

# How does reading affect reading comprehension, grammar and vocabulary knowledge?

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## **Introduction**

Most of the studies on the effect of reading on language acquisition have focused on the acquisition of vocabulary. The majority of them have investigated the acquisition of meaning; a few studies have examined the acquisition of other aspects of word knowledge such as spelling, word class, grammatical functions, collocations, etc. One of the characteristics of these studies is that the participants read one or several short texts and the reading treatment rarely lasted more than an hour. There are only a handful of studies in which the participants read several books during a longer period of time. One of them is the case study carried out by Pigada and Schmitt (2006) in which the participant read four books in the course of one month, and the results of the post-tests showed that there was improvement in the knowledge of spelling, meaning and grammatical characteristics. Another study which implemented extensive reading conditions is the study carried out by Cho and Krashen (1994) in which four participants read between 10 and 23 books of their choice. The results of the tests showed that the participants learned 56-80% of the previously unknown words. The participants declared that there was improvement in their speaking skills, reading and listening comprehension and grammatical knowledge.

## **Research question**

The question addressed in this study was the following:

1. What is the effect of extensive reading on reading comprehension, grammar and vocabulary knowledge?