994). teaching in listening comprehension was neglected in many EFL programs and weak facets of English was taught (Mendelsohn, 1994, p. 9). Listening was the most important skill in both foreign language situations and Second language situation. Listening included an active process of decoding and creating meaning from verbal and nonverbal messages. (Nunan, 1998).

Mendelssohn (1994) elaborated listening comprehension as the capacity to get the gist of the spoken language of native speakers. O'Malley, et al (1989) came up with a fruitful and immense depiction of how listening comprehension was an active, conscious process that the student created by utilizing contextual clues and extant knowledge; relying on miscellaneous strategic repertoires to meet the student's requirements task (p. 19).

Listening was the most commonly used language skill (Scarcella and Oxford, 1992; Morley, 1999). Bird (1953) revealed that college girls spend forty-two percent of their total verbal contact time listening, while twenty-five percent spend talking, fifteen percent reading, and eighteen percent writing. Wolvin and Coakley (1988) asserted that listening, in and out of the classroom, spent more time on daily conversations than other forms of verbal communication. Listening was an inseparable episode of student life in all aspects of educational headway (Coakley and Wolvin, 1997; Feyten, 1991; Wing, 1986). Listening was the most commonly utilised language skill in the classroom (Ferris, 1998; Murphy, 1991).

Listening was an extremely intricate solving activity (Brown et al., 2008) in which listeners had interface with an interlocutor to provide meaning in

the context of their experiences and knowledge. Listening drills were generally divided into pre-listening activities, while listening activities, and post-listening activities.

miscellaneous researches probed the random acquisition of vocabulary through listening (R. Ellis, 1995; Brown et al., 2008; Vidal, 2003, 2011; Chang, 2012; van Zeeland et Schmitt, 2013). For example, in a research study by Vidal (2003), one hundred sixteen Spanish students of English as an English language watched three videos with educational speeches on the topic of tourism. Thirty-six target words were selected for the study. The findings evinced significant differences in lexical achievement between pre-test and immediate post-test. Pointing out that listening (while watching) academic speeches in the foreign language situations led to vocabulary augmentation.

Rott (1997) investigated the relationship between text comprehension and vocabulary mastery and retention in German high school students who participated in the experiment. The short original extract of sixty words was given to the participants. The study found a positive correlation between immediate text recall and target word retention, as measured by the L2-V1 translation task (r 0,55,86) and the multiple-selection translation recognition task (r 0, 60.95). He found that the association between memorizing texts and learning random vocabulary grew stronger over time: participants who achieved higher levels of text comprehension memorized new vocabulary over a longer period of time.

Waring and Takaki (2003) investigated the benefits of lexical learning when reading a simplified version of Frances Hodgson Burnett's, The Little Princess using three types of tests. The results showed that participants indicated 61.2% of the word form and 40% of the meaning of the target word immediately after reading and were able to provide 18.4%-word translation. However, after three months these figures decreased to 33.6%, 25% and 3.6% respectively. This suggests that although students may understand many words from reading, the learning outcomes may not last forever.

Lee (2003) noted several second language studies that have confirmed the efficacy of phonetic memory enhancement for lexical acquisition such as Kelly (1992; cited in Lee, 2003) and Hill (1994; cited in Lee, 2003). In which the accentuation was on verbal lecture, Accent modeling and Ellis and Beaton (1993; cited in Lee, 2003), and Service and Kohonen (1995; cited in Lee, 2003) who expressed a load of repetition aloud. As Nation (2001; cited in Chang, 2007) states, students need to get familiar with the spoken form of a word. This signified that they must be able to identify words when heard and be able to present forms orally to state a meaning. As Webb (2010) said,

it is very important to teach students the meaning and pronunciation of words.

Lee (2003) noted that the importance of lexical education in reading history was emphasized. However, as Chang (2007), Webb (2010), and Farrokhi and Modarres (2012) state, there was a loss of proof in the area of providing pre-task activity vocabulary prior to listening comprehension.

Hernandez (2004) concluded that students achieved higher scores in learning video, audio, and text vocabulary. The results were not statistically significant. Indeed, Hernandez's findings showed that the benefits of student vocabulary rely more on their verbal skills than on processing. The order in which students accessed the captions may influence vocabulary gains (Winke et al., 2010). Their findings showed that students who received the title when they first saw the video had a greater vocabulary advantage after the test than students who activated the caption during the second video exposure. Sydorenko (2010) findings suggest that captions make it easier to identify word patterns and remember their meanings.

Pigada and Schmitt (2006) studied the assimilation of word meaning, spelling (word forms) and knowledge of grammar. The results showed that Knowledge of all three areas improved and found that the spelling was significantly improved and extended even after the slightest touch. While knowledge of semantics and grammar improved to a lesser extent.

Brown, et al (2008) opposed learning vocabulary through reading and listening and conclude that the difference between reading and listening leads to much more vocabulary learning than reading. Both Vidal (2011) and Brown et al. (2008) conducted a comparative analysis of learning through oral and written data, with the main concern being actual acquisition through listening.

Webb (2008) conducted a study in which fifty Japanese-speaking university students studied EFL. The participants were randomly divided into two groups, experimental and comparison groups and both groups were assigned a short context with ten target words in short context of one or two sentences. The treatment group received more meaningful context for the target words than the control group. After treatment, participants in both groups performed a vocabulary test that measured shape recall, shape recognition, meaning recall, and meaning recognition. As a result, context has been shown to play a dramatic part in understanding and remembering the meaning of a word. However, it has been shown that the context does not significantly affect the recognition and memorization of the word form.

Vidal (2011) implemented a study to compare the effects of reading and listening on randomized learning and memorization among two hundred thirty Spanish EFL students at four different language ability levels.

Participants were divided into one of three groups: (a) read three academic transcripts, (b) attended three training lectures or (c) did not receive information (i.e. control group) the length of the text varied from 1516 words to 1837 words. Thirty-six target words were selected (12 in each text). All three groups received pre-test, post-test, and post-test for their target word knowledge. For each target word, therefore, a modified version of VCS with a maximum score of 5 points was used. Looking at the highest possible score on the test (i.e. 180), the average absorption rates for less experienced and more experienced readers were 19.38% and 37.69%, respectively. On the other hand, the average capture rates for the lowest and highest capacity listeners were 7.08% and 28.35%, respectively. Performance differences decrease as students' skill levels increase. Parallel styles for storing target words were also observed. As the authors point out, as indicated by the 25th percentile, listeners with very low skills had serious difficulties in language processing and had to search for meaning in real time. (p. 244).

Malone (2018) examined exposure frequency fractions, auditory input improvement (AE), and individual working memory (WM) differences during episodic L2 vocabulary learning in reading among eighty intermediate ESL students from two AUC-intensive English programs. In order to evaluate vocabulary learning, simple module recognition tasks and entry tests for multiple choice modules were carried out. Three WM tests were conducted, with English writing possible as a covariate through a closed scale. The results showed that controlling exposure duration; A measurable increase in words occurred in the level of exposure to new words both in shape recognition and in shape-related contexts.

Ghorbani and Zafaranai (2022) compared the effect of listening tasks on listening ability of Iranian learners in Vision series and Top-Notch books. The results showed that Vision book listening tasks had no effect on listening ability of students and the listening improvement was only because of practice and familiarity of students with other materials and books such as Top-Notch series.

Methodology

Setting and Participants

The current study contained sixty (60) male students who were at grade ten in high school. The participants were divided into two groups, one for reading and the other for listening group. The setting of the current study was Golestan province, a public high school of Minoodasht city.

Research Design and Instrumentation

The current study was experimental and quantitative. The groups were divided into two experimental groups, one experimental group for reading tasks and one experimental group for listening tasks. Also, the study enjoyed a pretest along with delayed and immediate post-tests after a month. The instrument for the current study was the Vision book of tenth grade students and the new words were taught through L1, synonyms and antonyms.

Procedures

The research study consisted of two experimental groups; one group for reading task and the other for listening task. The pretest was done to check whether the students were familiar with the new words or not and also to find their language level. Then both groups went through treatment and the new selected words from Vision book for tenth grade students were taught to them through reading passages and listening tasks. The meaning of new words was taught through L1, antonyms, and synonyms. After treatment, both groups went through immediate and delayed posttest. Both groups were given multiple choice exams of new words and also one group was given reading passages to get whether they could remember the meaning of words by translating new words into L1 orally and the other group was given a listening file to tell the meaning of new words orally. At the end, the results were analyzed by using SPSS software. The delayed posttest was performed one month after the immediate posttest. The researcher chose male students to eliminate the effect of gender.

Results

As above-mentioned, the current study was experimental and quantitative. Pretest was run to check the homogeneity of two groups regarding their language proficiency and vocabulary level. To this aim, independent samples T-test were used to analyze the data.

Table 1

Descriptive results of pretest

	groups	N	Mean	Std. Deviation	Std. Error Mean
pretest	listening task	30	12.0000	3.00000	.00000
	reading passage	30	14.0000	3.00000	.00000

Table 2

Comparison of means in pretest

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
pretest	Equal variances assumed	1.000	.000	-1.000	58	.091	-1.00000	.00000	-3.00000	.00000
	Equal variances not assumed			-1.000	57.000	.091	-1.00000	.00000	-3.00000	.00000

According to table1, the mean for listening group is 12 and the mean for reading passage is14. Based on the results of table 2, it could be concluded that both groups were the same since there is **no** significant difference between them (sig: .091). So the researchers could conclude that both groups were at the same level of language ability. This meant that both group were homogenous regarding their language proficiency or their levels of vocabulary.

Table 3

Descriptive statistics of posttest 1

	groups	N	Mean	Std. Deviation	Std. Error Mean
posttest 1	listening task	30	14.0000	3.00000	.00000
	reading passage	30	16.0000	2.00000	.00000

Table 4

Comparison of means for posttest1

		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
									Lower	Upper
	Equal variances assumed	4.000	.045	-2.000	58	.023	-1.00000	.00000	-3.00000	.00000
	Equal variances not assumed			-2.000	54.000	.023	-1.00000	.00000	-3.00000	.00000

According to table 3 which was based on immediate posttest, it could be concluded that the reading group performed better than the listening group as

the mean of reading group (16) was more than listening group (14) (M: 16>14). Also, based on table 4, the researchers concluded that the mean difference was significant because the significant level was, sig: .023. Thus, in immediate posttest both groups had some progress in learning new words in comparison to their pretest marks but the reading group process was more eye-catching than listening group. Therefore, it could be said that reading and listening are both effective tools in the improvement of the vocabulary knowledge but reading was much more effective than listening. Thus, all the null hypotheses were rejected. And the answer to the research questions was "yes" based on what mentioned above.

Table 5

Descriptive statistics for posttest2

groups	N	Mean	Std. Deviation	Std. Error Mean
listening task	29	13.0000	2.00000	.00000
reading passage	29	15.0000	2.00000	.00000

Table 6

Comparison of mean difference for psottest2

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.000	.000	-2.000	58	.018	-1.00000	.00000	-2.00000	.00000

Equal variances not assumed			-2.000	57.000	.018	-1.00000	.00000	-2.00000	.00000

According to table 5 which was presented for delayed posttest, the mean of listening group was 13 and the mean of reading passage was 15. So it could be concluded that the reading group performed better than the listening group. Also, table 6 showed that the mean difference was significant since the significance level was sig: .018. Based on the results of table 5 and 6, the researchers concluded that the reading passages were more effective in the retention of words. On aggregate, based on the results, it could be said with certainty that reading passages were more effective both in learning and retention of new words in comparison to listening tasks. Therefore, it could be said that reading and listening were both effective tools in the improvement of the vocabulary knowledge but reading was much more effective than listening.

Discussion

The current study tried to investigate the effectiveness of reading task and listening task on the improvement of vocabulary based on the Vision book series in public high schools of Iran. Therefore, sixty students were chosen for this study and they were divided into two experimental groups randomly. A pretest was run to check their language level and then two post tests were run after one month. The language proficiency of the students was similar and homogeneous. The findings showed that both types of tasks, that is, reading and listening tasks had an effect on the improvement of vocabulary level of the students but the reading passages out-performed the listening passages. The mean of the reading group was 16 and 15 for immediate and delayed posttests respectively but the mean of listening group was 14 and 13. Also, there was a significant difference between the means of the both groups in both posttest 1 and posttest 2.

The findings of the current study were in sync with Min (2008) since both of these studies substantiated that reading tasks could be helpful in improving the lexical level and knowledge of students. Also, the results of this study was in harmony with Kang (2015) as both of these studies proved the effectiveness of reading tasks on the enlargement of vocabulary level. Vidal (2011) proved that reading texts were more effective than listening files in enlarging the level of vocabulary acquisition which was in sync with the results of the present study. Vidal (2003) also proved that listening to

academic lectures led to vocabulary growth which was in harmony with the finding of the current study.

Brown, et al (2008) proved that reading was more effective in the improvement of vocabulary than listening which was in consonant with the findings of the current study. Rott (1997) proved that text comprehension was effective in enlarging the retention of words which corroborated the present study's findings as the current study proved that both reading and listening comprehension influenced positively the level of vocabulary knowledge. Ghorbani and zafaranai (2022) proved that listening files of Vision series were ineffective on listening skill but this study showed that listening files could be helpful in helping lexical knowledge of students and consequently on their listening skill. Malone (2018) also proved that reading could be a useful device in enlarging word knowledge which was in harmony with the results of the current study. Chang (2007), Webb (2010), and Farrokhi and Modarres (2012) were among other researchers who accentuated the usefulness of vocabulary on listening ability that supported the result of the current study.

Conclusion and implications

To summarize, this paper sought to examine the effectiveness of reading and listening tasks in improving the lexical knowledge of high school students based on Vision books which were the newly published English books for Iranian high schools. Thus, the researchers chose two experimental groups, one for reading task and the other for listening task. Then, by using quantitative design along with pretest and two types of post-tests; that is, immediate and delayed post-tests, the results were analyzed by the researchers. The findings showed that both listening and reading tasks of Vision book, for the current study tenth grade book, could improve the level and knowledge of vocabulary in high school students but reading task were more effective than listening task. These findings could be of great help for language teachers, syllabus designers, curriculum developers and material developers. This study helped them to focus more on the content of reading and listening tasks to improve the lexical level of high school students. It should be noted that many other studies can be done on the Vision series as these new published books centering on all four main skills of English language.

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