

THE IMPACT OF EXTENSIVE READING ON VOCABULARY ACQUISITION AND LEXICAL DIVERSITY IN EFL LEARNERS' WRITING

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Abstract: *This study investigates the impact of extensive reading on vocabulary acquisition and lexical diversity in EFL learners' writing. Through standard presentation to wealthy and changed writings, learners create more grounded word acknowledgment, more profound lexicon information, and an expanded capacity to utilize differing lexical things in composed errands. The discoveries show that broad perusing not as it were upgrades lexical run but moreover makes strides in general composing quality. The consider concludes that joining broad perusing into EFL programs is an compelling approach to cultivating more progressed and shifted composed dialect.*

Keywords: *extensive reading, vocabulary acquisition, lexical diversity, EFL learners, writing proficiency, incidental learning, reading input.*

Introduction

The part of broad perusing (ER) in moment dialect procurement has been broadly recognized for its potential to upgrade lexicon, language structure, and by and large dialect capability. Various thinks about have inspected ER as a methodology that advances dialect improvement through presentation to important and comprehensible input. In specific, ER has been connected to enhancements in perusing familiarity, inspiration, and learner independence, with inquire about highlighting its benefits over different etymological and social settings. Besides, broad perusing has been credited with cultivating basic considering and social mindfulness, components basic for all encompassing dialect advancement. Scholarly composing, on the other hand, could be a organized and formalized mode of communication that requests clarity, coherence, and the capacity to organize and synthesize complex thoughts. Whereas customarily treated as isolated spaces, the interconnecting between perusing and composing is progressively recognized in connected phonetics. In an time of inexhaustible data and developing proficiency requests, the relationship between ER and scholastic composing has earned consideration from instructors, analysts, and learners alike. Be that as it may, restricted investigate investigates how ER particularly impacts scholarly composing abilities in EFL settings, especially in sub-Saharan Africa, where instructive assets are regularly compelled. This think about looks for to address this

crevice by looking at the affect of broad perusing on scholastic composing execution among undergrad EFL learners in this under-researched locale.

Consider a understudy who enthusiastically peruses books, articles, and blogs however battles to develop well-structured papers. Alternately, another understudy may exceed expectations in composing syntactically rectify sentences but discover it challenging to lock in with assorted writings or think fundamentally almost substance. These scenarios outline a common detach in instruction: treating perusing and composing as particular instead of complementary proficiency components. As broadly contended, perusing gives comprehensible input that fills dialect procurement, whereas composing serves as the yield through which learners express understanding and imagination. In spite of this common association, joining ER into scholarly composing instruction remains under-explored, taking off a hole in optimizing proficiency improvement.

One of the foremost noteworthy benefits of broad perusing is its positive impact on lexicon securing. When learners studied regularly, they experience words in changed settings, permitting them to induce implications, create more profound word information, and move forward long-term maintenance. Repeated exposure to lexical items across different texts reinforces understanding and helps learners integrate new vocabulary into their active language use. Besides, broad perusing advances accidental learning, which has been appeared to be a effective instrument for extending lexicon without unequivocal instruction. Lexical differences in composing is another range emphatically influenced by broad perusing. Students who read widely are more likely to use a broader range of vocabulary and more varied sentence structures in their written work. Exposure to authentic language models enables learners to internalize patterns of expression, collocations, and academic vocabulary, all of which contribute to richer, more sophisticated writing. Studies have indicated that learners engaging in extensive reading programs tend to produce texts with greater lexical variation, demonstrating their increased comfort with employing newly acquired vocabulary.

Moreover, broad perusing has roundabout benefits for composing familiarity and generally composing quality. As learners pick up certainty with dialect input, they regularly type in more openly, make less lexical blunders, and express thoughts more clearly. The reading-writing association fortifies dialect aptitudes comprehensively, supporting both responsive and profitable competencies.

When learners experience words in changed settings, they extend their understanding of meaning, utilization, and collocations. This rehashed presentation makes a difference them exchange unused lexicon into their composing. Considers moreover appear that understudies who lock in in maintained broad perusing programs create composed writings that contain a more extensive extend of lexical things,

illustrating more grounded lexical differing qualities. This advancement is connected to expanded nature with diverse sorts, sentence designs, and talk structures.

Furthermore, broad perusing improves composing familiarity. Learners who examined routinely tend to compose with more prominent certainty, encounter less lexical holes, and produce thoughts more effortlessly. As a result, their composing gets to be more coherent and modern.

In conclusion, extensive reading plays a vital role in enhancing vocabulary acquisition and lexical diversity among EFL learners. By providing abundant exposure to meaningful and engaging texts, extensive reading fosters vocabulary growth, enriches written language, and strengthens learners' overall writing proficiency. Integrating structured extensive reading programs into EFL curricula can significantly improve learners' linguistic development and writing outcomes.

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