A Study of the Impact of Implicit and Explicit Approaches to Second Language Vocabulary Acquisition using Reading Comprehension Exercises

دراسة تأثيرالمدخلان الضمني والصريح علي أكتساب مفردات اللغة الثانية
من خلال أستخدام تدريبات نصوص الفهم

by

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ABSTRACT

Nation (2001) explains that attention to vocabulary is unavoidable. Thus; he reflects the inevitable pervasiveness and domination of vocabulary as a main pillar in language production and the creation of corpora. It follows that we can't build vocabulary without reading. In addition, we cannot meet our friends if we stay at home by ourselves all the time. Vocabulary is the central, main pillar and corner stone in second language acquisition. If the learners have sufficient and large amounts of vocabulary, they can effectively and proficiently conceive, understand, communicate with others, express their own ideas, feelings, and emotions.

The implicit and explicit approaches in teaching vocabulary are fruitful methods; this dissertation applies the implicit and explicit approach to teaching vocabulary using reading comprehensions exercises. The study applies the mixed qualitative and quantitative approach to explore the impact of implicit and explicit teaching on vocabulary acquisition by answering comprehension exercises. Seventeen students in grade 12 Advanced Section, in the Ibn Khaldun Private Islamic School, United Arab Emirates were the participants of the study. Eight students were included in the implicit group (IG = 8) and nine students were included in the explicit group (EG = 9).

An analysis of the results obtained in the post-test and the t-test showed the impact of both the implicit and the explicit on second language vocabulary acquisition using reading comprehension exercises, however, the explicit approach had more impact than the implicit approach in vocabulary acquisition during answering comprehension exercises.

Key words: vocabulary acquisition, implicit learning, explicit learning

الملخص

يشرح **Nation** أن الانتباه للمفردات لا يمكن تجنبه. وبذالك هو يعكس حتمية أنتشار وسيطرة المفردات كركن أساسي في أنتاج اللغة وخلق مجملها.ويعقب هذا أننا لا نستطيع أن ننتج لغة بدون القراءة.أضافة الي أننا لا نستطيع أن نقابل أصدقاؤنا أذا مكثنا بالمنزل بمفردنا طول الوقت.أن المفردات هي ركن أساسي ومركزي وحجر الزاوية في اللغة الثانية.ولهذا فأن متعلم اللغة الثانية بأمكانه أنتاج, أستيعاب,فهم والتواصل بكفاءة أذا كان لديه قدرا كبيرا من مفردات اللغة.

يعتبر المدخلان الضمني والصريح من طرق التدريس المثمرة. وتهتم هذه الاطروحة لرسالة الماجستير بتطبيقهم في تعلم المفردات اللغوية باستخدام تدريبات قطع الفهم.وتطبق الدراسة مدخل طرق البحث المتداخلة كما وكيفا لأستكشاف أثر هذان المدخلان علي تعلم واكتساب المفردات من خلال الاجابة علي اسئلة النصوص. وقد اجريت الدراسة في مدرسة ابن خلدون الاسلامية الخاصة بمدينة العين , دولة الأمارات العربية المتحدة وشارك فيها 17 طالبا من القسم العلمي. وقد صنف الباحث الطلاب الي مجموعتين: شملت مجموعة المدخل الضمني (8) ومجموعة المدخل الصريح (9).

وقد أظهر تحليل النتائج الذي أجري بالاختبار القبلي والاختبار البعدي أثر المدخلان علي تعلم الطلاب في اكتساب مفردات اللغة الثانية من خلال تدريبات قطع الفهم, الا أن طلاب المدخل الصريح قد حققوا نتائج أفضل عن أقرانهم في المدخل الضمني في الاجابة علي اسئلة قطع الفهم.

DEDICATION

I would like to dedicate my work to my brilliant, outrageously loving, supportive and sincere wife who always remains willing to engage with the struggle, and ensuing discomfort, our exuberant, sweet, and kind-hearted little son Abd Al-Rahman, our kind-heart daughter Al-Zahra, our energetic and beloved naughty daughter Al-Romisa, and our queen and princess daughter Al- Shima, who are the source of my happiness and the core of my life as they make it really meaningful and aimful. They have given me the drive and discipline to tackle any task with enthusiasm and determination.

 I also dedicate this work to my mother and father so long as they support me with motivation and discipline.

 I also dedicate this work to the soul of my first tutors, my grandparents who taught me how to achieve constancy, inspiration, and perseverance in moments of troubles to reach peace.

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I would like also to thank all the registration and library staff because they all have been helpful and highly cooperative which enabled me to study and carry out this research.

The core goals of writing this dissertation are to get an academic degree, and to add a print on the course of second language vocabulary acquisition (SLVA) by providing an effective and knowledgeable source for all English Language teachers (ELT) who want to make academic improvements in the learners' vocabulary acquisition levels through reading comprehension exercises.

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<center>**Chapter One: Introduction**</center>

1.1. Background of the Study

For long eras the Grammar-Based Approach dominated the field of English Language teaching and learning, as concentration on translation through reading and writing at that time. In 1970, several linguists and vocabulary researchers called for the Vocabulary Acquisition Approach because the modernization, new expressions, and idioms added to language every day. Consequently, this crucial and primary importance of vocabulary had already started. There were many calls that supported second language vocabulary acquisition according to its importance in teaching second language. Striving to obtain a proficiency level in the language occurs by mastering large amounts of vocabulary, which enable learners to achieve a high level of language communication in listening, speaking, reading, and writing.

The modern language acquisition methods, approaches, and theories place much emphasis on the amount of teachable vocabulary. Vocabulary can be taught through translation, flashcards, synonyms, antonyms, examples, classification, and implicitly and explicitly. The traditional methods of teaching vocabulary as still practiced by numerous English instructors have harmful and deficient impacts on the learners' long-term vocabulary building process. This results in the learners' inability to communicate, acquire suitable words in communicative situations, establish correct conversation, and they spend a significant amount of time searching for words in the mother tongue. In other words, the second language learners face challenges in collecting sufficient vocabulary knowledge or assign a pragmatic choice that suits the experiences in real situations under particular conditions if he/ she does not have significant amounts of settled vocabulary. The second language learners should modify their strategies and

<center>1</center>

thoughts about second language learning as it is an ongoing and long-life process. Second language learners should have as large amounts of vocabulary as they can and employ it appropriately, conform to utilisation methods, and express what they definitely want to send or understand a message with the content from the communicating origin. This is essentially what every language learner aims to achieve.

In this study, the researcher applied either of the two second language vocabulary acquisition approaches that are the implicit and explicit to make his learners study a number of the new TOEFL vocabulary while doing reading comprehension exercises. In the implicit approach, learners were instructed to read the texts and try to understand the new unfamiliar vocabularies in the reading comprehension context. On the other hand, in the explicit approach, learners tried to understand the new difficult words by using various vocabulary teaching supportive methods like dictionaries, examples, and guessing, inferring, and even pictures to help learners achieve understanding of the new target vocabulary explicitly.

1.2. Statement of the Problem

Great qualitative and quantitative differences exist between the second language (SL) and foreign language (FL) learners and the native speakers (NS) in the production of language. At the time, the native speakers have a sufficient amount of idioms, phrasal verbs, and chunks that allow the speaker to overcome difficulties in steering the language to its proper course. The foreign and second language learners are required to increase their amounts of vocabulary, and even if they have a significant amount of vocabulary, they have to reach the native speakers vocabulary level if they want to convey their messages and be proficient users of language. Certainly, the second

language learners can accomplish high level of second language acquisition by developing and adapting various vocabulary teaching methods which pave the learner's way of obtaining high level of language proficiency.

The satisfactory and native speakers' vocabulary level can be attained by applying effective vocabulary teaching methods, such as; implicit and explicit teaching through exposure to instructions for the two approaches and processing the implicit and explicit new words through retention and using it in daily communications. There are several existing studies on implicit and explicit vocabulary acquisition using reading. However, there are not many that compare between the two approaches in the impact of vocabulary acquisition on the learners. This study clarifies the impact of implicit and explicit teaching related to vocabulary acquisition and at the same time compares the impact of the two approaches on the amount of vocabulary acquisition using reading comprehension exercises.

1.3. The Vocabulary Acquisition Approach

According to Meara (1980, 1983), vocabulary should be actively taught. The second language learners are inevitably required to master the corpora of second language vocabulary because of its importance in second language production. In supporting the importance of vocabulary teaching and learning, Lewis (1993, 1997), emphasises the vocabulary approach to teach language, and advocates the dichotomy between vocabulary and grammar is illogical, as language success exceeds accuracy to contain appropriateness, and more. Consequently, the significance and domination of vocabulary started to thrive and specific methods have been placed on the new language displaying. Looking at the settled roots of vocabulary in the language, vocabulary forms

the roots and pillars of language, the shape which brings cohesion and consistency to language, and vocabulary is not separate isolated words.

The previous mentioned reasons lead to various choices that can be made about vocabulary include perspectives such as displaying language in context or by itself, explicitly or implicitly, as single words or in chunks (Moon, 1998), and separately or multi-exposures. Definitely, the idea of vocabulary in this study used both separate vocabulary words and lexical units. The researcher in this study applied the implicit and explicit approaches to retain numbers of new words through various kinds of questions related to vocabulary acquisition.

1.4. Overview of the Study

This study sheds light on the impact of the implicit and explicit approaches on vocabulary acquisition using reading comprehension exercises. Seventeen students of grade twelve in the advanced section for boys with intermediate secondary stage level took part in this study. The participants were arbitrarily allocated to two groups; the explicit group and the implicit group and were instructed to fill in a background questionnaire after the main task. The two groups received slight difference treatments on the vocabulary-reading comprehensions containing twenty-eight target words underlined in the texts. The implicit group members received instructions to read the comprehensions for understanding. If the underlined word was difficult, they could try to read the text many times to obtain its meaning. The explicit group members were instructed that reading the comprehensions is to learn the underlined vocabulary items. The explicit group was also explained to use dictionaries, pictures, and given sentences. At the beginning, the two groups passed a similar vocabulary-comprehension test to

check their background knowledge as a pre-test with twenty-five new words. After three weeks of processing and treatment by using implicit and explicit teaching, they were given a post-test with twenty-eight new words to measure the impact of the implicit and explicit approaches on vocabulary acquisition level using comprehension exercises. The difference in the numbers of words is because of the given passages and numbers of questions.

1.5. Purpose of the Study

The core aim of the present study is the search for influential vocabulary teaching methods that enable the second language learners to increase their vocabulary amount with the degree that leads them to achieve better comprehension, provides more independence, and that enables them to communicate like native speakers (NS) in different life situations. There will be tangible results represented in the improvement of instruction in the learning and teaching of English as a second language.

This study has two investigatory methods of second language vocabulary teaching and learning, the implicit and explicit approaches, utilising paper reading comprehensions as the new target vocabularies are underlined in addition to a vocabulary background questionnaire.

This study concentrates on the degree in which the two groups participants' will achieve comprehensions, while control their environment of learning in their own strategies, and most significantly according to English vocabulary retention process within the end of task and after three weeks later.

Briefly, the study seeks to uncover how vocabulary acquisition may be influenced, by comparing the explicit group participants who are instructed to read texts to learn and memorise the new underlined vocabulary words, to the participants who are only instructed to read to understand the reading text. The second objective of this study is to explore the relations between the learners' kinds and the learning results in the implicit and explicit learning vocabulary modalities using the paper reading comprehensions activities. The participants were arbitrary allocated to one of the two conditions; the implicit or the explicit. The study specifically has questions on the impact of the implicit and explicit vocabulary teaching approaches on reading comprehension, memorising, and learning vocabulary results, which have significant pedagogical implementations in language acquisition and learning.

1.6. Importance of the Study

For the second language learner, it is challenging to acquire sufficient language input both in and out of teaching and learning institutions. This insufficient level of input produce the desire to build a system creates a long-run vocabulary acquisition technique to make improvements and increase the amount of vocabulary to be able to boost the acquisition of functional language. This study focuses on the perspective of authentic language input and seeks to create a state of learner efficiency and independence in the environment of learning. A myriad of studies were conducted on the impact of implicit and explicit to second language vocabulary acquisition using reading comprehensions, and retention, but none have compared the impacts of implicit and explicit on second language vocabulary acquisition during reading tasks to explore comprehension and retention. The current study bridges the gap and supports the impact

of implicit and explicit teaching methods, and tries to identify the most effective method in vocabulary acquisition using reading comprehension exercises.

1.7. Definitions of Important Terms

1.7.1. Implicit Learning

The implicit learning occurs when its real objects are hidden from the instructions introduced to the learners. Accordingly, the learner realises the need to understand the target information implicitly because it seems to be introductory to understanding or internalising the overtly displayed aim of the task. In the activity course, the implicit information can be perceived and internalised. Learning acquisition incidentally is restricted by the need to read for the meaning while obtaining lexical knowledge as a by-product of the reading task.

1.7.2. Explicit Learning

Learning explicitly condition is the situation in which second language learners realise consciously the target characteristics subjected to investigation and are instructed overtly around expectations within the task. Schmitt (1997), proclaims the explicit learning refers to the condition in which learners intentionally try hard to memorise the new target vocabularies items by repeating or applying mnemonic strategies.

1.8. Research Questions

This study demonstrates the impact resulting from applying implicit and explicit practices in second language vocabulary acquisition using reading comprehension exercises. It does so in an attempt to clarify the hoopla presented by some linguists who believe the practices of the implicit and explicit have advantages and disadvantages in

second language vocabulary acquisition. This study specifically asks the following three main questions:

1- To what extent does the implicit approach impact on the students' levels of vocabulary acquisition using comprehension exercises?

2- To what extent does the explicit approach impact on the students' levels of vocabulary acquisition during answering comprehension exercises?

3- Which is more effective in vocabulary acquisition: is it the implicit or explicit approach?

1.9. Hypotheses

The following hypotheses are formed according to the relationship based on the implications of vocabulary-comprehension methods:

1- The implicit group members will not obtain higher grades than the explicit group members.

2- The explicit group members will not memorise and retain many of the vocabulary items.

1.10. The Dissertation Structure

This dissertation mainly consists of 6 chapters. Chapter 1 provides background about the title of the dissertation, statement of the problem, details of the vocabulary approach, overview, purpose, and the importance of the study, definition of implicit and explicit learning, research questions, and the hypotheses.

Chapter 2 displays the literature review of the study. It includes some second language acquisition theories such as; Krashen Theory, Human-Information Processing, the Dual Code, and Coady et all theories. Furthermore, the chapter introduces the direct and indirect instruction, implicit and explicit vocabulary instruction, vocabulary and languages learning, definition of second language acquisition, and previous studies on the impact of the implicit and explicit approaches on vocabulary acquisition through reading comprehensions.

Chapter 3 displays the methodology used in the current study. It contains the research questions details, hypotheses, research design, populations, materials, setting, timing, data collection and analysis.

Chapter 4 displays the findings of the analyses. All the research questions were answered with individual discussion supported with tables and graphs for every question. In addition, the chapter displays the tests the researcher conducted like the Pre-test, Post-test, and the T-test that led to the present results of the study.

Chapter 5 shows a discussion of the results, implication for the pedagogical practices and the limitations of the study.

Chapter 6 is a conclusion which revolves around both the implicit and explicit approaches and using them in teaching second language vocabulary with the degree that helps the SLL to learn and acquire vocabulary enable them to use second language efficiently in communication.

CHAPTER TWO: LITERATURE REVIEW

2.1. Introduction

The present chapter clarifies the previous descriptive and practical studies that are connected to this dissertation. However, the number of related studies is insufficient to fully address the issue being researched here, but each study has specific points of value to this research.

The chapter displays theories related to second language vocabulary acquisition as the central scenario for the dissertation topic. Furthermore, before explaining the interconnections between vocabulary acquisition and instruction, the chapter shows the relationships between reading and vocabulary. In addition, the chapter displays both implicit and explicit methods in vocabulary acquisition through reading comprehension.

2.2. Theoretical Background of the Study

2.2.1. Krashen's Theory

Krashen is noteworthy among linguists. Krashen founded a comprehensive and systematic theory about second language acquisition during the early 1980s in the 20Th century. Krashen's Theory consists of five main hypotheses : a) - the Acquisition-Learning hypothesis; b) - the Monitor hypothesis; c)- the Natural Order hypothesis; d)- the Input hypothesis; and e)- the Affective Filter hypothesis. Focusing on the Affective Filtering hypothesis in the second language acquisition process, he paid specific attention to two factors in SLA; firstly, if the teacher wants to teach students large amounts of information input, he has to greatly consider the emotional factors filtering

functions during the input. Secondly, higher levels of learning should be demanded during input than the students' existing capability levels accompanied by creating a linguistic environment that copes with the lower Affective filter. Conditionally, on providing these two mentioned factors, language acquisition can occur and be absorbed naturally.

According to Krashen's Theory, the most essential element of the language acquisition process is the comprehensible input hypothesis. Furthermore, he claims that acquisition of language is a process of building a language system and obtaining the language skills subconsciously and intuitionally. Moreover, Krashen assimilates the process of second language acquisition with a child's acquisition of his mother's tongue, as the learning process is conscious and explicit.

On the one hand, according to Krashen, there are huge and clear differences between acquisition and learning, as proficiency is closely connected with acquisition. In general, there are some problems in vocabulary learning which make acquisition the most important part in language teaching such as; the learner's inability to; find the proper word when he communicates with others, express feelings with the right words, introduce the correct form of practiced words, and cannot identify the words or follow discussions while listening to others talking.

2.2.2. Human-Information Processing Theory

There are several scholars proposed numerous and extensive theories on human information processing theories (e.g., Anderson, 2000; Gagné, Yekovich, 1993; Kintsch, 1998; and Skehan, 1998). According to this theory, the acquired information is lost by the

system unless it is retained it (i.e., loss). The processing of itemised information is called the Atkinson-Shiffrin model (Atkinson-Shiffrin 1968).

According to the theory; there are many points within the human memory. The first point tackles and handles the input information, which acts as the sensory register. Sperling (1960), tested the sensory register through an experiment where he displayed 12 letters on a row and asked the viewers to recall letters the top, middle, and at the last. However, all the viewers gave incorrect answers.

Multi-Store Model
Atkinson and Shiffrin (1968)

Rehearsal
Rehearsal

Sensory Memory → Short Term Memory ⇄ Long Term Memory

Attention
Retrieval

Decay
Displacement Decay
Interference Decay Retrieval Failure
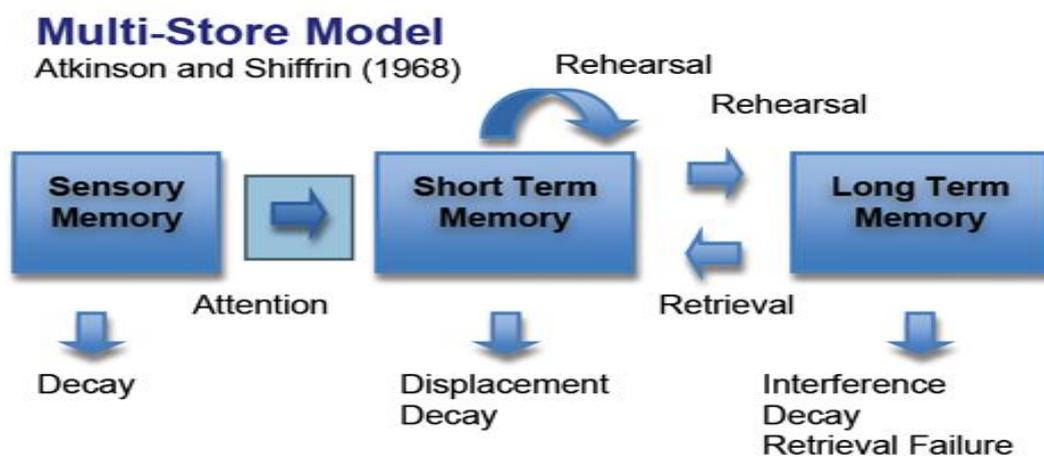
Figure (1) Atkinson and Shiffrin (1968)

In vocabulary acquisition, great benefits can be attained from this theory wherein the teacher presents new vocabulary, as he should not present many words that are familiar to the learners' backgrounds. Moreover, our senses have multi-functions, such as: influence in our daily passed experiences, our state of minds, and the factors that lead to attention occurrence.

Additionally, attention can be attracted in many ways, including the; teacher's voice, tone of speech, emotional contact, body language, facial expression, unusual stimuli, and finally paying students attention that this matter or topic is very important. Ashcraft and Radvansky (2010), claim when the students show attention to the presented vocabulary, the target vocabularies are transferred to the second section of the

memory system (short-term memory or working memory), which stores a definite amount of information for a specific period of time.

On the other hand, the short-term memory has some disadvantages such as; it stores the new acquired information for maximum 30 seconds. Hence, the instructor, when presenting the new target vocabulary items, he should support it with repetition (Karpick and Roedinger, 2007). Also, the capacity of the short-term memory is limited. It can obtain from five to nine pieces of information at any one time (Thompson, 2000).

Engle (2001), recommends teachers to avoid presenting more than 9 vocabulary items in every lesson. Of course, learners have individual differences inflict their short-term memories. The person's previous experiences support the size and storage capacity of the short-term memory (Engle, Nation and Cantor, 1990).

On the other hand, the long-term memory is considered as having a huge storage capacity that cannot wholly be filled through the person's entire life. According to Tulving and Craik (2000), information cannot be lost or wasted when it reaches the long-term memory. Ashcraft and Radvansky (2010), explain that the long-term memory is composed of three divisions; the episodic memory, semantic memory, and the procedural memory. The function of the episodic memory is storing the person's life experiences. The function of the semantic memory stores factual concepts and generalised knowledge. Finally, the procedural memory includes knowledge of how the skills and techniques are used.

Vocabulary acquisition and learning seems to take place in the semantic memory, which acts like a large informative web or the schemata. Vocabulary can be effectively and efficiently retained and ready for pedagogical implications, if it is well organised into schemata.

2.2.3. The Dual Code Theory Clark and Paivio

According to Clark and Paivio in The Dual Code Theory (1991), they proclaim that storing information occurs in the long-term memory both in visual and verbal sections (episodic memory-semantic memory). Reviewing will improve on the off-chance that you hold information in two arrangements which is superior to one. Mayer (2008) proposed that one can recall the face of a man better on the off-chance that he associates to his name. The instructive ramifications of the information handling speculations on educating lexical knowledge and acquisition can be crystalised in the oral learning methodologies (Ashcraft and Radvansky, 2010). Learning exercises verbally combine partner learning, serial learning and free learned information. Combined partner learning intends to partner two things together on the off-chance that you recall one and recollect the other. With respect to the vocabulary partner spelling of a word to its articulation, importance and its utilization can prompt easy recollection.

Serial learning implies remembering things all together and reviewing them in a similar request. It can be valuable in vocabulary list remembrance. The free-educated process intends to recall things, however, not completely, for instance, recalling words identified with one subject without request, as in the pattern model.

2.2.4. Level of Processing Theory

Tulving and Craik (2000), conclude in the Level of Processing Theory that people face and are subject to processing mentally with various levels of strengths, and they keep and retain only the information that has been most thoroughly processed. According to Craik (2000), there are two divisions of the processing: deep processing and shallow processing. There are great contrasts between the shallow and deep divisions as shallow division needs little mental effort and is not easily retained, whereas deep processing needs more mental efforts to take place. To make the best use of this theory in our schools, students should expose to the new vocabulary and practice the deep processing to store the new target vocabularies for long time (Researcher, 2017).

2.3. Direct or Indirect Instruction

A long history of debate revolves around second language vocabulary improvement and acquisition that is a main part of indirect instruction, direct instruction, learning incidentally and exposure to reading for the aim of acquiring new lexical information.

According to Hassan Mahamat (2009) huge related issues and arguments such as; what is the most effective method or approach, explicit or implicit instruction, contextualized or decontextualized knowledge, active or passive, learning with conscious awareness, deep and active vocabulary processing, retention or schematic knowledge, learning or teaching intensively and extensively, the relations between the acquired amounts of vocabulary and the quantity of reading, participations from the local community and international environment, guessed, inferred or given meaning, the function of advanced organizers, utilizing the visual and other sensory ways, definitions

from dictionaries and understanding from the context, and recalling attention to unfamiliar words in a framework of comprehensive reading instruction can be added to these?

The final agreement on the most effective method in developing vocabulary came from both Hunt and Beglar (2005) who emphasise the effectiveness of both explicit and direct vocabulary instructions for improving the vocabulary levels than those methods that depend absolutely on indirect means and the connection between the word form and its meaning is best learned in the explicit learning, whereas articulation, and phonological characteristics of the new vocabulary is best in the implicit learning.

2.4. Implicit or Explicit Vocabulary Instruction and Learning

Researches have proved that vocabulary is the direct consequence of both the exclusive influence and domain of implicit and explicit learning. Ellis (1994), proclaims specialised methods, the input and output vocabulary knowledge that obtain the shapes and regularities of language surface form of language through the principles of implicit learning. The instances and frequency of the memory make these modules automatized. According to Hulstijn (2001), some deficits inflict some words in the second language learning where large amounts of words cannot be acquired by using merely the explicit vocabulary instructions; rather, most words are learned incrementally during repetition occurs in extensive reading (p271). Hence, the second language learners are advised to make the best use of vocabulary acquisition incidental nature to improve and develop their vocabularies.

2.4.1. Implicit Learning of Vocabulary

When the instructions are without real objects and support the learner's performance, it is known as implicit learning. Hence, this urges and motivates the learner to search for the implicit target information as it represents the primary objective of acquiring understanding or internalising the objectives of the lesson. Through the practiced course activities, the implicit information is exposed to internalising and perception. The learner is engaged in learning incidental acquisition which is characterised by the necessity of reading to comprehend meaning during vocabulary acquisition. The previous researches have concluded vocabulary exclusive domination in learning implicitly and explicitly as a result of the close relationship between reading and vocabularies.

N. Ellis (2008:125) believes that implicit learning happens without focus on the central attention. Moreover, he states that implicit learning includes the generalization spurts from memorised utterances collaborating in productive semantic productions. The knowledge acquired is sub-symbolic and reflecting statistical sensitivity to the structure of the learned materials. According to Krashen (1989), implicit vocabulary learning involves the unconscious acquisition of the new word because of the abstraction from the exposure repetition. Moreover, Krashen assumes the vocabulary acquisition occurs because of the comprehensible input. Krashen confirms the acquisition of the language vocabulary takes place subconsciously as the learner focuses on conveyed message rather than the form (1989, p. 440).

From a different contextual point of view, both Nagy, Herman (1987), and Anderson, Wilson and Fielding (1988) support learning vocabulary implicitly. In their

experiments, they instructed their samples to enlist their practiced after-school activities. The findings revealed that learners who read a lot were better in vocabulary. Thus, reading supports developing the vocabularies. Consequently, Nagy and Herman (1987) supported the view that proclaims reading results in greater vocabulary growth than any other explicit programs.

2.4.2. Explicit Learning of vocabulary

A state of consciousness overwhelms the learner in the explicit learning condition. Learning vocabulary explicitly means a situation in which the learners submit to investigation and instructions guide them to the planned goals they have to attain and achieve. From Schmitt's (1997) point of view, explicit learning means the deliberate memorising of target vocabulary items by repetition or using mnemonic strategies. Moreover, both Chacón and Beltrán et al. (2010: 4) point out that the hypothesis of explicit vocabulary learning promotes the application of the newly acquired methods, which focus on the acquisition of new words and learning. The definition of the explicit learning of vocabulary always has mutual relationships with incidental learning, unintentional learning and unplanned learning.

2.4.3. Implicit Learning of Languages

Wode (1999.P.244) states in regard to the definition of the implicit learning of language, that people learn language as a by-product in which it gives individual socialization process, rather than its own sake. Hence, the children language acquisition occurs to adapt and socialize with the environment surrounding them. As society experiences constant change, the socialization process obligates children, adults, and

people to acquire new languages whether it is L1 or L2. Thus, in these cases, the language acquisition occurs incidentally with considering the acquisition situation, because language is not the main object in this process. Moreover, Hulstijn (2003) declares that much burdens of intentional learning can be removed from the language learner's shoulders' by various incidental learning processes, collecting words and structures, simply by involving in numerous communication practices (p. 358).

Implicit vs. Explicit learning (psychology) Definition: +/– consciousness	→	Implicit vs. Explicit learning (psychology) Definition: +/– consciousness
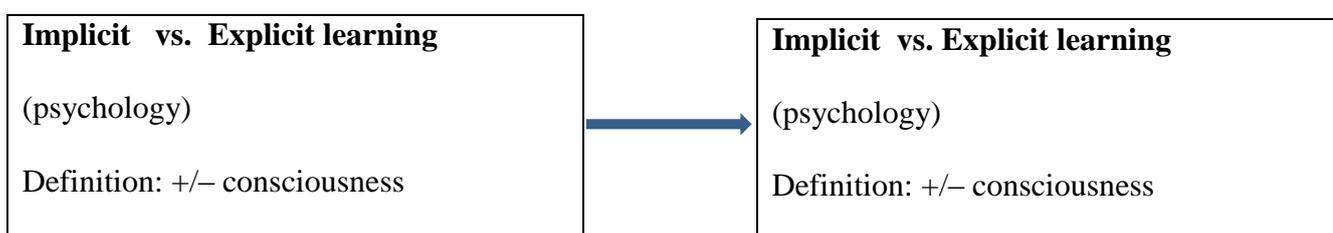
Diagram 1: The unclear relationship between implicit / explicit and incidental / intentional

2.4.4. Explicit Learning of Languages

Explicit learning has a different structured pathway. According to Ellis, N (1994), the explicit learning means the individual makes and test hypotheses in a more conscious operation to search for structure that can be acquired in optional learning (p.1). Learners who learn explicitly search for information helps in building and testing the hypotheses validity. Explicit learning happens because of the instructed roles through given explicit instructions. Schmitt (1997) believes the condition of explicit learning includes both learning explicitly intention and remembering vocabulary knowledge. What characterises the explicit learning is planning with definite knowledge to make the learner exert hard efforts and convey the specific element to memory. Telling the learners about the skill or activity they are going to learn and its objectives, and doing so without any important elements hidden or obscured, leads to the highest

level of intentional explicit learning. Hulstijn (2003) affirms that telling the learners they will take a post-test for what they are studying leads to the occurrence of explicit learning (e.g. vocabulary) because it includes awareness of the function of a certain language. According to DeKeyser (2003), explicit learning is (overt) processes involves many different mnemonics and techniques that collaborate to produce a presentational system. Accordingly, the last definition is the most suitable one to explicitly teaching because of the final goal specification and the commitment of specific processes. The explicit learning degree means the amount of conscious intellectual tasks and given instructional guidance.

According to Ellis (2002), there are numerous benefits from explicit instructions as they support the learner with noticed features in the input process, the readability of converting into automatised knowledge, assist the gap noticing process, and can participate indirectly in developing interlanguage through supporting "hooks" to keep consequent implicit knowledge.

2.4.5. Implicit and Explicit Learning in Grammar Teaching

There are many methods in teaching grammar, which were collected in various studies by DeKeyser (1995), Norris and Ortega (2000), such as implicit and explicit learning and instruction or error correction. This depends on the instructional treatment in the explicit method where the learners' abilities are liable to the acquisition or discovery of the rules through the learners' attendance of particular form. Norris and Ortega (2000) claim that when a particular form of treatment did not include the rule presentation part and directions, the treatment was implicit. (p.321). Doughty and

Williams (1998), Long and Robinson (1998), and Norris and Ortega (2000) paid great focus to the positive role of awareness to form during teaching explicit, correction of explicit errors, or the indirect means such as input promotion.

In contrast, DeKeyser (1994) believed that implicit activities in learning grammar provide the same or higher results than explicit learning. This raises the question of what will be these results in vocabulary acquisition using reading comprehension exercises. The possibility expectation is because of the deep processing that takes place (Hulstijn et al., 1996), when trying to solve a lexical problem related to the implicit learners, less individual contrasts under practical conditions, may memorise internalised information longer than the explicit learners who work promptly on activities as a direct result of the instructional explicit and clear guidance. According to Paivio (1986), they may not retain the processed activity for much amount of time than the implicit learners can do because the limited- exerted efforts processing connected to the associated teaching approach.

2.5. Second Language Acquisition (SLA)

Language acquisition term means the process that humans obtain the ability to understand and perceive language followed by uttering words and sentences which enable him or her to communicate with others (Wikipedia). Language acquisition exists only among humans as there are no records for using languages among other creatures until today.

The year 1970 witnessed a significant amount of research being conducted by scholars, and linguists in the field of linguistic phenomenon, structures, and language

individual users. Consequently, the term SLA was proposed. The term second language acquisition refers to the second or the foreign language (SL or FL), the learner learns with or without consciousness. Hence, an internalization state overwhelmed the second language acquisition.

2.5.1. Vocabulary Acquisition

The term "Acquisition" in turn raises the question what does the word "acquire" mean and what are the measurements of understanding. There are indicators or fore-answers to these questions that imply closed-end questions, multiple choices questions, ability in translation, and learners' ability to recall various derivations of words actively and correctly (Carter and McCarthy, 1988). Both of the terms "acquisition and learning" are used mutually and interchangeably, however, some distinction was observed by Krashen (1981). For the two terms, the difference appeared to be historical. There were many categories related to the acquisition of the second language vocabulary, such as; memorization, or difficulty, interlanguage usage.

The vocabulary acquisition has two main perspectives; implicit learning and explicit learning. Krashen (1987, 1993), believes in the importance of learning words during reading as being more fruitful and tangible than learning vocabulary through reading followed by exercises because learners' consciously focus on story, not on vocabulary items to learn. However, other researches proclaim that second language learners cannot improve vocabulary knowledge during extensive reading (Carter 1998; Carter and McCarthy 1988; McCarthy, 1996; Nation 2009; Wesche and Paribakht, 2000).

According to Crystal (2002), the English Language is considered the leading language globally, in terms of the number of words in the vocabulary. Nation proclaims that the English Language Vocabularies that native speaker is expected to be familiar with 20,000 word families or 70,000 words (2001). However, both Laufer and Yano (2001), think that the English educated second learners know less than one quarter in comparison with native speakers.

There is an obligatory purpose represented in increasing the vocabulary for the second language learners because this supports their successful pathways in English-medium educational environments. The second language development requires from the second language learner acquisition and knowledge of solid foundation of vocabulary. In addition to mastering and competency in both pronunciation and grammar, mastering vocabulary is a core perquisite in communication. Improving and developing vocabulary has tangible effects and facilitates the competency of the other skills of the language, such as; listening and speaking(Chang, 2007; Joe, 1998; Joe, Nation, & Newton, 1996; Newton, 1995), reading (Cobb, 2008; Haynes, 1993; Laufer, 1992; Nation, 2001; Nation & Coady, 1988; Wesche & Paribakht, 2000), and writing (Engber, 1995; Ferris, 1994;Hinkel, 2004; Laufer, 1998; Laufer & Nation, 1995). Extensive research has confirmed the systematic process significance for word retention and post-production (Carter, 1998; McCarthy, 1996; Nation, 2009; Roberts, 1999).

According to Beck and McKeown (1991), vocabulary acquisition means the process of learning and understanding current or new terminology to the extent that it can be used proficiently in oral and written communication.

Learning vocabulary during extensive reading is most effective as a close result to the second language learner's proficient reading level is advanced, because the reader should realise when and how to utilise the contextual clues, word families, and affixes which he uses in analysing words (Folse, 2004). Sokmen (1997) proclaims special characteristics for every second language learner in L2 vocabulary acquisition, and to link between inferring words from context during reading may not lead to the long-term retention. Vocabulary successful learners should make the best use of learning effective methods to increase their vocabularies amounts.

Although ultimately depending on reading for improvement vocabulary acquisition may prompt learner's capacity to perceive huge amounts of vocabulary, it is not liable to promote the learner's productive and gainful mode. Most researchers, educators, and vocabulary researchers insist on the significance of acquiring large amounts of vocabulary in the great depth of processing that occurs during lexical learning, which in turn leads to secure and long-term learning (Carter, 1998; McCarthy & O'Dell, 1999; Nation, 2008; Schmitt & McCarthy, 1997). Second language learners should employ the best reading effective methods and strategies to attain huge amounts of vocabulary to reach native speaker levels.

2.5.2. Vocabulary Teaching and Learning

Linda Diamond and Linda Gutlohn claim that vocabulary is the knowledge and perception of words and their meanings. Moreover, Steven Stahl (2005) thinks that, "Vocabulary knowledge is knowledge; the word knowledge includes both its definition and its position in the world. Mastering vocabulary cannot occur one time, but it is a deep and expanded long life acquisition process. In vocabulary acquisition, instruction

exceeds function from just searching for words definitions in dictionaries and utilising these words in making sentences. Vocabulary acquisition happens intentionally during explicit instructions in specific words and word-learning techniques and incidentally through indirect exposure to words.

Meanings and perceptions are made in the human brain. According to Slivan, when the person uses his senses in seeing, hearing, touching, and feeling something, a process of connection between the previous and latter experience takes place within seconds. According to Slivan (2012), a decision is taken to memorize the new piece of information or lose it. Moreover, occurrence of this process may be consciously or unconsciously. Thus, it is required that the teacher realises that his job is a facilitator for sending information to students' minds. In addition, the teacher should make abstract connections among information to help his learners understand the complete background to the information they should store in long-time memory. In other words, the implicit should occur properly to guarantee proper explicit acquisition and usage of information.
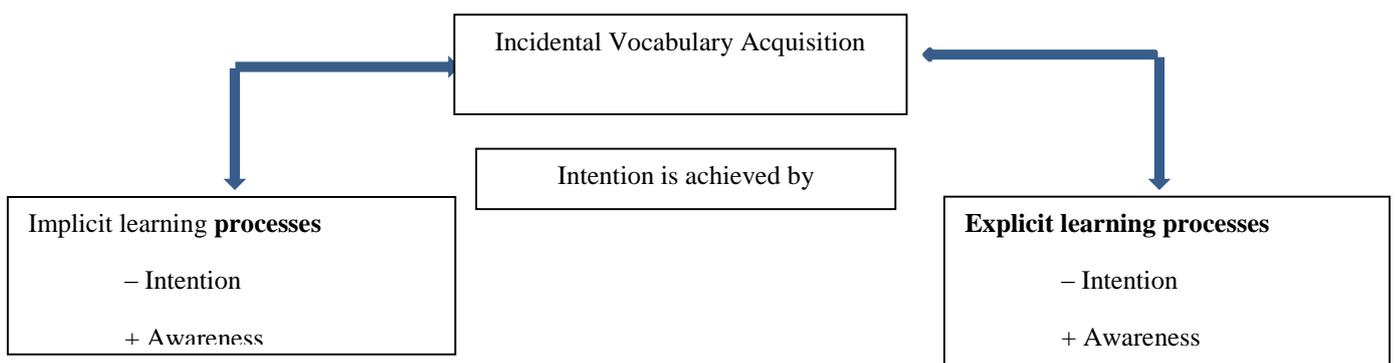
Diagram 2. Incidental vocabulary acquisition involves implicit and/or explicit learning

2.6. Previous Studies on Implicit and Explicit Vocabulary Acquisition through Reading Comprehension

2.6.1. Vocabulary Acquisition in English Language Learners (By: Marquitta Heggins, 2015)

The study explores the impact of the implicit and explicit on vocabulary acquisition and teaching strategies and its effect on the English vocabulary size, as well as the skills of reading comprehension in the content areas. The included participants in the study were 32 individuals from the third grade. Formerly, the two groups had the same vocabulary and reading pre-tests at the beginning of the study to ensure that they were equivalent and homogenous. The researcher classified his samples into two groups; a control group and an experimental group. The control group studied vocabulary in implicit teaching method while the experimental group was taught explicit vocabulary. All the two groups passed the same vocabulary and comprehension reading pre-test and were received the same test again as a post-test. The findings revealed the combination of explicit and implicit vocabulary methods have effectiveness. Furthermore, the results persuaded the researchers of the need to utilise explicit and implicit instruction to achieve better learning for English Language Learners. Moreover, it was found that students can achieve success in reading and other content areas through the vocabulary instructions. The children are the best example of obtaining such benefits as they acquire and learn explicit vocabulary through practicing reading and listening skills.

2.6.2. The Effect of Explicit Versus Implicit Teaching on Iranian EFL Learners' Vocabulary Knowledge (MONIREH ABOLGHASEM, 2015)

The study clarifies the impact of the implicit and explicit approaches in

vocabulary learning. The samples of the study included 36 Iranian male and female undergraduate EFL learners. The respondents were studying engineering at Allameh Tabataba'i University, Tehran. The ages of the respondents ranged from 19 to 23. Vocabulary was taught in two classes; implicitly and explicitly. The researcher managed the multiple-choice pre-test to affirm the samples' homogeneity with target vocabularies. Then, there were two treatment following sessions. The first session included a text from a textbook. In each session, the researcher taught 4 of the target words implicitly and explicitly to the groups. The second session was followed by a multiple choice post-test to measure the samples target vocabulary recognition. The results showed great differences between the implicit and explicit approaches used in vocabulary teaching. Furthermore, excellence and high performance were achieved in the explicit group in comparison to the implicit group and this affirmed the effectiveness of the explicit approach. The results demonstrated the need to use a moderate and well-balanced approach in teaching English vocabularies.

2.6.3. The Impact of Using Explicit / Implicit Vocabulary Teaching Strategies on Improving Students Vocabulary and Reading Comprehension (Al-Mu'tassim A. And Al- Darayseh. June 2014)

The study explores the effect of implicit and explicit learning approaches in teaching and comprehensions reading. The study included 55 participants who were studying in the College of Economy at Al-Imam University. There were two randomly selected sections from 10 total sections as a preliminary requirement to join the college

during semester one of the academic year 2013/2014. The researcher divided the two sections into; comprehension group and vocabulary and they were preceded by vocabulary and reading comprehension pre-tests for the two groups. The main aim from the pre-test is to establish that both groups were equal and homogenous. The experimental group received implicit instruction and explicit vocabulary and comprehension learning, while the control group received traditional methods of teaching vocabulary. The two groups received their teaching lessons during this period from two similar, qualified and highly experienced teachers for one semester. Next, the same vocabulary and comprehension pre-test was given again as a post-test with the end of treatment process. Drastic differences between the experimental group and control group that showed greater learning amongst the experimental group appeared in the final findings. Furthermore, the findings proved the direct impact of both implicit approaches and explicit in vocabulary size and improving the students' skills in dealing with comprehensions.

2.6.4. Effects of Implicit Versus Explicit Vocabulary Instruction on Intermediate EFL Learners' Vocabulary Knowledge (Amir Marzbani, Kimia Kamalian, 2013)

This study explores the greater effectiveness of implicit instruction of vocabulary than explicit instruction. Moreover, the researcher tries to define the best method in teaching and learning the meaning of the intended vocabulary. The study included 35 Iranian students as EFL learners received three treatments sessions; implicit instruction, explicit instruction with given marginal glossary, and explicit instruction to check words in dictionaries. The findings of the study showed significant differences in the mean scores of the three groups. Performance in the explicit instruction groups (1 and 2) was higher than the implicit instruction group. Furthermore, as a strategy in teaching vocabulary, the checking words in dictionary approach produced better results

than a giving marginal glossary. The instructors and curriculums designers can make the best use of the results in future teaching vocabulary methods.

2.6.5. Implicit and Explicit Vocabulary Acquisition with a Computer-Assisted Hypertext Reading Task: Comprehension and Retention (Hassan Mahamat Souleyman, .2009)

The current study derives its importance from various opinions expressed about the importance and the core significance of vocabulary in the second and foreign language, such as how Ellis (1994) believes in that vocabulary is the bedrock of L2. The study measures the impact of both implicit and explicit approaches on narrative comprehension and immediate and delayed vocabulary retention learning and teaching by utilising the task of hypertext reading activities (Hunt & Beglar, 2005). The study took place at the American University and included 78 respondents who were studying the French Language as foreign language from 6 classes during the fourth-semester. Randomly, the participants were exposed to the implicit or explicit conditions followed by different treatments sessions. The procedures of the study included explicit conditions where the respondents were instructed to read the text on computer monitor and highlighted the vocabulary items in the implicit condition. This also included enhancements for the target items covered texts, auditory, and graphic skills. The final results revealed advantages and disadvantage in the two methods especially the immediate and delayed retention; because one of the two methods favors direct acquisition and the second method prefers retention on the long-term. The combination of the two modalities lead to acceptable outcomes in computer assistance teaching and learning condition to obtain higher learning results. Moreover, the combination of the two modalities is preferred to make improvements in the learning process acquisition and retention.

CHAPTER 3: METHODOLOGY

3.1. Introduction

Reviewing the significant literature review in the second chapter presents an overview of the theoretical field in this study. Chapter three displays methodological, practical, and descriptive details of the study. Furthermore, the present chapter pays the attention on the samples, the study setting, and the materials, the followed procedures to complete the study, and the research rationale as well as the ethical considerations. Also, it gives a definition for every research question and supports practical definitions of the various constructs under investigation.

There are close mutual relationships and interferences between reading comprehension and vocabulary acquisition. The level of proximity between these two fields is reflected in the learners' lexical competence in second language skills. This includes listening, speaking, reading, and writing.

In our opinion, second language learners can steer the communication process efficiently and effectively through using effective teaching and learning vocabulary methods such as; implicitly and explicitly. Vocabulary helps second language learners to eradicate the obstacles and limits they face in using language in communication (Researcher, 2017).

3.2. Research Questions

1- To what extent does the implicit approach impact on the students' levels of vocabulary acquisition using comprehension exercises?

2- To what extent does the explicit approach impact on the students' levels of vocabulary acquisition during answering comprehension exercises?

3- Which is more effective in vocabulary acquisition: is it the implicit or explicit approach?

3.2.1. Research Question 1

1- *To what extent does the implicit approach impact on the students' levels of vocabulary acquisition using comprehension exercises?*

The first research question in the study investigates the impact of implicit learning on vocabulary acquisition using comprehension exercises. In the implicit learning condition the learners were not instructed about the objective of reading comprehensions. Likewise, the objective of vocabulary acquisition and learning was not stated explicitly during the learning implicit condition.

3.2.2. Research Question 2

2- *To what extent does the explicit approach impact on the students' levels of vocabulary acquisition using comprehension exercises?*

In the present study, the second language learners were informed that the main goal of reading these comprehensions was vocabulary acquisition. In the explicit learning of vocabulary, the objectives were stated and the learners submitted to many tests to measure their vocabulary acquisition through comprehension exercises. The hidden aim was to enable students to deliberately memorise of new vocabulary knowledge by repetition or using mnemonic strategies. Furthermore, an additional

objective was to promote vocabulary learning by using newly acquired methods that focus on the acquisition of new words and learning explicitly.

3.2.3. Research Question 3

Which is more effective in vocabulary acquisition using comprehension exercises: is it the implicit or explicit approach?

The most effective approach is a comparison between the two methods in vocabulary acquisition. The question is that of, which is the most effective method that should be utilised in teaching the second language vocabulary?

3.3. Hypotheses

Considering the various kinds of treatments and the different personalities of every participant, it is hypothesised that learners' performance levels on the various tests will produce different results. The study has two hypotheses defined as per the following two sections.

3.3.1. Hypothesis 1

The participants in the implicit and explicit groups will vary in their perspective of comprehension levels, size of vocabulary learning, and in the retention and recall of new vocabulary items. Furthermore, their motivation and backgrounds will have an impact on the method of learning and retaining new vocabulary, in addition to the technique they understand and conceive the reading comprehensions. Teaching vocabulary implicitly with paper reading comprehensions in which the new target vocabulary items are underlined in the questions to additional information that is

accessible as needed, can be useful but has its limitations. When the participant reads the sentence that includes the new unknown word, he has to choose its meaning from choices available in the question to match its meaning (Scott, 1989). These additional exerted efforts may not support the learner to obtain large numbers of vocabulary items when the stated objective of the activity is to understand the gist of text, rather than individual words. (Sweller, 1999).

3.3.2. Hypothesis 2

The explicit vocabulary teaching promoted with reading comprehensions in which the new target vocabularies are always underlined with accessible additional information, in addition to the facility to check on any new vocabulary item, will lead to more understanding of the target vocabularies than in the implicit condition. Moreover, as a result to the new vocabulary saliency (Rott, 1999) and the primary objective of the vocabulary learning task, the learner in the explicit condition will acquire more new lexical items (Watanabe, 1999), but numerous amounts of the new acquired words and expressions will be lost from memory. The explicit group participants will acquire more new vocabulary items immediately (Paribakht and Wesche, 1997; Zimmermann, 1997) but will memorise moderate items unless there is a link to process deeply, mental intensive efforts, and deep involvement in this task (Laufer and Hulstijn, 2001; Hulstijn, 1996).

3.4. Research Design

The study participants were categorised into two experimental groups following a randomised proficiency pre-test. The study has an experimental group and does not have a control group. The study investigates and describes the learners' performance in

vocabulary acquisition using the reading comprehensions exercises. The study involves a demographic consideration and two experimental conditions. Thus, it is ideal for two modes of comparison with slight difference by applying the exact instructions and measuring the findings with the same tool.

3.4.1. Experimental Conditions

According to Hunt and Beglar (2005), there is a framework involves vocabulary teaching in using two methods, both the implicit and explicit teaching. The explicit vocabulary teaching focuses on the study of decontextualized lexis, looking up for unfamiliar words by using dictionaries, inferring meanings, and consolidating vocabulary. While the implicit teaching depends on merely reading to improve and expand the size of vocabulary and fluency, it is also supported with learning strategies.

3.4.1.1. The Implicit Conditions

In this dissertation, implicit learning, teaching, and instructions are defined without real objects which support the learner's performance. From another perspective, the objective of studying is hidden in the content of learning and expected to happen as a by-product of completing the designated activity. The participants are not aware they are studying for the primary purpose of vocabulary acquisition. The researcher instructed the samples that texts of comprehension and the challenging words should be inferred or understood in the context of the text. The main purpose of reading these texts containing different subjects is the core vocabulary acquisition and long-term retention, not reading against which the participants were thinking to be tested, both for instantaneous and long-term retention process. The learners could, however, if they

have the choice ability, move over the next page even if they have not paid attention to all the target vocabularies.

3.4.1.2. The Explicit Conditions

In contrast the explicit teaching and instructions means the readers realised and understood the main objective of this activity was vocabulary acquisition. The researcher informed the participants in this task that vocabulary acquisition, learning, and retaining was the main purpose of the activity, with the intention that the learners acquired and retained unfamiliar words. The researcher repeatedly reminded the participants of the main purpose of the activity in order to make them comprehend and memorise the new vocabulary items. Moreover, the target vocabularies were always underlined. Furthermore, the new words were connected to additional information that was easily accessible to the participants in the two groups in the exact identical way. Also, the two groups participants had the same list of the target vocabularies and annotations in the exact same way.

3.4.1.3. Annotations

Using the annotations in the study is derived from various vocabulary exercises. The new target vocabularies are underlined to provide more available information that can be used when the learner needs (Rott, 1999; Nikolova, 2004). The target vocabulary is displayed through the paper between the participants' hands as long as required and remained constantly accessible supported with enhancement such as printed reading comprehensions and the access to vocabulary learning and retention for the reader (Hulstijn and Graaff,1994).

3.5. Participants

Seventeen students attending Ibn Khaldun Private Islamic School, advanced section in the United Arab Emirates were the study populations. It is noteworthy that the participants of this study have different cross-cultures, as they have various nationalities, such as: Syrian, Yemeni, Egyptian, Pakistani, and Sudanese, who are all students living in Al-Ain City and its suburbs. Moreover, almost all the participants have identical economical and income backgrounds. In other words, there are no economic differences among the learners that may have impacts on their learning standards are evident, as all participants are expats. Furthermore, students study English as a second language in a private school where the Arabic Language is the mother tongue for most participants except two students who are from Pakistan and it is the means of communication, acquisition and learning the other school subjects. In addition, the participants have been taught English for approximately 12 years in private or public schools. The study participants are from grade 12, advanced section for boys who study the same English Curriculum at the academic year 2016/2017 "Bridge to Success" by Emily Borecki, Peter Thomas, Zainab Al Baloushi, Richard Brettell, Mary Cullinan, and Anne Behan. Moreover, the participants' ages range between 17 and 19 years old. The populations include 17 students (N = 17) who were randomly divided into two experimental groups: the explicit group (N=9) and the implicit group (N=8). Every group members received the instructions to enable them to adequately engage with the current educational materials.

Table 1: The Participants

Implicit Group	Explicit Group	Total N
8 (Males)	9 (Males)	17

The United Arab Emirates Educational System allows students to join universities, colleges, and institutes after the General Secondary Cycle (GSC). There are many proficiency tests that are dedicated to measure students' readiness for the Higher Education Level, especially English Language Proficiency such as; IELTS with a score of 5.0, TOEFL (IBT= 61 points), TOEFL (CBT=173 points), TOEFL (IPBT=500 points), Pearson PTE Academic and with a score of 42, Cambridge English Advanced with a score of 41, and the most modern test, the EMSAT.

The researcher in this study is the class instructor. In addition to this study primary objective, the researcher sought to prepare his participants for the college proficiency tests that measure the English Language Proficiency and which are adopted by the Higher Education authority to prepare students for The Common Educational Proficiency Assessment (henceforth TOEFL Test). Some private schools adopt this level to prepare students for the TOEFL Test also. A significant amount of time and effort was spent teaching students the academic words.

3.6. Materials

The present section displays the used materials by the researcher in this study. All the materials used were paper-based comprehensions for both groups for the purpose of vocabulary teaching. There was an introductory vocabulary pre-test to measure students' backgrounds knowledge regarding the contents they were going to study. For the second session, the researcher informed the two groups of performance instructional procedures during their studying sessions to ensure the objectivity of results. The materials of the study were created to be controlled in the School English

Club for three weeks of intensive studying. Finally, a post-test and t-test in addition to an exit questionnaire were presented to the participants. The subjects in the questionnaire and the test contents of the activity were ordered in many structured ways offered the choice of checking previous and next questions. Once a learner went over the given text, he was able to return to it. The main reason for availability of backward and forward navigation is to provide the opportunity to use the target words many times and to guarantee frequency usage.

3.6.1. Selection of the Reading Text.

McKeown and Beck (1988), proclaim there is evidence spotted on the reciprocal relationships between vocabulary acquisition and reading comprehension, in which it falls as a result to the interconnected directions. Nagy et al (1985), advocates that lexical knowledge can be learned and acquired during reading and discussion about specific contexts. However, it seems that the direct instruction has more effectiveness and proficiency than incidental particular vocabulary acquisition. This study includes certain selected passages from the TOEFL Vocabulary Test in order to conduct the experiment and to achieve academic improvements in the students' capabilities, particularly at the pre-college level. As usual, there is a possibility of an unfamiliar or a difficult word the learner does not understand its meaning, and there may be no prefix, root, or suffix to guide him; the learner at this stage must explore word meaning according to the reading comprehension context.

The word context term means the setting in which the word occurs in the speech or in writing. As learners normally acquire and learn words by listening or reading them in contexts, improving this skill will support them to acquire and learn more

vocabularies. The selected readings include various exercises for words in context, with the exception of some passages. The passages are lower in the overall difficulty than the reading passages that exist in the TOEFL Test since the core and essential aim of these passages is to teach vocabulary.

As for the vocabulary target items choice process, seventeen learners from the class 12/ S with different levels of proficiency were instructed to read the texts and answer the followed questions. All questions included various vocabulary exercises, such as; working out the meaning, dictionary work, finding the word that does not belong to a sequence, classification of words according to size, and synonyms and antonyms.

A total of twenty-eight vocabulary items were chosen according to students metric percentage who answered about the related questions. According to Nation's point of view (1990), if the learner wants to learn effectively, it is recommended to master 95% of the text vocabulary items. All the participants in the two groups were presented with the same kind of questions, however, the given instructions differed from group one (implicit) to group two (explicit).

3.6.2. The Pre-Test

The proficiency pre-test in this study consisted of 25 items that were included in three comprehensions and were chosen randomly from the Vocabulary for The TOEFL Test by Milada Broukal, (2002) to investigate two core purposes: firstly, to improve the learners academic vocabulary levels, and secondly, to prepare students for the pre-university TOEFL Admission Test in some colleges and universities in the United Arab

Emirates. The questions included in the pre-test were various such as, and included; working out the meaning, finding the word that does not belong in a group, and ordering the given words according to size from the smallest to the largest. The first part of the pre-test contained multiple choice items that focused on the meaning of the given word. The second part contained questions that discussed the dictionary work. The third part contained odd words and students had to identify words do not belong to the group. However, the multiple-choice question completely matches the questions of word meaning, it is exposed to luck, cheating, and it has restrictions on reality and acceptability. Misleading results occur because some students may choose correct answers by luck. The last part of the proficiency pre-test was the activity of word order according to size from the smallest to the largest.

3.6.3. The Post-Test

The post-test was taken by the participants as the task assessment after informing them the input instructions. Likewise, the similar steps were followed in the pre-test. The only difference was in the timescale, as this post-test came after three weeks working with students. The core purpose of the post-test was to evaluate the level of vocabulary learning, acquisition, and retention using comprehensions exercises and measure whether students in main group mastered the vocabulary acquisition. Moreover, it also explored which method is the most effective in teaching vocabulary. The post-test was measured in the same way as the pre-test and with the same rubrics.

3.6.4. Background Questionnaire

According to Dornyei (2003), there is a background questionnaire that is based on a checklist of participant characteristics sample. This questionnaire includes

unlimited items in comparison with the total number, such as; nationality, age, gender, languages background including (the mother tongue and other languages in order), the purpose of learning English, access to the class, level of English proficiency or description, studying English future plans, how often the learner communicates in English and reads English books, the number of hours spent on the internet for English learning purposes, watching English movies, and listening to English radio stations, group variables, proficiency level of second language, and finally a group of sentences submitted to rubrics from 1 to 4, (1 = very much), (2 =much), (3 = not much), and (4 = not at all). This exact circumstances list of the study is considered a modification of the characteristics vital to the present study was produced by the researcher. It is a structure of personal information and language acquisition and learning details, experiences, and notions. The questionnaire objectives were various such as; getting demographical knowledge on the participants' languages backgrounds, such as to know if the mother tongue is Arabic or another language and identification of participants' different types of reasons lead participants to learn English.

3.6.5. Measurement Tools

The researcher in the present study applied major of multiple-choice vocabulary questions as tools of measurement for the comprehension assessment. The multiple-choice questions tests have twenty-eight items. Designing the questions was based on testing the understood meaning by the learners as a result of reading texts and facilitating access to more offered assistance for the explicit group through pictures, dictionaries, meanings, and sentences. The participants in the explicit and implicit groups were asked to choose the right answer for the new words according to the

instructions they were given and, also, furthermore, they were asked to put the new words (28) into meaningful sentences.

3.7. Data Collection

Instructions were given to the participants at the beginning of the sessions to guide them through their sessions. The verbal instructions were about (1) how to use the paper, (2) how to deal with every question, and (3) how to handle the reading text. The groups participants received slight different instructions and treatments according to their performance exploration in new vocabulary acquisition during answering comprehensions exercises. The total data collection process was designed as the following procedures below.

3.7.1. Setting and Timing of the Study

Collection of the data took place during March, 2017, at Ibn Khaldun Private Islamic School, Al- Ain City, United Arab Emirates, during regular class times in the English Club at the school. The English club at this school is used as a multimedia and technology laboratory for teaching students. . The study was conducted during semester two, 2017. There was an agreement between the researcher and the school management to designate special classes for the study activities. The learners attend the English club at their allocated class times with their teacher to accomplish the required activities. From the first session, every group was given different instructions than the second group in order to ensure that there was no disruption to the learning process.

3.7.2. Group Assignment Procedure

The participants were randomly selected to join any of the implicit or the explicit group. The class where the participants study includes 17 students, so the researcher classified them into eight students in the Implicit Group (I G = 8) and nine students in the Explicit Group (E G = 9).

3.7.3. The Implicit Group

The members of the implicit group were given instructions to read without focusing on the new unfamiliar vocabulary. They were given verbal instructions to read and acquire the meanings of the new words according to what they understood from the text. If a participant does not understand the meaning of the new words, he was instructed to simply read it in its context or try to understand the entire sentence without this word. As a form of assistance for the participants, repetition can take place with any new word many times to give them the chance of answering.

3.7.4. The Explicit Group

In contrast, the explicit group members had significantly more space and facilities than the implicit group. They were given verbal instructions around the main objectives of the reading task. The participants were asked to read the comprehensions to understand the text context and memorise the new target words. The procedures of verbal instructions included: the researcher supported the participants with pictures expressing about some of the difficult new words, some dictionaries were provided to use in translation, and some written sentences were also presented. Each participant had the facility to repeat this process for any underlined word as possible as he can.

3.7.5. Scoring the Results

Scoring the answers of the various questions in this study was designed according to the number of vocabulary items. Every question deserves 1 mark, and the assessment process occurs naturally for all questions items that were 28 items deserve 28 marks designated for the vocabulary post-test.

Table 2: Summary of the scoring for the questions

	Items	Allocated grades	Possible grades Individual points
Individual points	1 item	1 point	0 or 1 point
Total	28 items	28 points	0 to 28 points

3.8. Data Analysis

The collected data acquired from the vocabulary-comprehension tests were analysed by using Excel. Furthermore, the responses mentioned in the questionnaire were classified and recorded numerically as explained in the previous sections for the objective of a statistical analysis. The means and standard deviations were determined by calculating the descriptive statistics. Next, multiple regressions, inferential statistics, and variance analysis were accomplished to build a connection between the explicit and implicit modes of instruction. So as to determine the best predictors in the independent variables, numerous analyses of linear regression were made between the explicit and implicit instructions and reading times.

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Chapter Four: Findings, Results and Analysis

4.1. Introduction

The primary objective of this study is the investigation of the impact of implicit and explicit teaching on vocabulary acquisition presented through reading comprehensions exercises. This chapter presents and analyses the results based on the systematized specific procedures displayed in chapter three. The chapter displays the findings and supports comparisons of both the experimental and demographic data and its relationships to the research questions of the study. The first research question is concerned with the extent to which the implicit approach impacts on the students' vocabulary acquisition levels using comprehensions exercises.

The first section of this chapter is designated for the pre-test that took place before the beginning of the experiment to measure the participants' backgrounds in vocabulary. The two groups (Implicit and Explicit) were given the same pre-test to guarantee the factual objectives in measuring the results. The second section specifically answers research question one, which revolves around the impact of the implicit approach on vocabulary acquisition using comprehension exercises. The third section responds to research question two, which investigates the impact of the explicit approach on the students' vocabulary acquisition levels during answering comprehensions questions. The fourth section of this chapter is a comparison between the highest and lowest rates in the rate of answers of the post-test related to the two approaches, which is used to answer question three, which seeks to identify the most effective approach in vocabulary acquisition: either the implicit or the explicit approach. The fifth section is the t-test results to add more meaning, authenticity, and reality to

results. Finally, there is a background questionnaire to explore the participants' views regarding the important function of vocabulary in acquisition of second language.

The U.A.E. is a tremendously diverse country with numerous nationalities residing in its borders. This study was conducted in the City of Al-Ain where Emiratis live side by side with other nationalities, such as; Syrians, Jordanians, Palestinians, Egyptians, Iraqis, Pakistanis, Bengalis, Indians, Afghanis, Sudanese, Yemenis, Americans, and Europeans. The study was conducted in a private school which has a very ethnically diverse student population. There were many variables in this study including, participants' backgrounds, duration of sessions, comprehensions, and general demographics.

4.2. The Pre-test of the Study

The proficiency pre-test in this study consisted of 25 questions in three parts; working out the meaning, dictionary work, and matching. The two groups' participants received the same pre-test to gauge their backgrounds and determine their levels of language proficiency before they engaged with the experiment and the treatment. All these items were included in three comprehension texts and were chosen randomly from the Vocabulary for the TOEFL Test by Milada Broukal, (2002) to investigate and measure the participants' academic vocabulary levels.

For the comparison of scores and for adding meaningfulness to an experiment like this, a pre-test was conducted before each explicit and implicit instruction and was managed to display the impacts of two types of instruction. In other words, the researcher was trying to investigate whether different types of treatments produce different findings. So as to meet the previous mentioned requirements, pre-test was

taken by the participants in order to measure their levels of vocabulary knowledge proficiency.

4.2.1. The Implicit Group Scores of the Pre-Test

Table 3 and Figure 2 below show the implicit group participants raw scores in the pre-test questions. Under the list of *case*, the participants' recognised names were ordered numerically from 1 to 8. The list of *scores* has a column displays the individual participants' respective raw scores achieved on the reading-related vocabulary questions activity out of the total score of 25 points. All eight participants in the implicit group provided valid data on the vocabulary questions after reading the comprehension. The implicit group members obtained the highest score on the comprehension activity was 16 at 64%, while the lowest score was 5 at 20%. Two participants out of eight received the same score (12) at 48%. The scores obtained by eight of the participants varied between 5 and 16. We conclude that the implicit group members are intermediate or upper intermediate learners as the lowest mark was (5 out of 25) at a percentage of 20% lower than half of the mark, and the highest mark was (16 out of 25) at a percentage of 64% greater than half of the score and this exceeded the half value.

Table 3: The Implicit Group Scores of the Pre-test

N	CASE	SCORES	PERCENTAGE
1	Abed El Salam	5	20%
2	Monier Ali	6	24%
3	Mohamed Nassir	8	32%
4	Aziz Al Rahman	9	36%
5	Hamid Qasim	12	48%
6	Mohamed Reda	12	48%
7	Omar Yassir	13	52%
8	Mohamed Ashraf	16	64%
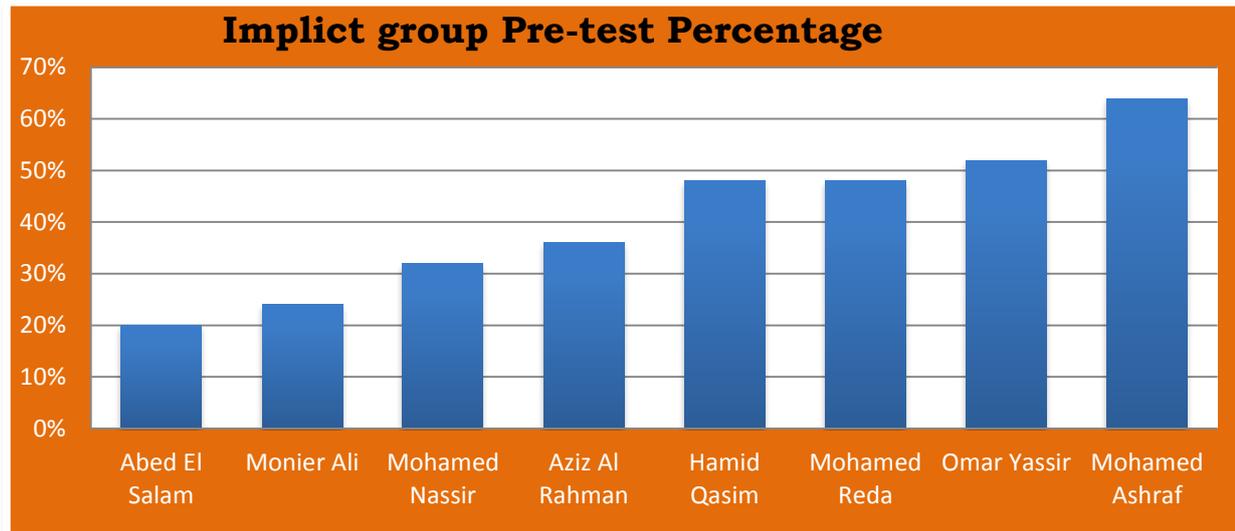
Figure 2: Implicit Group Scores to the Pre-test

4.2.2. The Explicit Group Scores of the Pre-Test

Table 4 and Figure 3 below show the explicit group members' raw scores achieved in the pre-test. The list of C*ase* includes the participants' names were ordered numerically from 1 to 9. Under the list of Scores, the column displays the participants' regarded raw scores obtained on the vocabulary questions related to the reading activity by every participant out of the total score of 25 points. All nine participants' in the explicit group supplied valid data on the vocabulary test. The explicit group members' highest score obtained on vocabulary test was 16 at 64% while the lowest score was 5 at 20% out of 25 points. Two participants out of nine received a score of 5 out of 25, and three others obtained a close score of 14, 15, and 16 out of 25 points. Both the table and the figure showed that the explicit group members levels' vary from intermediate and upper intermediate because (6 out of 9) got lower marks than half of the total mark, which is 25. However, (3 out of 9) got higher marks than half of 25.

Table 4: The Explicit Group Scores of the Pre-test

N	CASE	PRE-TEST SCORE (25)	PERCENTAGE
1	Mohamed	5	20%
2	Nader	5	20%
3	Mohsen	6	24%
4	Adnan	7	28%
5	Adham	8	32%
6	Rami	11	44%
7	Alhussein	14	56%
8	Abdullah	15	60%
9	Assim	16	64%

Figure 3: Explicit Group Scores of the Pre-test
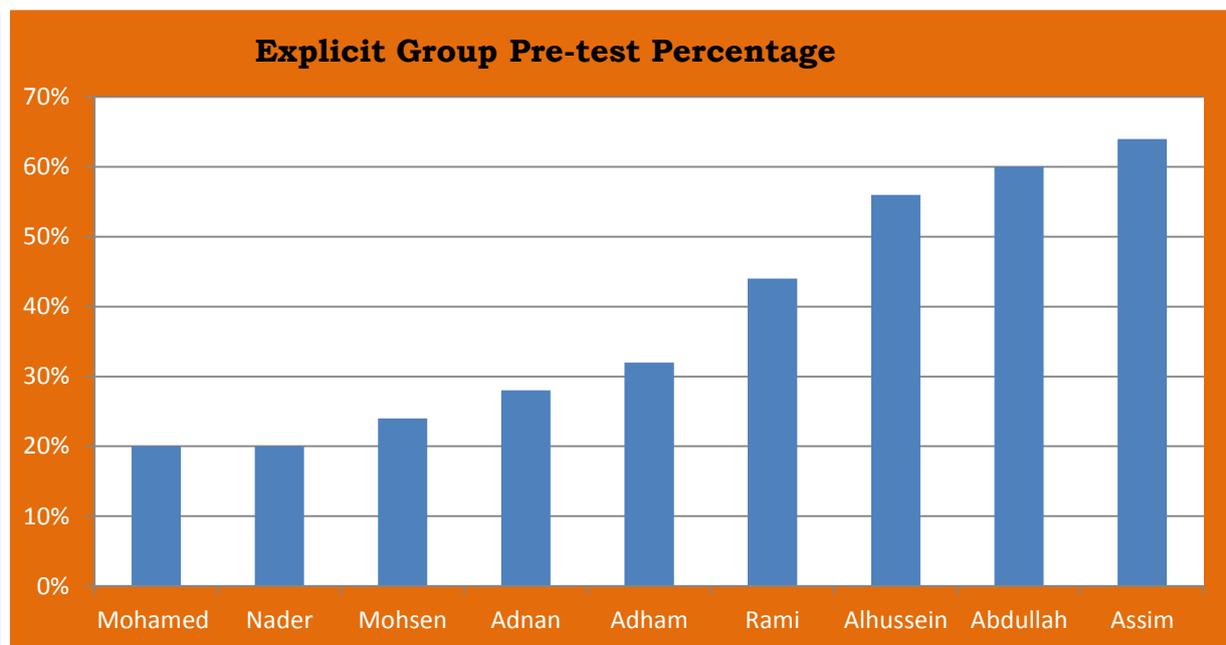
4.2.3. The Explicit and the Implicit Groups Pre-Test Scores

According to Table 5 and Figure 4 below, we conclude that the minimum obtained score on the explicit pre-test was 5 and the maximum obtained score was 16, which was the same as the implicit. The mean score of the implicit was 10.125, which was higher slightly than the explicit of 9.666. The standard deviation in the explicit was 4.41588, which was higher than in the implicit that was 3. Consequently, we can draw a conclusion shows the learners' vocabulary levels before conducting any instruction was statistically close and there were similarities of levels in the two groups.

Items	Number	Minimum	Maximum	Mean	Standard Deviation
Explicit Scores	9	5	16	9.666	4.41588
Implicit Score	8	5	16	10.125	3.75832

Table 5: The Pre-test Differences between the Implicit and Explicit
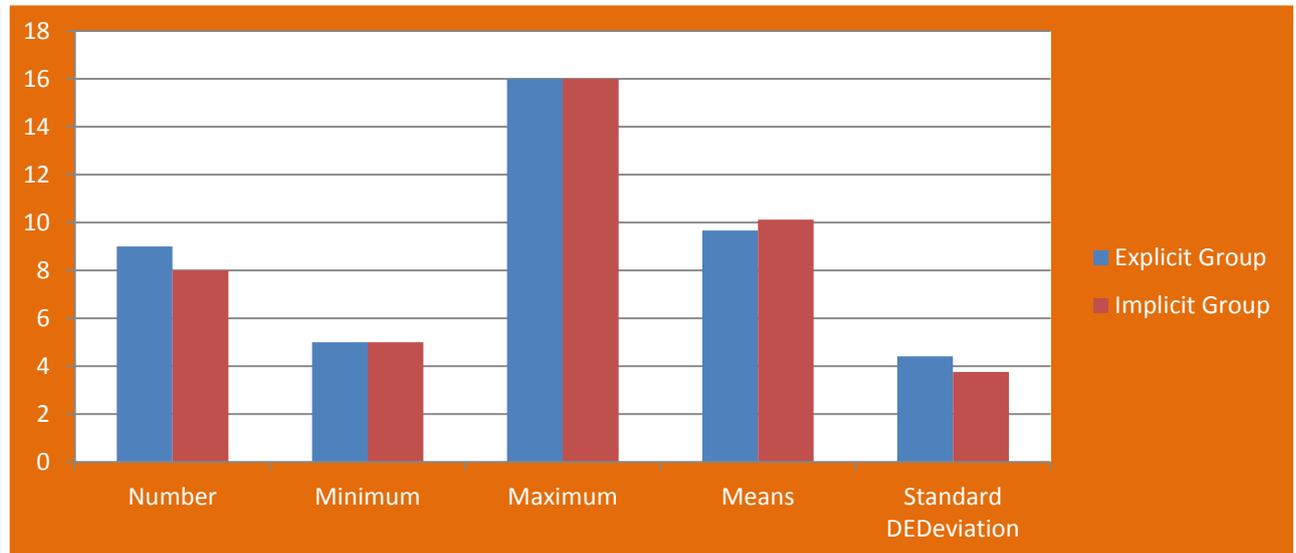
Figure 4: The Differences between the Implicit and Explicit Groups in the Pre-test Statistics

4.3. Research Questions

4.3.1. Research Question 1

To what extent does the implicit approach impact on the students' vocabulary acquisition levels using reading comprehension exercises?

4.3.1.1. The Impact of the Implicit Approach on Vocabulary Acquisition using Reading Comprehension Exercises

The results section displays the vocabulary questions achieved scores by the implicit group participants. Firstly, it displays and comments on the raw scores as well as the descriptive statistics of the obtained various results were achieved by the implicit members, and contrast the results of all groups in an attempt to record both similarities and differences.

Table 6 and Figure 5 below show the results of the vocabulary test scores obtained by the implicit participants based on vocabulary learning during answering comprehension exercises. It is a performance level measurement which was fulfilled and obtained by the participants, and it displays the individual participants' raw scores. The table and graph show the implicit group members' obtained raw scores. Under the list of case, there are participants' definite names were ordered numerically from 1 to 8. Under the list of *Scores,* the column displays the participants' individualized raw scores that were achieved on the comprehension activity out of the total score of 28 points. The entire implicit group participants supported accurate data on the comprehension post-test. The implicit group members obtained the highest score on the comprehension task

that was 21 at 75% while the lowest score was 5 at 17%. The results do not rise in the levels of participants as they rose gradually from 12. One participant obtained 12, another 13, the third 14, another one obtained 16, one participant obtained 18, and another participant scored 20. This reflects how slight improvements in the students' levels were achieved by the implicit approach.

Table 6: The Implicit Group Post-Test Scores

N	Case	Post-Test Score (28)	Percentage
1	Aziz Al Rahman	5	17%
2	Mohamed Nassir	12	43%
3	Abed El Salam	13	46%
4	Mohamed Reda	14	50%
5	Mohamed Ashraf	16	57%
6	Monier Ali	18	64%
7	Hamid Qasim	20	71%
8	Omar Yassir	21	75%

Figure 5: Comprehension Post-Test Scores of the Implicit Group
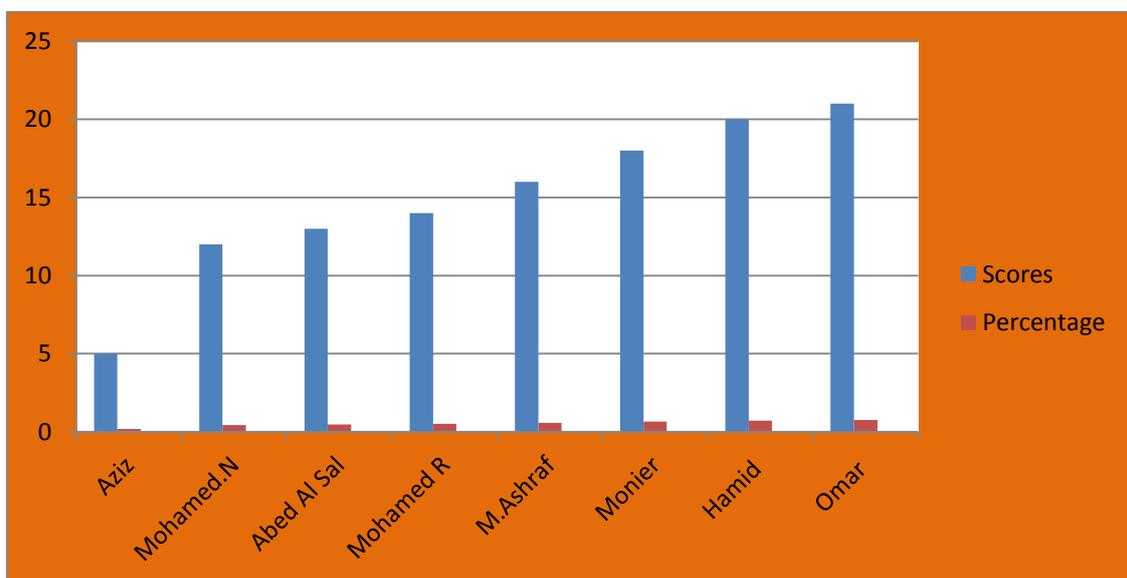
4.3.2.1. Paired Samples T-Test for the Implicit Scores

Both Table 7 and Figure 6 provided statistics description beside the findings of the presented t-test (paired-samples). Furthermore, on a similar investigation of the mean scores displayed in table 7, one can draw a clear conclusion that the implicit group participants' obtained a mean score in the post-test was at 14.875 after receiving the sessions of treatment, which was higher than the pre-test one that was 10.125. Furthermore, the standard deviation in the post-test was 5.139136, which was higher than the one obtained in the pre-test that was 3.75832. In addition, the standard error mean in the post-test was 0.642392, which was higher than the pre-test one at 0.46979.

To make effective comparison between the implicit group members on the pre- and post-tests and display the impact of the implicit approach on second language vocabulary acquisition using reading comprehension exercises, there was a t-test. Consequently, the researcher tried to overcome the obstacles, think deeply, and exceeds and goes beyond the results to explore whether or not the noticed differences were important. Therefore, the researcher puts the results of the t-test in consideration. According to the Table 7 and Figure 6, the implicit group participants showed major differences in the performance on the pre- and post-tests.

Table 7: Samples T-Test Results Descriptive Statistics for the Implicit Post-Test

	N	Mean	Standard Deviation	Standard Error Mean
Implicit pre-test	8	10.125	3.75832	0.46979
Implicit post-test	8	14.875	5.139136	0.642392
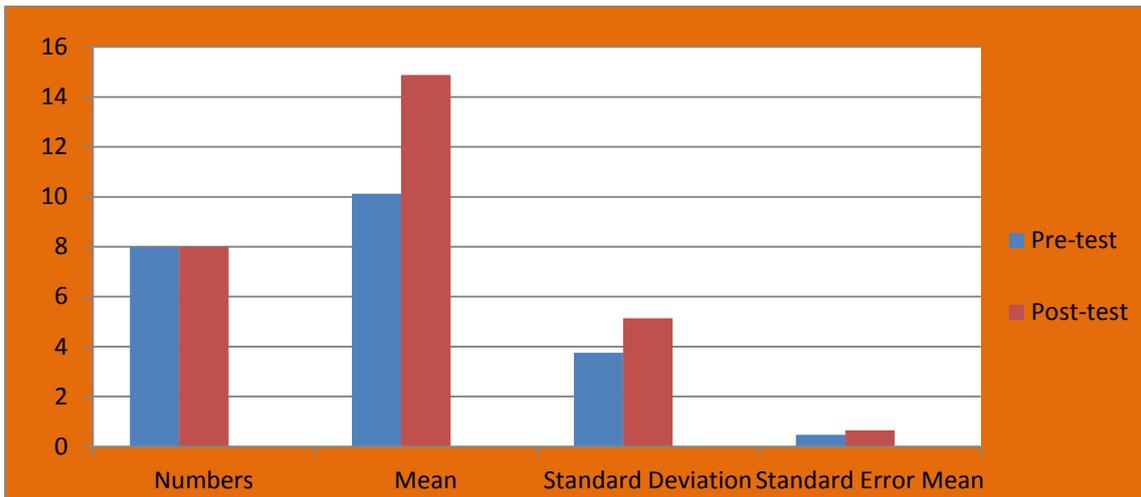
Figure 6: Comparison between the Implicit Group Scores of the Pre-and Post-test Scores

Table 8 and Figure 7 show the mean difference, standard deviation, and standard error mean achieved by the implicit group members in the Pre-test and post-test. The observed mean difference between the pre-test and post-test is 4.75. Furthermore, the standard deviation is 1.380816 and the standard error mean is 14.875. The researcher conducted the t-test (paired- samples) to emphasis the implicit approach has a significant impact on learners. Therefore, we can draw a conclusion that there are noteworthy differences between the two sets of scores. Consequently, the null hypothesis was invalid and was rejected because the implicit approach had a positive impact on students' vocabulary acquisition levels using reading comprehension exercises .

Domain	N	Mean Difference	Standard Deviation	Standard Error Mean
Implicit pre and post-tests	8	4.75	1.380816	0.172602

Table 8: Paired-Samples T-Test Results for the Implicit Scores

Figure 7: Paired-Samples T-Test Results for Implicit Scores
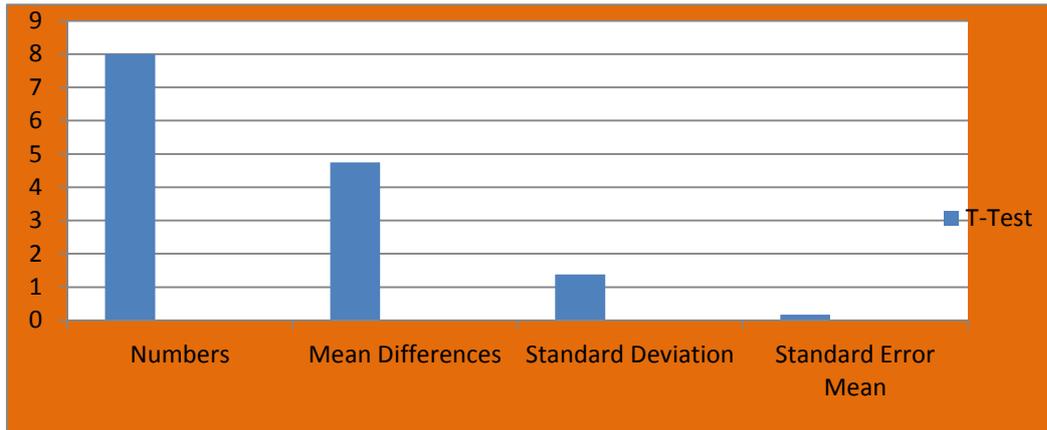
4.4. The Null Hypothesis

The null hypothesis proclaims that "the implicit and the explicit approaches do not have an impact on students' vocabulary acquisition levels using reading comprehension exercises.

4.5. Research Question 2

To what extent does the explicit approach impact on the students' vocabulary acquisition levels using reading comprehension exercises?

Table 9 and Figure 8 below show two participants in the explicit group obtained the highest score of 27 points out of the total 28 on the comprehension vocabulary post-test, while the other seven participants obtained various scores ranging from 17 to 24 points for each. The lowest score only was obtained by one participant was 15 out of 28, and this exact result is considered as an outlier.

Table 9 and Figure 8 show that the scores ranged between 15 and 27 regardless significant focus on any level. This high mode of 27 obtained by the explicit group

refers to a real very high score if it is compared to the obtained score in the implicit group, which was at 21 points. However, the total descriptive statistics supports more clear understanding and details of the scores distribution which proves that the explicit group had better results than the implicit group.

Table 9: Comprehension Post-Test Scores of the Explicit Group

N	Case	Post-test Score (28)	Percentage
1	Assim	15	53%
2	Nader	17	60%
3	Jabri	18	64%
4	Nader	20	71%
5	Rami	21	75%
6	Mohsen	23	82%
7	Abdullah	24	85%
8	AL Hussein	27	96%
9	Adham	27	96%
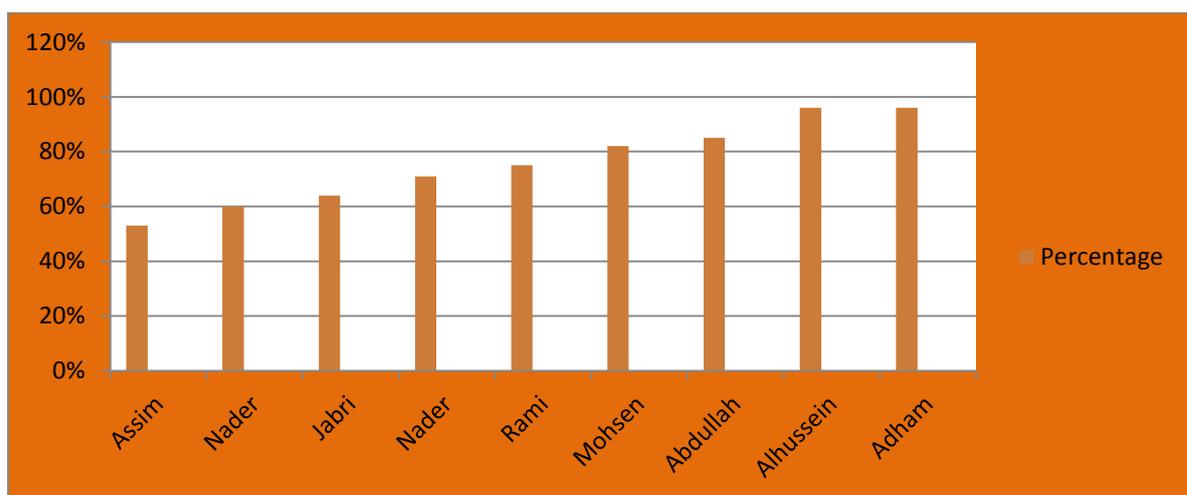
Figure 8: The Post-Test Scores percentage of the Explicit Group

Table 10 and Figure 9 show the mean score gained by the explicit participants in the post-test at 21.33333, which was higher than the one got in the pre-test that was of 9.666. Furthermore, the standard deviation had slight difference between the pre-test at 4.41588, which was higher slightly than the post- test at 4.272002. In addition, there was also slight difference in the standard error mean as it was 0.4906533 in the pre-test, which was higher slightly than the post-test one that was at 0.4746668. However, the t-test (paired-samples) was conducted to emphasise the significance of recorded differences. According to the results of comparison between the pre- and post-tests, the explicit instruction showed a considerable impact on second language vocabulary acquisition using reading comprehensions. In fact, the participants did well on the explicit reading-vocabulary post-test after they received the treatment sessions.

Table10: Comparison between the Explicit Group Pre- and Post-Test Scores

Test	N	Minimum	Maximum	Mean	Standard Deviation	Standard Error Mean
Pre-test	Explicit (9)	5	16	9.666	4.41588	0.4906533
Post-test	Explicit (9)	5	27	21.33333	4.272002	0.4746668

4.6. Research Question 3

Which is more effective in vocabulary acquisition using comprehensions exercises: is it the implicit or the explicit approach?

Table 11: The T-Test for the Explicit and Implicit Groups

Test	N	Minimum	Maximum	Mean	Mean Difference	Standard Deviation	Standard Error Mean	t	sig
T - Test	Implicit (8)	5	21	14.875	6.45833	5.139136	0.642392	2.67	.000
	Explicit (9)	5	27	21.33333		4.272002	0.4746668		
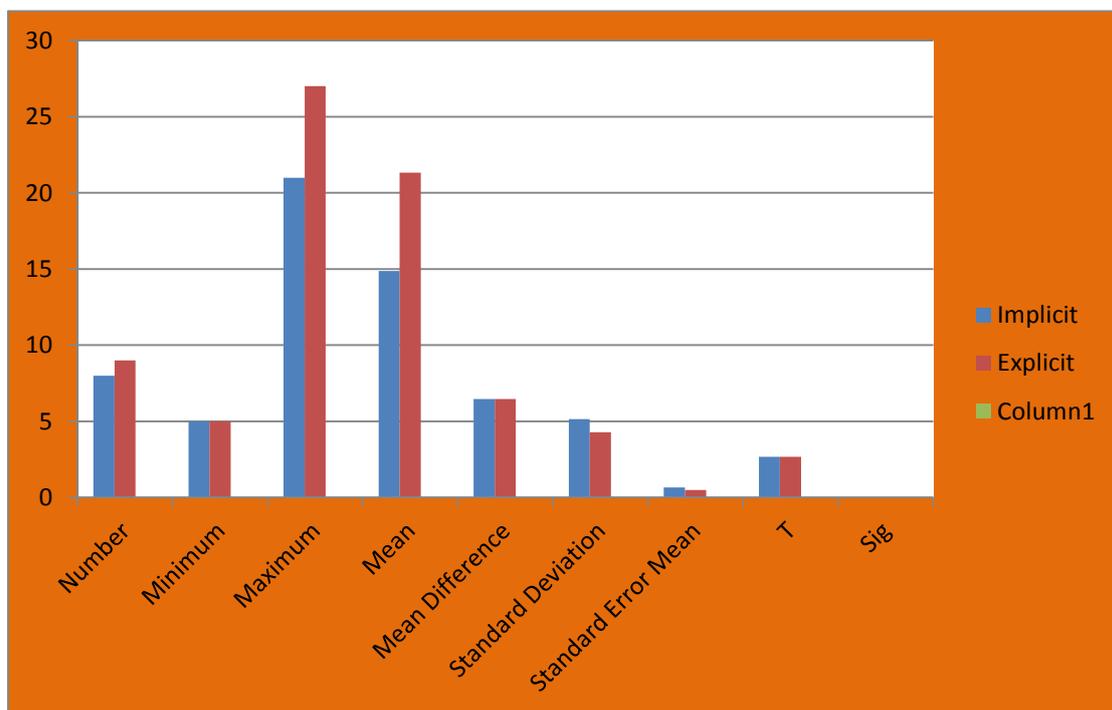
Figure 10 the T-Test for the Explicit and Implicit Groups

According to what was mentioned before in this study, the researcher applied the explicit and the implicit approaches. The explicit learning requires the student's awareness and it occurs when the learner is engaged in vocabulary-related activities and

exercises. However, the implicit learning occurs without focus on vocabulary learning. Other meaning for the explicit is giving the learners' the vocabulary definitions before studying, but the implicit means the learners are unfamiliar to the primary objective of the reading process which is focusing on vocabulary learning, and they get the target vocabularies through reading.

Generally, by considering the information in Table 11 and Figure 10, one can clearly realize that the explicit participants obtained the highest maximum score was 27, which was higher than the implicit one 21. Furthermore, the obtained mean of the explicit group was 21.33333, which was higher than the one obtained on the implicit group that was 14.875. The mean difference between the two groups was at 6.45833. Moreover, the participants in the implicit group obtained standard deviation at 5.139136, which was higher than the explicit one at 4.272002. With the consideration $P< .05$ value as shown to the table 11, it is concluded that the t-test of vocabulary in the implicit and the explicit was significant at 2.67.

The previous assumption was supported by considering the t-test descriptive statistical results on the table 11. According to Table 11 and putting into consideration that $P< .05$ value, it showed that the results differences in the T-Test are clear between the two groups and significant at 2.67. Consequently, the results of this study show the positive impact of the explicit approach on second language vocabulary acquisition using comprehension exercises.

The collected data in this study showed the scores were obtained by the two groups participants' improved after the treatment period that was conducted by the researcher for his participants. However, the explicit group participants' in the post-test

who were given definitions, pictures, and examples of the target words and also they got vocabulary instruction using reading comprehension exercises achieved and got good results that are higher than the implicit group participants' results in the post-test who do not get the main objective of reading is vocabulary before reading. So, the results of this study show the positive impact of the explicit approach to second language vocabulary acquisition using reading comprehension exercises.

4.7. Participant Background Questionnaire regarding the Views of Importance of Vocabulary in Second Language Acquisition (SLA).

Table 12: Personal Information and Languages Background

1- Personal Information		Value	N(implicit group)	Percentage	N (Explicit group)	Percentage
* National origin		Nationality	Yemeni =4 Egyptians =2 Emirati =1 Pakistani =1 **Total = 8**	44.44% 22.22% 11.11% 11.11%	Yemeni =4 Egyptian =1 Syrian =2 Pakistani =1 Sudanese =1 **Total = 9**	44.44% 11.11% 22.22% 11.11% 11.11%
* Age	7 participants=17 years 7 participants=18 years 4 participants =19 years **Total =17**					
*Gender	**Males = 18**					
2-Languages Background		**Mother Tongue (Arabic)** 17	**Second Language** English= 8	**French** = 3	**Urdu** = 2	**Bolochi** = 2
*Duration of study			0-12 0-13 0-14	2 4 2	22% 44% 33%	5 2 2	55% 22% 22%

As it was displayed in Table 12 and in the two groups, the participants' classification included; nationality, age, gender, language background, and study of English duration. The majority of students in the two groups were Yemeni in addition to some other nationalities represented, including three Egyptians, two Syrians, one Sudanese, two Pakistanis, and one Emirati. The students ages range between seventeen to nineteen and all students were males. With regards to the languages backgrounds, the mother tongue of most students is Arabic, however, there are two students whose

mother tongue is Urdu. Assessing the duration of time spent studying English showed

three broad categories represented by up to twelve, thirteen, and fourteen years of study.

Table 13: Learning Foreign and Second Language Vocabulary

1= Very Much	2= Much	3= Not Much	4 = Not at all		
Purpose	**Implicit Group**	**%**	**Explicit Group**	**%**
1) Learning second language is fun	Very much=3 Much=3 Not Much=2 Not at all=1	33% 33% 22% 11%	Very much= 4 Much = 4 Not Much=1 Not at all = 0	44% 44% 11% 0%
2) Knowledge of a second language creates better future	Very much=2 Much=3 Not Much=3 Not at all=1	22% 33% 33% 11%	Very much= 4 Much = 2 Not Much=2 Not at all =1 11%	44% 22% 22%
3) I enjoy reading second language texts	Very much=3 Much=2 Not Much=3 Not at all=1	33% 22% 33% 11%	Very much=0 Much=1 Not Much=6 Not at all= 2	0% 11% 67% 22%
4) I like to acquire foreign cultural knowledge	Very much=3 Much=2 Not Much=3 Not at all=1	33% 22% 33% 11%	Very much=3 Muc h= 4 Not Much=2 Not at all= 0	33% 44% 22% 0%
5) Learning foreign culture is an advantage	Very much=2 Much=3 Not Much=1 Not at all=3	22% 33% 11% 33%	Very much =2 Much =2 Not Much =2 Not at all = 4	22% 22% 22% 44%
6) Learning English culture is fun	Very much=2 Much=2 Not Much=2 Not at all=3	22% 22% 22% 33%	Very much=2 Much=2 Not Much=2 Not at all=3	22% 22% 22% 33%
7) It is fun to learn the vocabulary of second language	Very much=1 Much=2 Not Much=3 Not at all=3	11% 22% 33% 33%	Very much=5 Much= 4 Not Much= 0 Not at all= 0	55% 44% 0% 0%
8) It is necessary to learn vocabulary of second language	Very much=1 Much = 2 Not Much= 3 Not at all=3	11% 22% 33% 33%	Very much= 6 Much =1 Not Much =2 Not at all= 0	67% 11% 22% 0%
9) Foreign language vocabulary is important	Very much=2 Much =2 Not Much =3 Not at all =2	22% 22% 33% 22%	Very much=2 Much =5 Not Much= 2 Not at all = 0	22% 55% 22% 0%
10) Vocabulary is more important than grammar in Second Language	Very much =1 Much = 4 Not Much = 2	11% 44% 22%	Very much=3 Much = 3 Not Much = 2	33% 33% 22%
11) Grammar is more important than vocabulary in second language	Very much =3 Much =3 Not Much =2 Not at all =1	33% 33% 22% 11%	Very much=1 Much = 6 Not Much =1 Not at all =1	11% 67% 11% 11%

According to Table 13 above, the students expressed about their reasons for learning second languages vocabulary. In the implicit group the reasons around learning English were the same as in the explicit group, such as communication, improving skills, and to join university while in the explicit group and in both groups the teacher was the only access to this experiment. The students' levels ranged from intermediate and upper intermediate. Furthermore, the students' interests in English were ranged between major and minor according to every student's background. With regard to how often students communicated in English, some noted frequent use of social media, class, restaurants , while others expressed that they did not often communicate in English outside of the classroom. Regarding the extent of specialized time allocated for reading English books and listening to English, the students showed different responses wherein, some noted that they do not read or listen to English, while others read one book per month or per year, and the remainder read in English for half an hour a day. The majority of students think that learning language is fun and that learning a language gurantees a better future. Furthermore, the majority of students in this questionnaire showed negative attitudes toward reading English. In addition, students expressed that they do think that vocabulary is more important than grammar.

Chapter 5: DISCUSSION

5.1. Discussion of the Results

This study reviewed and discussed in details the impact of the implicit and explicit approaches on second language vocabulary acquisition using comprehension exercises. The study utilised the implicit and explicit approaches to explore the impact on the learners' vocabulary acquisition levels through answering comprehensions exercises with focus on vocabulary acquisition and learning.

The first treatment was a pre-test to measure the students' language vocabulary levels in order to classify them into the groups. The pre-test had many advantages, such as the determination of the kinds of questions students will study. Secondly, the pre-test helped in determining the quality of questions which should match the students' language levels. Vocabulary items were underlined and highlighted to attract the participants' attention while they are fulfilling the study. Thirdly, the pre-test supplied the researcher a recognition about each participant's own way of learning and the ideal methods of presenting the new target vocabulary items.

The second treatments were the post-test and t-test were conducted directly after the end of the study course. The purpose of the post-test and t-test were to determine the benefits that the students received from the two approaches and which approach was the most effective in vocabulary acquisition. Furthermore, the t-test adds more objectivity and meaningful to the concluded results. This was done in order to apply it in the future as a second language method of teaching vocabulary.

The t-test showed important differences between the two groups in vocabulary acquisition and dealing with the new vocabulary through answering a series of comprehensions questions. The explicit group members obtained the mean performance of 21.333 points on the comprehension test, which is clearly and approximately higher and better than the 14.875 points obtained by the implicit group members. This outcome emphasises the first hypothesis that participants in the implicit group will not score higher grades than the explicit group members. According to Cook (2001), expanding the comprehensibility of the text provides an increase of vocabulary large amounts acquisition. The highest score in the explicit group was 27, which was more than the highest score obtained by the implicit group (21). Furthermore, the lowest score obtained by the explicit group was 15, which was more than the grade achieved by the implicit group members (5). Furthermore, the standard deviation had slight difference between the pre-test at 4.41588, which was higher slightly than the post-test at 4.272002. In addition, there was also slight difference in the standard error mean as it was 0.4906533 in the pre-test, which was higher slightly than the post-test one that was at 0.4746668. With considering $P < .05$ value, it is declared that the t-test of vocabulary in the implicit and the explicit was significant at 2.67.

Table 14: The t-test between Implicit and Explicit Approach in the Pre- and Post-Tests

Test	N	Minimum	Maximum	Mean	Mean Difference	Standard Deviation	Standard Error Mean	t	sig
T - Test	Implicit (8)	5	21	14.875		5.139136	0.642392		
	Explicit (9)	15	27	21.33333	6.45833	4.272002	0.4746668	2.67	.000

The results of this study affirm and summarises that members in the explicit group obtained more vocabulary target items through the post-test and t-test than did the

implicit group with the end of the treatment sessions. This part of the results confirms Schmitt and Schmitt's (1997) argument that proclaims that newly obtained vocabularies and idioms with little exerted efforts will be removed easily and quickly from the memory, as well as the opinion that procedures of intentional explicit are enough and produce better understanding (Hulstijn and De Graaff, 1994; Ellis, 1994; Schmidt, 1994; Tozcu, 1998), as well as immediate memorising (Pulido, 2003; Sanko, 2006).

The study results highlighted the usefulness and the impact of using both implicit and explicit approaches in second language vocabulary acquisition and learning with more concentration on the tangible impact of the explicit approach in teaching vocabulary.

If the teacher gives the learners' the vocabulary definition before beginning the reading task, they are learning explicitly and if they do not focus the instructions on acquiring new vocabulary, learning will be implicit. Furthermore, the study emphasises on utilising the explicit approach in vocabulary learning can help in transferring the new learned vocabularies from the short-term memory to long-term memory. That may occur because of the regular and ongoing revision of new acquired vocabularies, particularly because the explicit approach has long-term impacts. The results paid the attention to use various vocabulary teaching aids during vocabulary learning as this supports the new vocabulary acquisition and retention by using pictures, flashcards, sentences, guessing, inferring, synonyms, antonyms, affixes, roots. Furthermore, the study results focused on the learners can achieve high performance if they have the responsibility for their learning process. Consequently, the explicit approach of second language vocabulary learning and teaching should be used in our schools to inspire and support learners to make the best use of all available resources necessary for studying and revising their acquired vocabulary. The explicit approach can be recommended as

an approach of teaching vocabulary because it provides enough saliency to the target items. Furthermore, this approach motivates the participants to designate sufficient amount of time on each reading task, which can enlarge the chances of slight retaining for more target vocabularies. Explicit learning is associated with learners' attention and engagement in activities that give priority to vocabulary acquisition as the results showed in this study. The explicit approach is associated with longer time on task and high degree of retention for the immediate acquired vocabulary, and this can be considered a teaching modality with slight better teaching method available when the immediate retention of vocabulary is the objective.

5.2. Implications for Pedagogical Practices

The second language learners and instructors are asked to verify their methods of vocabulary learning and teaching to obtain vocabulary satisfied level which is close to the native speakers' one if they want to achieve integrated and consistent communication. This cannot happen because a lot of instructors teaching vocabulary targets to learners wrongly by only focusing on individual words and their explanations are often confined to definitions, which the learners themselves can refer to in dictionaries. Moreover, teachers depend on naive translation to the new second language vocabulary into their mother tongue (MT) which has negative impacts on supporting and improving the learners' lexical knowledge.

5.3. Limitations of the Study

This study had some limitations. The participants of this study are 17 male students from the same school. With a limited small participant size, attention and caution are considered particularly since the study concentrated on one gender. Undoubtedly, if the study included female participants, enhancing and fruitful results would be learned about the different methods of learning in addition to more reliability and objectivity if it included more students. In addition, as far as the researcher is interested, deep and extensive researches are needed on memory testing vocabulary transferring process from the short-term memory to long-term memory as a consequence to revising and repetition of vocabulary items.

The motivation impact might have a drastic role with the explicit group members in developing their vocabulary acquisition level as the researcher was their English instructor where he conducted his study. Another factor of limitations was time as the study was conducted a few weeks before the First-Semester Exam and students had paid little attention to undertaking this experiment.

CHAPTER 6: CONCLUSION

6.1. Discussion

The present study has explained and emphasised that implicit teaching of vocabulary, without more detailed instructions and explicit vocabulary teaching with given details and exact instructions on the objectives of the task result in different results. The researcher in this study applied both implicit and explicit approaches on students in grade twelve. In the first method, the participants strive to achieve the task and acquire moderately but continue their obtaining substantially for three weeks later both the implicit and explicit approaches had an impact on learners in each group; however, the explicit approach resulted in higher grades in the post-test. This means that learners can acquire vocabulary explicitly through providing details and the exact instructions on the objectives of the task to obtain different results. By encouraging the learners to pay attention to the overt objective can result in substantial and immediate vocabulary acquisition. In the second method, it was simply easier for the participants to concentrate on the overt objective and once again immediately obtain large amounts of vocabulary. Consequently, on conducting the post-test and the t-test after three weeks later, the learners in the explicit group obtained higher grades than their counterparts in the implicit group.

The analysis of the large amounts of the vocabulary immediate acquisition is refuted and clarified by the fact that the method they utilised supported them with most of the vocabulary knowledge they needed and, hence, they exerted less efforts mentally in the memorisation of the new target vocabulary items. On the other hand, the implicit group members acquired a small amount of the target words. This study suggests the advantages of the implicit and explicit approaches on second language vocabulary

teaching process. The explicit group seems to be the one that retained more vocabulary items from this activity and as a result, it is found to be the best method in this study.

In my view point that teaching vocabulary should drastically alternate from focusing on teaching vocabulary as separate and abandoned words in isolated forms to the ideas that these forms are words to teaching vocabulary in meaningful sentences, expressions, idioms, and chunks . Furthermore, teachers are necessarily in a dire need to verify vocabulary teaching methods to enrich and enlarge the second language learners' memories with vocabulary contents as main constitutes and structures in second language. Furthermore, teachers should use a teaching method that is suitable for learners' mental abilities and educational backgrounds prompted with a kind of challenging to create independence and responsibility spirits in the learning environment. At this degree, we prepare our learners to eradicate much related language vocabulary issues and challenges in conveying their effective messages via using second language in communication. Coming close to this stage requires great exerted efforts with the learners since K.G and extends to other educational cycles, curriculums, learners, teaching methods, and teachers (Researcher, 2017).

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