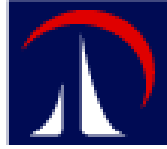


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The Influence of Extensive Reading on EFL G12 students' Vocabulary Acquisition and the main facilitating factors

القراءة المستفيضة وتأثيرها على اكتساب مفردات اللغة الانكليزية
لطلاب الصف الثاني عشر والعوامل المساعدة

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Dissertation submitted in partial fulfillment of

MED in TESOL

Faculty of Education

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April-2013



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Abstract

The current study investigates the real influence of extensive reading as an approach of reading on foreign language vocabulary acquisition; it explores whether extensive reading materials can enhance EFL students' lexical knowledge. It also discusses the main factors which facilitate and support the incidental acquisition of vocabulary through extensive reading newspaper articles, and focuses on the role of words reoccurrences as a leading factor that helps EFL students acquire and understand unfamiliar vocabulary. This study investigates 45 grade 12 Arab students in a private school in the UAE context. It adopts a mixed methods approach of quantitative and qualitative instruments to obtain the necessary data. A questionnaire, some semi-structured interviews and Pre- and post tests are conducted on a number of students after they are divided into three groups; each group is given different treatment of extensive reading articles.

The results are analysed through the SPSS to answer the research questions of the significant effect of extensive reading on EFL vocabulary acquisition. The findings of the research reveal the real influence of Extensive reading articles on the readers' vocabulary acquisition. The results vary from one group to another according to the type of treatment they are given. Group C students, who are given nine reading articles, outperform their colleagues in both groups, A and B who read three or six articles respectively, which means the items occurring more frequently in the text are more likely to be learned. The findings also reveal that some words are more likely to be incidentally acquired than others; in terms of contextual use, word types and parts of speech. Therefore, the research confirms the role of extensive reading materials in facilitating the process of vocabulary incidental acquisition and learning, and opens more possibilities for future investigations toward this topic

Key words

Extensive reading – incidental vocabulary acquisition – word reoccurrence.

ملخص البحث

تهدف هذه الدراسة إلى استطلاع التأثير الفعلي للقراءة المستفيضة كنهج تعليمي وتأثيرها على اكتساب مفردات اللغة الإنكليزية كما وتحقق فيما إذا كان للقراءة المستفيضة دور في رفع الكفاءة المعجمية لدى طلاب اللغة الإنكليزية. وتناقش هذه الدراسة أيضا العوامل التي تساهم في تسهيل عملية رفع مستوى الاكتساب العفوي للمفردات من خلال القراءة المستفيضة لبعض المقالات الصحفية. وعلاوة على ذلك يركز هذا البحث على الدور الذي يلعبه تكرار المفردات باعتباره الفاعل الرئيس في تعزيز اكتساب المفردات اللغوية الجديدة لدى طلاب اللغة الإنكليزية.

تتناول هذه الدراسة خمسة وأربعين طالبا عربيا من الصف الثاني عشر في مدرسة خاصة في دولة الامارات العربية المتحدة. كما وتتبع الدراسة اسلوبا منهجيا مزيجا من الطريقة الكمية والكيفية في البحث للحصول على النتائج المطلوبة. وقد استخدم الاستبيان و المقابلات والامتحانات القبالية والنهائية على مجموعة من الطلاب بعد ان تم تقسيمهم إلى ثلاثة مجموعات (أ- ب- ج) وأعطيت كل مجموعة عدد من مقالات القراءة الصحفية المستفيضة.

تم تحليل نتائج البحث من خلال مقاييس اس بي اس و اس و اكسل و ليكرت من اجل الحصول على أجوبة لأسئلة البحث المطروحة في التأثير الحقيقي والفعال للقراءة المستفيضة على كسب مفردات اللغة الإنكليزية. وقد أظهرت نتائج البحث تأثيرا واقعيا على اكتساب المفردات. كما اختلفت النتائج حسب المجموعات المقسمة وعدد المقالات الصحفية المقروءة. مجموعة الطلاب ج التي كانت قد اعطيت تسعة مقالات تفوقت على كلتا المجموعتين أ و ب اللتين اعطينا ثلاثة مقالات وتسعة مقالات على التوالي. كما وكشفت الدراسة ان بعض المفردات كانت قابلة للاكتساب العفوي اكثر من غيرها من المفردات الاخرى. ولذلك اثبتت نتائج البحث دور مواد القراءة المستفيضة في تسهيل عملية الاكتساب العرضي والتعلم العفوي لمفردات اللغة الاجنبية.

Dedication

This dissertation is dedicated to the soul of my mother, to my best ever caring father and to my lovely wife for her patience and support during my study and throughout my whole life.

Acknowledgements

I can't express my utmost thanks and gratitude to Almighty Allah for the success I have reached because of his providence.

My all gratitude is also directed to my best professor Dr. Amanda for her support, help, care and guidance. My full acknowledgement also goes to Dr. Christina and Dr. Marion for their help.

I am also indebted to the administrative leaders and supervisors and all staff of Al- Noor International School headed by Ms. Rula Nasab, Mr. Bassam Ismail, Mr. Tareq Ismail, Mr. Khaldon Kuteifan and Mr. Wael Mustafa for their cooperation and support.

My special thanks and appreciation go to my best colleagues and friends Mr. Ahmad Bakkour, Mr. Ghazi Ali Al-Badri, Mr. Bassel Muhmmad, Mr. Ziad Shataat and Mr. Hamdi Al-Masri for their purposeful comments, their highly appreciated pieces of advice and their support during my entire teaching life.

Finally yet importantly, I am thankful and grateful to The British University in Dubai for the success I am enjoying with my study. I am also thankful for my professors Dr. Sufian and Dr. Clifton for their guidance and support.

In the end, I would like to extend my thanks to all the people who supported me achieve this dissertation especially Mr. Ahmad Al-Rahl, and all my lovely students who effectively and positively participated in the study.

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1.1 Introduction

This chapter begins with an introduction to the main area of the current study, and highlights the importance of extensive reading in language learning, and its main influence on incidental vocabulary acquisition. It also discusses the significance of the study for grade 12 EFL students in a UAE private school context. In addition, this chapter introduces the research questions for which this study is done. Finally, it reveals the scope of the study and outlines its structure and organization.

1.2 Background of the study

This research primarily depends on Gitsaki's (2013) study on the influence of extensive reading on vocabulary acquisition which was done in Malaysia for a group of university students. However, this research extends the study with some other research instruments, and is implemented in a quite different educational context involving G 12 students in a private high school adopting the UAE Arab curriculum. It is mainly tries to investigate the hypothesis of vocabulary acquisition mainly through extensive reading. Moreover, the this research uses Wilkins' (1972, p.111) quote "Without grammar, very little can be conveyed. Without vocabulary, nothing can be conveyed" as a strong basis to ground its main stated research area and aims of study.

Reading is inevitably one the most common and main methods of improving reading skill; no one can ever doubt the positive influence of more exposure to reading materials on enhancing the learners' reading skill and performance. Part from being an important source of knowledge, reading plays a valuable role in improving language performance in general and vocabulary acquisition in specific (Douglas & Gonzo 1994). This research-study mainly builds on Extensive reading as a recent trend in foreign language reading and learning though it has long been advocated as a strategy for improving second language reading and vocabulary skills. Although there is a general consensus among linguists and foreign language researches on the benefits of reading on language teaching and learning generally, it is still required to have more work and research into the influence of Extensive reading specifically on language and vocabulary acquisition. According to Nuttall (1999, P128) "we learn by reading". Nuttall (1996, P.109) also emphasises on the importance of exposure to reading "Reading exposure is the primary means of developing language skills". In other words, very

few specialists may doubt the positive effect of reading as a skill on foreign language learning in general, and on vocabulary acquisition in specific.

Generally, much has been written and said about reading; teaching reading and learning to read, but this skill requires "continual experimentation and evaluation on the part of practitioners so as to be more effective in the pedagogy they provide at the same time for their own continuing education" (Candlin, Widdowson and Wallace 1992, p.9). As a matter of fact, there are several ways and techniques of vocabulary learning, such as the direct method of memorizing word lists and dictionary direct checking, yet contextual vocabulary acquisition is still considered to be one of the most common and effective methods of learning and understanding a word, (Nation 2001). That means reading a word through context would help the learner see its spelling and identify its correct use and meaning through the purpose it is used for.

Extensive reading is one of the most common approaches in second and foreign language teaching mainly in some Asian countries like Japan, China, Iran and Malaysia. For that reason, Gitsaki (2013) accomplished her study in Malaysia, whereas, this research focuses only on this topic in the UAE with high school students of grade 12 studying in a private school following the UAE government curriculum. Consequently, the basic and main purpose of the current research is to investigate and explore the impact of written context on vocabulary incidental acquisition for students in a UAE educational context.

Contextual clues through extensively reading and identifying the use of new words is the main hypothesis of understanding and recognizing completely these unknown vocabulary. The research used real authentic newspaper articles since newspapers tend to be a great rich source of extensive reading tools that might be covered in or outside classroom. According to (Day & Bamford 1998, p.5), newspaper articles are "real-world reading but for a pedagogical purpose". Consequently, the current research replicates the same newspaper articles used in Gitsaki's (2013) study with little changes to both; the number of the articles according to the subjects' level and time and to the instruments used to elaborate and address the research more deeply.

1.3 Significance of the study

The significance of the current research lies in the fact that it addresses one of the most important issues in education which is foreign English language learning and acquisition. English has become the main medium of instruction in higher education, and one of the leading languages in several international and private schools all over the country. Besides, the study addresses G 12 students who are living in the UAE, the thing which makes it important especially in analysing specific foreign language issues facing educators and linguists in this part of the world. One great advantage of this study is that it gives solutions for Teachers who find the task of teaching English reading and vocabulary a little daunting.

Besides, for a very fast developing and progressing country like the UAE it is very important to recognise and test such methods and practices that are locally proven to help their students in foreign language learning. To my knowledge, no research, on Extensive reading programmes using authentic newspaper articles, has so far been done in the UAE specifically. Fostering a reading habit has been and still one of the main aims of the UAE ministry of education and higher education as it is proved, by several researches one of which appears recently in *The National* an official newspaper (Swan & Ahmed 2011) that UAE students are the least students to read books other than their school books compared to other nations.

In addition to promoting reading habits in the country, the study argues one of the most important factors of language learning which is vocabulary acquisition without which no single communication can be made. In this context Wilkins (1972, p.111) assures that "without grammar very little can be said, however, without vocabulary nothing can be said". Additionally, all students, willing to go through higher education in the UAE, are all required to do either the IELTS or TOEFL English proficiency test to be accepted in any of the higher educational institutions all over the country. One of the main tested areas in these tests is the reading test which requires high level of reading skill and good knowledge of vocabulary (Graves, 1986), the thing which makes extensive reading and vocabulary learning skills a practical, authentic technique towards improving the learners' reading skills and abilities. Beside, during their university studies, students need to read a lot of academic texts (Schmitt 2000) which require high level and skills of vocabulary acquisition.

1.4 Research questions

The major topic and issue of this study is to investigate the implicit, hidden influence of extensive reading on vocabulary acquisition and to what extent that effect occurs. It also highlights the main factors that help the acquisition process to take place. It most importantly addresses high school G 12 students in the UAE, the thing which makes it occur in a quite different context from Gitsaki's (2013) study that was conducted in Malaysia for university students in a tertiary educational context. Just starting from these points, the current study aims at answering the following questions:

- 1- Does extensive reading raise students' foreign language vocabulary acquisition?
- 2- To what statistical extent does incidental vocabulary acquisition take place through Extensive reading?
- 3- What are the main facilitating factors toward vocabulary acquisition in Extensive reading?

1.5 Scope of the study

The scope of this study is specified for G 12 male students at a private school in Sharjah. The 45 subjects were chosen to be in this level as G 12 students are supposed to be the highest level students at a school level. Moreover, they are just one step before higher tertiary education, the thing that directly suits and addresses the needs of the study which are mentioned earlier in [1.2]. The data of this study is collected by following a mixed method of both quantitative and qualitative styles of research; one pre-test, two post tests, a specifically designed questionnaire as well as semi-structured interviews.

The target of employing the tests is to investigate the value of extensive reading in promoting incidental vocabulary acquisition for EFL G 12 students. While the aim of the questionnaire as well as the interviews is to elicit and get more profound data about the correlation between extensive reading and vocabulary learning as well as the factors that help attain that learning. More details and explanation about the instruments and the adopted methodology are presented later in [3.0].

1.6 Structure of the dissertation

This dissertation comes in six chapters; chapter one the already mentioned introduction followed by the Literature review [2.0] that explores the background of the topic and some other related researches and theories which support or might contradict with the given hypothesis of vocabulary acquisition through extensive reading. Chapter 3 describes the implemented methodology, the research instruments and tools used for data collection and analysis in addition to the ethical considerations. Chapter [4] reports the research findings and its results. Chapter 5 draws an elaborate discussion of the results and outcomes of the study. It also states the limitations of the study, and considers other future studies related to the topic of the current study. Chapter 6 concludes the study by briefly summarising the research, the purpose, the adopted methodology and the most relevant findings, and it finally introduces some future pedagogical implications for language teachers and researchers.

Chapter Two

Literature Review

2.1 Introduction

As discussed in [1.1], there is a great focus all over the world on learning English as it has become an international lingua franca and an essential means of communication worldwide (Brut-Griffler 1998). This is due to the vital role the English language plays in business and most forms of life; it has also made it easier for people of different linguistic backgrounds and cultures to communicate and share ideas round the globe. English, in other words, has become "a key part of the educational strategy in most countries," (Graddol 2006, p.70). As a result, it has become the main, and sometimes the only, means of instruction in the UAE higher educational system; students, by higher education regulations, are not permitted into any tertiary educational institution without doing an English proficiency test such as the TOEFL or the IELTS.

As a result, there has been a growing progress in the methods and approaches of language teaching and learning (Richards & Rodger 2001). Several approaches of language learning and teaching have emerged during the past few decades; a new emerging one would mostly dominate and usually marginalized the previous ones (McKay 2002). One of the latest and most effective methods of English instruction is contextual language teaching which has lessened the influence of some other previous direct methods of grammar, translation and memorisation. Instead, contextual teaching and learning promotes the use of the language through more interesting, authentic contexts (Malmkjar & Williams 1998). Contextual learning, therefore, relates the learners with their real life, giving them a chance to communicate not only in class but also in their everyday situations.

Regarding the contextual-approach-method, reading seems to be the second important receptive skill in English learning after listening (Cameron 2011); very young learners start language acquisition through listening before having the ability to read. Reading, according to many linguists and language teachers (Nunan 2011), plays a very significant role in enhancing and improving the EFL/ESL fluency and performance in reading specifically and the other skills generally. Reading, in fact, has two major types; extensive and intensive reading. By extensive reading it is meant "to read rapidly" (palmer 1964, p.137). On the other

hand, Palmer (1968, p.111) reveals his concept of intensive reading as to "take a text, study it line by line, referring at every moment to our dictionary and our grammar, comparing analysing, translating and retaining every expression it contains".

2.2 Historical framework

Palmer (1964), coins the term Extensive reading [2.1] as a matter of the overflow of readings over readings with no concentration on specific details of grammar, word form, meaning or translation, instead the basic focus is on information and the pleasure of reading. In the same context, Palmer (1968) differentiates Extensive reading from Intensive reading that deals with reading as a very minute, detailed piece of writing with much focus on everything related to the text form, vocabulary and grammar.

However, in the 1980s, Stephen Krashen constitutes his 'Input Hypothesis' which could serve a robust theoretical bases for the role of contextual learning in helping the learners understand the input, retain it and use it. Consequently, vocabulary through contextual occurrence would seem more likely to be understood by the reader without the necessity of constant dictionary checking during the entire reading task. This process of learning is termed as 'acquisition' by Krashen (1989, p.119) who defines it as a "subconscious process, producing tacit knowledge" which means to learn something implicitly and unintentionally. His main purpose is to urge teachers to provide language learners with texts that are interesting and comprehensible at the same time.

Extensive reading is considered the forth of reading styles (Day & Bamford 1998); intensive, skimming and scanning, Extensive reading is regarded as an approach to foreign language teaching and learning as well. However, during the nineteenth and early twentieth century, the translation grammar method becomes so popular that grammatical rules are applied to texts so as to decode their message. Reading, consequently, is not instructed on its own, it is however a part of language knowledge and structure (Hood, and Burns 1996).

Whereas in the early twentieth century, the bottom-top-model emerges and still in use (Thaler 2008). This method assumes that breaking up a language into its primary separate parts would help understand the language building blocks and then apply them to test in order to understand them (Thaler 2008). By doing so, a reader may be able to understand a text and its meaning by decoding its letters, words and whole sentences (Thaler 2008), the thing which means to place the smaller systems of a language together in order to form a bigger system.

However, on the other hand, the top-down model is perhaps the opposite of the bottom-top-method (Peham 2009), in terms that "The reader has to work with his/her background knowledge, apply schemata, guess and confirm his hypotheses," (Peham 2009, p.7). This model, according to Peham (2009), is also called the 'cognitive model' as it places the reader in the core position of the entire reading process. Therefore, the top-down method means that the reader begins with an overall, general understanding of a text, and afterwards begins a more comprehensive, detailed analysis of its components and smaller aspects.

Nowadays, both models of bottom-down as well as the top-down models are joined to form the 'interactive model' a combination method of both previous reading process. Implementing such a combination model can help obtain the advantages of both models such as the linguistic as well as schematic side of the reading process (Thaler 2008). The Interactive reading model, therefore, contains all aspects of reading; the reader and the text information and background (Douglas 2007). In this concern, an interactive reader tends to know both 'systemic' and 'schematic' knowledge (Hedge 1985) which means all of the syntactic, morphological, general word knowledge, topic and genre knowledge in addition to socio-cultural knowledge. Consequently the interactive reading process might contribute to interactive relationship between all variety types of knowledge just stated above.

Reading in general can be carried out in several ways; the four principal reading styles are skimming, scanning, intensive reading and extensive reading (Richards & Rodgers 2005). By skimming we mean to read shorter texts more quickly for the main idea(s) or brief understanding of a passage, but scanning is adopted to figure out specific details. Whilst intensive is a kind of minute, detailed reading that involves unknown vocabulary checking, grammatical and structural analysis and sometimes reading a text more than once (Lems, Miller & Soro 2010). Extensive reading on the other hand means to read fast a great number of materials in a foreign language for general understanding (Bamdord & Day 2003), it might be called a way to teach a foreign language in general and a way to teach reading in specific.

2.3 Significance of Extensive reading

Generally speaking, reading has a valuable importance in foreign language teaching and learning, it is for Carrell (1998) the most important of the four skills in a second language teaching, particularly in English as a foreign language; reading is the main reason why students learn the language. As it was formerly mentioned, Palmer (1964) justifies his interest in extensive reading as the reader's attention should go onto the meaning and content of a text

rather than the language detailed structure of the text; it is reading for pleasure and information. In this concern, the reader does not have to interrupt his reading practice with a dictionary check every now and then; many students get bored and abandon a reading article or a passage when their focus goes on the meaning of every word. According to Jack C. Richards (1998, P.5), extensive reading is "real-world-reading but for a pedagogical purpose".

The reality concept in Extensive reading (Beck, McKeown & Kucan 2013) makes it more interesting for the students, helps educational institutions encourage their students to read, and contributes to link these students with the outer world in general and their societies in particular. According to the Longman Dictionary of language Teaching and Applied linguistics, (Richards, Platt & Platt 1992, p.133) extensive reading is "intended to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading".

Besides, extensive reading gives the students a chance of independent reading by allowing them to choose easy, comprehensible materials which suit their needs and interests. One of the most effective methods of motivation (Reyes & Vallone 2008) is to allow the learners to depend on themselves and choose their own learning materials, and consequently construct their own knowledge and build up a better educational personality. As it might be inferred from this definition, the Extensive reading approach tends to increase general foreign language acquisition. Another linguist, Grabe (1991, p.396), summarises several benefits of Extensive reading as follows, "Longer concentrated periods of silent reading build up vocabulary and structural awareness, develop automaticity, enhance background knowledge, improve comprehension skills, and promote confidence and motivation".

In addition to the benefits of fostering a reading habit, improving language reading skill and performance and improving readers' general knowledge, Extensive reading plays a noticeable role in enhancing learners' vocabulary acquisition. Though it does not require the learner to check a dictionary for every given contextual word, Extensive reading implicitly and in deliberately seems to have some effect on readers' word knowledge and on raising the number of acquired words. The following heading will discuss the main points to know in or about a word, and how we can say we have acquired a new word. In summary of this, it might be argued that Educators in general have started showing interest in promoting extensive reading and encouraging students to read extensively in and outside the classroom (Lamb & Reinders 2008).

2.4 What to know in or about a word

Vocabulary acquisition and exposure to Extensive reading help the reader to encounter the three main aspects of knowing a word; meaning, form and use (Gitsaki 2013). By reading a text or an article, foreign language learners, though reading a bit fast, could notice the form and spelling of these words, and to some extent can figure out the meaning of some. They could also be able to recognise, through context, the words use and semantic links with several other words. Different researchers classify vocabulary learning styles differently; some consider it a kind of memorization and repetition skill, others relate it to the link of a specific word with others. Whilst some others link it to dictionary checking and use or to guessing strategies (Cohen & Macaro 2007).

Knowing a word, means understanding several things about its literal meaning and various connotations, the sorts of syntactic construction into which it is incorporated, and so on (Graves, August & Martinez 2013). Knowledge of meaning-levels of a word involves two fundamental types: paradigmatic and syntagmatic knowledge (Cruse 1986; Jakobson 1971; Lyons 1968, p.154), "Paradigmatic relations are nonlinear because they refer to hierarchical systems, subordinate, and part-whole relations". By contrast, syntagmatic relations "are linear ones and represent horizontal relations between items by providing information concerning the object's appearance, location, or use".

2.5 Extensive Reading and vocabulary

Vocabulary plays a very substantial role in facilitating foreign language teaching and learning process in several aspects of skills such as reading, speaking, writing as well as listening. As previously mentioned in [2.3], both Grabe (1991) and Richards (1992) confirm that Extensive reading is one of the effective approaches of foreign language and vocabulary acquisition. So, without a word nothing can be said or written. In this concern, it might be argued that learners who have a good store of words can understand a reading passage, understand a spoken conversation, speak and write more fluently and effectively than those who have poor amount of a foreign language vocabulary (Rinvoluceri & Morgan 2004). Therefore, reading and vocabulary is, in this context, have a reciprocal influence on each other.

Not only this, but extensive reading may also increase the readers' lexical guessing skills through context (Bensoussan and Laufer 1948). Readers, who are exposed to a word, are usually exposed to its form and structure, so that can develop their deep knowledge of vocabulary as well. Coady (1979) also emphasises the idea of word guessing through context, and believes that the reader may be able to either understand the word or at least guess it. Therefore, students who read extensively a lot tend to be exposed to vocabulary more often and therefore have a more advanced level of vocabulary as well as better reading skills.

Vocabulary of a foreign language, in fact, may be acquired through both oral or written exposures of the target language (Huckin & Coady 1999; Paribakht & Wesche 1999 and Hulstijn 2001). According to Hulstijn (1992) incidental learning happens spontaneously without the learners put special effort as they are involved in language learning activities. In fact, several previous research studies have so far been done into incidental vocabulary acquisition through Extensive reading and listening (Waring & Takaki 2003; Horst 2005; Mason 2006; Tekmen & Daloglu 2006; Pigada & Schmitt 2006; Lee 2006; Lehmann 2007; Brown, Waring & Donkaewbua 2008; Webb 2008; Kweon & Kim 2008; de Morgado 2009). However, several factors need to be available for such acquisition to take place, such factors will be discussed in details in the following subheading.

2.6 Facilitating factors for vocabulary acquisition

Krashen affective filter is activated with anxiety, which increases with dictionary checking and concentration. This, in turn, may cause the learner to lose motivation and comprehension. That is why, Extensive reading eases the pain for the learners as it marginalizes the necessity of minute focus on all parts of the text; students do not check dictionaries for every unfamiliar word nor do they focus on the structure of the text form. Krashen (1981, p.10) lays more focus on the easy input "To sum up, we acquire when we obtain comprehensible input in a low-anxiety situation, when we are presented with interesting messages, and when we understand these messages". The students, then, have the chance to obtain more knowledge and relax while reading a pleasurable text.

2.6.1 contextual use of words and their used places

The holistic learning means learning unanalysed materials in chunks (Hatch and Hawkins, 1987) which means to avoid looking into details; it is the general contextual instruction. In his contextual teaching and learning, Johnson (1996) focuses on the context as a good way of

acquiring language on the one hand, and on developing other strategies for this acquisition. Several other studies (Koda 1989; Ulijn & Strother 1990 and Qian 1999) also demonstrate that vocabulary acquisition correlates more highly with contextual reading than any other factors. The word is not only important to be understood through its context, this word also helps understand the other adjacent words to be understood. The position of the new word itself is quite crucial for the other neighbouring vocabulary (Schouten-van, 1989). The position of the new word in easy contexts makes it more likely to be acquired, and the vice versa.

2.6.2 Frequency of reoccurrences

As mentioned earlier in [2.5] there is a general agreement among linguists, researcher and language educator on the role that Extensive reading plays in acquiring foreign language vocabulary, however, there is still no complete consensus among researchers about the number of frequency occurrences for a word to be acquired (Horst 2005). The number of times a word occurs in the text does not only help learners understand it, but it also helps them remember and recall that word. According to Richards (2004, p.16) "The development of a large sight vocabulary can be seen as overlearning words to the point that they are automatically recognized in their printed form".

Throughout several research studies (Waring & Takaki 2003; Brown, Waring, & Donkaewbua 2008; Kweon & Kim 2008) it is noticed that students are more likely to pick up the words which appear more often in a text especially if the learners are at an intermediate level of proficiency (Tekmen & Daloglu 2006). A few studies (Zeno, Ivens, Millard, & Duvvuri 1995), however, show some positive effect of the frequency of words in the corpus on vocabulary acquisition, the hypothesis which is refuted by several studies, one of which is this current study. A word frequency in the corpus does not seem to have a significant influence on vocabulary acquisition for the reason that the student did not encounter the word before, even if it appears hundreds of times in the corpus.

In fact, several studies vary in their findings regarding the number of a word exposures to be acquired by the learner. In this concern, Rott (1999) finds that two or six encounters in similar results, yet six exposures resulted in significantly more word gain. Some other studies such as (Saragi, Nation, and Meister's 1987) assure that ten exposures for a word are required for that word to be completely acquired. Whereas concerning incidental L 2 vocabulary, Nation (1990) finds that complete vocabulary acquisition needs from 5 to 16 exposures for the target

word. Whereas, Gitsaki (2013) finds that though there is slight difference between the third and sixth occurrences, the tenth word reoccurrences could achieve the highest acquisition rate.

Through the above discussion (Saragi, Nation, and Meister's 1987 & Nation 1990), it might be argued that several exposures of a word could help transfer this word from the short term memory into the long term memory. That means the more a word occurs to the learner the more it is likely to be understood and remembered. Not only this, but several encounters result in transferring the new word from the input phase into the intake phase (Vanpatten & Cardero 1993) . Input means the learners are exposed to the new vocabulary, partially understand it and even use it, whereas, intake means the learners entirely comprehend the word, use it properly in all contexts and even retain it when needed.

2.6.3 Word types and parts of speech

By the type of a word, in this context, we mean the parts of speech it belongs to; verb, noun, adjective or adverb, we also refer to general, technical and general vocabulary related to a specific topic like disasters (Gitsaki 2013). Regarding the type of words that might influence incidental vocabulary acquisition, Kweon & Kim (2008) discovers that nouns are easier to learn than adjectives or verbs . However, Gitsaki's (2013) study concludes that Technical Vocabulary (TV) items are more likely to be incidentally acquired by students in any of the three groups than either General Vocabulary (GV) or General Vocabulary for Disasters (GVD). The study consequently finds out that Vocabulary about Disaster items are the least likely to be incidentally acquired by any of the subjects. On the other hand, regarding parts of speech, Laufer (1997) argues that nouns are easier than verbs or adjectives to be understood and acquired. Besides, in her study (2013) Gitsaki finds out that nouns are easier to learn than adjectives or verbs.

2.6.4 Level of the chosen Extensive materials

As it was mentioned [2.2], the main characteristic of extensive reading is to enable the students to read a lot of materials fast, and for this target to be achieved, the text clarity, level of difficulty should be taken into consideration. Going back to the main definition of extensive reading, Palmer (1964) states that Extensive reading materials should be easy and in the accessible level of the learners, the thing which facilitates the learning process especially in terms of vocabulary. Consequently, it might be concluded that an easy, understandable text

helps the learner get the main ideas and acquire some new words as they are used among several easier ones. Whereas, if the text is quite difficult and higher than the learners' level, they would find many unfamiliar words among many other difficult ones, the thing which hinders the comprehension process as a whole.

Thus, to choose the most suitable extensive reading materials, educators may provide authentic, real-life instructional materials that help readers understand the situation and the context of the topic in general (Hiebert & Kamil 2005). Although a number of students believe that a word being long or short plays a significant role in helping them understand it, this belief was never proved by researchers. Gitsaki's (2013) as well as this current research find the word 'toll', which has only one syllable, to be among the least acquired words, however, some words like 'epicentre' which has four syllables shows rather a higher possibility to be acquired.

2.7 Summary of Literature review

In summary of literature review, it can be concluded that several research studies highlight the importance of reading in foreign language teaching and learning in general, and discuss the significance of Extensive reading in particular. Most of the studies show significant, positive influence of Extensive reading on vocabulary acquisition. However, these studies vary in terms of results and recommendations according to the level and proficiency of subjects, the level of the text, the number of exposures and the type of the target words.

Regarding the number of exposures, the studies have generally agreed that it might be a multiple, but they have not agreed on a certain number of these exposures. These studies have also tackled some issues which have helped enhance the vocabulary acquisition process such as the density of the text, the frequency of exposures, the types of words and their exact existence among the other vocabulary. The literature review has explored the findings of several studies, and has discussed the suggested number of exposures, the types of the words in terms of parts of speech and other lexical patterns. It has also drawn some comparison and contrast among the investigated studies in general, and with Gitsaki's (2013) study in particular. The following section will explore the research design, the adopted method(s), the used instruments and the participants' background.

Chapter three

Methodology

This research as a whole is a kind of extension study of a research done by Gitsaki (2013) on Incidental Vocabulary Acquisition through Extensive Reading. However, this research was conducted in the UAE for Arabic speaking high school students in a private school. Whereas Gitsaki's (2013) study took place in Malaysia for undergraduate students of an English Education program at a University in Indonesia. The investigated students were in three different categories (Group A, B, and C), and there were 19 students in each group. The students were all at the pre-intermediate level of proficiency. While the current study investigated only 15 students in each category, and they were mainly low to intermediate level of proficiency. Moreover, the current study was supported by some other research tools such as the questionnaire and the interviews to enrich the research and support its results and findings.

Several studies usually use a mixed style method of research combining both the qualitative and the quantitative methods of research in order to combine all advantages of the two methods. This section clearly describes both the qualitative and the quantitative instruments which were used to collect the data and answer the research questions [1.4] that were previously mentioned as follows: the students' incidental vocabulary acquisition through extensive reading, what factors may influence the process of vocabulary acquisition while reading extensively. This section will also highlight the main purpose behind choosing implementing each of the following instruments: the pre-test, the first post test, the second post test, the interviews as well as the conducted questionnaires. Finally, it presents the procedures done for data collection in addition to data analysis and it outlines the ethical issues and aspects of the whole research.

3.1 Research design

This current study utilizes a mixed method of both the qualitative and the quantitative method to get robust findings derived from both approaches as follows: the quantitative method deals with numeric data showing exact and accurate numbers and analyzes specific factual data, whereas the qualitative method deals with non-numeric data (textual, spoken or written words) to get more insights into a certain research question(s) (words or text) to

obtain insights into a research area (Mertens 2009). In this context, Creswell (2008, p.62) defines the mixed method designs as "procedures for collecting, analyzing, and mixing both quantitative and qualitative data in a single study or a multiphase series of studies". A mixed method gives deeper insights and more understanding of a specific research issue than does a single, individual method (Tashakkori & Teddlie 2003).

Such a mixed method design was implemented in this research for several reasons. First, a qualitative method does not measure students' competence in certain and specific skills if it is not supported by some numeric details and factual numbers. Second, the nature of vocabulary knowledge and assessment require the use of some tests which are followed by complete checking and analysis. Thirdly, a quantitative study with only numeric statistics was better to be supported by a questionnaire that had the possibility of adding the students' own responses. It is also effective to enrich the research with some interviews that could reveal all the aspects of the students' hidden responses. A Questionnaire according to Dornyei (2003) has unprecedented efficiency for the researcher's financial resources, time and effort. So it enables the researcher to collect a huge amount of data in less than a single hour, whereas it takes him a longer time to interview 5 % of the same questioned people.

In this research the implemented mixed method comprises several elements of the qualitative and the quantitative methods; integrating a multiple approach may give the researcher a more comprehensive view on the investigated area, and lead to more creative answers to the research questions (Johnson & Onwuegbuzie 2004). The pretest and the two post tests of vocabulary knowledge first and then the acquisition of such vocabularies later accompanied by the proper analysis of the data reveals the accurate, numeric features of the quantitative phase, on the one hand. Whereas the conducted questionnaire which uses both types as well; the open ended questions and the closed ended method, tends to answer the research questions concerning extensive reading and its influence on vocabulary acquisition in addition to the factors that facilitate the acquisition process. Besides, the use of semi-structured interviews elicit the subjects' main opinions towards acquiring certain words and how they acquired them.

3.2 Background of the sample

This part of the methodology section will describe the sample and how and why these participants were specifically chosen for the study. The main aim of the study as mentioned in [1.4] is to investigate incidental vocabulary acquisition through extensive reading in an EFL

high school context, so forty five G 12 students were chosen and divided into three groups, A, B and C according the number of articles each group was required to read. The students were all Arabs whose first language is Arabic, and they were studying English as a foreign language, and they were chosen of the Arabic language which is completely different from English orthographically and linguistically (Randall 2009). Thus, it would be impossible for them to get the meaning of the target words depending on their first language.

The chosen school follows the UAE ministry curriculum, and the students were between 17 and 18 years old. Only two students were excluded from the study as their vocabulary knowledge was high, and could guess most of the target words. The subjects were all from Al-Noor International Private School, the thing which means they are all expatriates whose nationalities were different; mainly Syrian, Egyptians, Iraqis and Jordanians who studied in a similar context, and they had been at the same school for at least two years as the school does not usually accept new comers for grades 11 and 12.

Table 1 Distribution of the participants according to their three groups A, B and C

Participants/ Groups	Number of participants	Number of read Articles
Group A	15 students	Three newspaper articles
Group B	15 students	Six newspaper articles
Group C	15 students	Nine newspaper articles

In addition to the previously mentioned forty participants, eighty participants were investigated throughout a specially designed questionnaire which tends to explore the exact insights of the study and its pedagogical implications. The 80 students were randomly chosen from the same school, and they were also in G12 with nearly the same level of the forty five students who represent a large number of the UAE high private school students following the UAE ministry curriculum. On the other hand, among all the forty five participants, six students were chosen for the interviews; two from each of the three already mentioned groups; one student who got a high score in vocabulary and one who scored a lower grade.

3.3 Data Collection Instruments

As previously mentioned, three essential component tools were followed in this study; one pretest and a post test representing the quantitative style of research analyzing data in numbers and giving specific grades, and a closed ended questionnaire which had the

possibility of adding any comments by the students, in case they had something extra to say or to enrich the ideas of the research or provide some other unexpected factors or points of view. The qualitative approach was represented by the semi-structured interviews which enriched the study with qualitative information and data in addition to the possibility of some data acquired from the comments section of the just mentioned questionnaire. Below is the detailed explanation and description of the two vocabulary tests, the questionnaire, the piloting and finally the interviews.

3.3.1 Quantitative instruments

Testing is considered one of the most common methods of quantitative research and an effective way of assessing one's language performance , according to (Hughes 2005), it weighs more accurately certain skills than a normal observation does. Consequently, the general purpose of the testing procedures was to show whether or not vocabulary acquisition is implicitly and unintentionally taking place while the students were just reading some newspaper articles for pleasure or for general knowledge. The following subheadings will explain how the tests were structured and accomplished.

3.3.1.1 Pre-test

This test mainly aimed at checking the subjects' previous knowledge of the target words. The purpose was giving the subjects 28 words, target and distracters. There were only twelve target words in the list while the other 16 words were used to distract the students' attention from the target words. The test had two parts; one instructed the students to answer if they knew the word or not, and the other asked them to provide a real translation of the word if they knew it into their first Arabic language. Therefore, the main purpose of this test was to find out the twelve words in the list which were absolutely unknown to the experimented students.

The students were asked to provide translation for two reasons. First, to make sure they understood the meaning of the words because some students might say or think they knew the word but in reality they did not. On the other hand, translation is considered as one of the main effective and reliable methods of vocabulary assessment in foreign and second language learning and acquisition, (Read 2000). Second, many students express their ability of comprehending a word giving its meaning in their first language. As a result of this test, twelve unfamiliar words were chosen from the 28, and the other words were just used to

distract the subjects' attention. To make sure the students would not pay attention to the 12 words or check them in a dictionary, they were also shown a short English movie directly after the pre-test.

3.3.1.2 Interval treatment

As it was mentioned earlier, the students were tested with 28 different words, and only 12 words were chosen to be totally unknown to the subjects. A week later which means the subjects had totally forgotten the 12 words, the same students were divided into three groups; A, B and C. Group A students were given three newspaper articles to read just for pleasure or as if they were skimming any normal newspaper article in English, whereas Group B students were given six articles containing the same previous articles of group A and three other articles. Group C on the other hand were given the same previously mentioned six articles of groups, A and B adding other three new articles, so group C had nine total articles. The English articles were authentic newspaper articles taken from different newspapers around the world. The thing which might encourage the students who usually prefer reading real things (Sanderson 1999). The students were informed that these articles were not any reading comprehension tests nor did they get in the students' files. The time specified for all groups was 100 minutes, and those students who finished earlier were told to wait and relax waiting others to finish.

Concerning the reading instruments, all of the nine articles had the same topic which was an earthquake that happened in China, and they all included the 12 target words which were tested to be unfamiliar to the same students who are reading the articles; groups A, B and C. The nine articles were chosen and checked by Gitsaki (2013) from different E-newspaper articles in English published in several places around the world during the same period of the earthquake, the thing which could guarantee the availability of the target words throughout the nine passages. In fact, Gitsaki (2013) used 10 articles and 14 target words in her study. However, for this current study, it was found that nine passages would fit more according to the multiples of number three; Group A had three articles, group B six articles and group C nine articles, so the occurrence of the words would be equivalent with the multiples of three. Unlike Gitsaki's (2013) use of 14 target words, this research focused on only 12 target words as they were the only ones to be found unfamiliar for the experimented subjects.

3.3.1.3 post test 1

After they were pre-tested and left for a week, the students were given a number of newspaper articles to read normally; each according to their group. Exactly after all the subjects finished reading the articles, they were given the first post test which contained the 12 target words. This test asked the students to translate the 12 target words into their first Arabic language (Read 2000). The subjects were told to write their answers to the words they knew. Some students however said they knew or recognized the word yet they could not provide the meaning in Arabic, therefore, the research was quiet prepared for another post test (post-test 2) which would be described in the following sub-heading.

3.3.1.4 post test 2

The first post test did not have any multiple choice meanings for the target words to avoid any kind of answering by chance. Nevertheless, several students stated that they recognised the words without having the ability to write their exact meanings in their first language. Therefore, the research, as was anticipated by Gitsaky (2013), prepared a multiple choice test 2 exactly after the subjects finished and submitted test 1 papers. The second post test contained the same 12 target words which were chosen after the pre-test and which were already examined in test 1.

The students had the chance to choose the correct translation from a, b, c or d, and were instructed not to answer just by chance; they were told to leave the words which they could not understand. Besides, multiple choice answers is considered to be one of most common methods of language assessment in general, and for vocabulary testing in specific (Milton 2009). Generally, before doing any of the tests (1 or 2), the students were assured that those tests were not going to be graded nor would they get into their educational academic records or files, by doing so the examiner as well as the researcher could guarantee that the subjects would not try to cheat or even to ask their peers about the meaning of any of the tested words.

3.3.2 Qualitative instruments

3.3.2.1 The questionnaire

The conducted questionnaire contained several dead ended questions in addition to the possibility of adding some of the students' comments to enrich the idea with their own views, that is why it is considered as a mixed method tool which was categorized under the

qualitative instruments. Questionnaires usually tend to ask specific details in order to help a researcher collect a great amount of data from a large number of subjects. In foreign language learning a questionnaire is an easy tool which facilitates the process for the subjects to choose the point they think is right and might sometimes give the possibility for the subjects to convey their ideas which they think the questionnaire itself did not include.

In the current research, the specifically designed questionnaire aimed at a specific type of students; high school students in a private school following the UAE ministry curriculum on the one hand, and to check certain areas of vocabulary acquisition and what facilitates this process on the other hand. Therefore, the Likert-scale questionnaire was designed and given to 80 grade 12 students to explore extensive reading and its influence on vocabulary, on the one hand, and check some reasons behind the use of extensive reading accompanied by some elements that ease and enhance vocabulary acquisition.

3.3.2.2 The interviews

Interviewing people is a very useful method to get their specific attitudes and opinions or even assumptions towards a certain idea. In a qualitative research, according to Seidman (2006), it is not always easy to code People whom we ask in numbers, so there should be a method for investigating people's ideas on a certain area of research through talking to them and asking them to express themselves in depth where different responses of different people are expected. Interviews are, in other words, "focused on drawing from the speaker the richest and fullest account possible," (Richards 2003, p.50). In qualitative research there are three sorts of interviews in terms of their structure; structured, semi-structured and unstructured.

According to the aims of this current research, the semi-structured type seemed to fit more the purpose of the research as it allows more flexibility for the researcher to elaborate more on the questions or to change their order according to every student's responses as they might vary from one to another (Nunan 1992). Creswell and Clark (2007) believe this kind of interviews, combines pre-phrased questions which give the researcher the chance to elicit the desired responses from the informants. All the interview questions were designed specifically to investigate the questions of this research on incidental vocabulary acquisition through extensive reading.

One to one interviews were made with two subjects of each of the three previously mentioned group, (A, B and C) of each group two students were interviewed in accordance

with their achievement in the tests (1 and 2); one student who scored a little higher than the other. Each student was asked according to the target words which were already tested, the interviews were grounded on certain questions (Merriam 2009) concerning the reading articles as well as both the known and the unknown words (appendix F).

Each student was asked about the words which he could answer and what helped him figure out the meaning of these words, and he was also asked about which vocabulary he could not understand; why he could not recognise these words, and what prevented him from understanding their meaning. In this concern, it should be mentioned that every subject had different words from his other classmates' because each one could or could not comprehend the same words.

Besides, the students were asked about the number of passages they had already read, and the effect of that on understanding and remembering the target words. If the student's answers varied between post test 1 and post test 2, he was given the opportunity to explain why his results varied between the two tests. In addition to that, all of the interviewed students were asked about the types of words which they could or could not answer in terms of the word parts of speech; verb, adjective or noun, and whether that had some kind of influence on the word acquisition or not. The interview was also supported with a question about the effect of syllables number in each word on acquiring or understanding the word, and whether that might help or hinder the acquisition process.

3.4 Piloting

Before conducting the tests and the questionnaire, a piloting study was carried out to check the validity and reliability of the study in the chosen EFL context and the level of the students as well. In fact, three average-level-students were selected to do the pre-test to see if they had any trouble doing it. The main target of this process was to see if it was appropriate for likewise students to read the nine articles within a period of 100 minutes, and to check the clarity of the writings. Concerning the questionnaire, three teachers in the English department were asked to read and give their comments if any occurred. In addition to that, five students of different levels were asked to read and fill in the given questionnaire, and they did not report any problem reading or filling it.

3.5 Data collection procedures

After all ethical considerations were taken into action [5.6], the researcher himself took the responsibility of conducting the research study so as to make sure everything to be done in the proper way. The students were instructed to do a pretest of 28 words which were generally included in their textbooks. As it was mentioned in [3.3.1] and in the interval treatment [3.3.1.2], the subjects were checked for a number of words for the sake of taking out only 12 completely unknown ones.

A week later, after the subjects were tested with post test 1 (28 words), they were given a week to forget these words. Then, the students were divided into three groups (3.3.1.2) each group read a specific number of newspaper articles which all shared the same target words. After they had read the articles, the subject were given two tests; 1 and 2 in order to check if they could acquire and understand some of the intended words. After that, a certain questionnaire, specifically designed for this research, was distributed to 80 grade 12 students to explore some issues on vocabulary contextual acquisition through Extensive reading. Afterwards, six students, two of each group were chosen to do a semi-structured interviews on extensive reading and the main factors affecting vocabulary acquisition

3.6 Data analysis

Data analysis is a main part of research which is done to analyse the collected data in order to answer the research questions in [1.4]. Since this research used a mixed method research of quantitative and qualitative style, the analysis of the data would vary according to each method and its tools. The quantitative parts, characterized by the pre-test and the post tests, were quantitatively analysed through specific software applications, mainly the SPSS. Whereas the interviews were qualitatively investigated and analysed after coding the main data in the spoken context, and then presented and discussed appropriately. However, the questionnaire was first quantitatively analysed and calculated through the Excel, and the students' responses were presented on the five-point Likert scale. While the added comments, which the questionnaire had, were qualitatively analysed.

3.7 Research ethics considerations

Ethical considerations are considered one of the main factors of a researcher's success. They must be taken into consideration in every step of conducting any kind of research. Ethics,

according to Benatar (2002, p.1), "reflect renewed and encouraging interest in, and concern about, the nature of the relationship between researchers and their subjects." Consequently, certain guidelines and some pieces of advice were taken from the research supervisor in addition to several specific ethical considerations which were directly taken and followed as they appeared in the BuiD Ethics official form. Besides, Gitsaki's appreciated approval to use her study as a guide for this research was taken through e-mail, and she kindly supported the current research with her original tests and vocabulary sheets in addition to the E-newspaper articles she used (appendix D).

The first step of this research was to take the principals' agreement to conduct the study at Al-Noor International School (appendix G). The students' approval was secondly taken into consideration as they were the main part of the study, so they were briefed about the pre-test and assured it would not be graded nor would it be kept in their files. For the post tests 1 and 2, they were also assured that these tests were not to be considered in their final grades, and the names were required only for order and analysis purposes. For the questionnaire, it was definitely unnecessary to take the students' names, only their grade (class 12) was required, and they were instructed that participation in this questionnaire was optional.

After the proper subjects were chosen, everyone was clearly instructed what to do, and all students were informed that all papers, tests, questionnaires and interviews would be completely kept confidential, and no one other than the researcher and the university officials would be able, by any means, to take or even see any part of them. The interviews were conducted by the researcher in a private class so no one could see or hear any part of them. The things which made the subjects comfortable and relaxed during and after the study.

As previously mentioned [1.4], the main purpose of the current research is to examine extensive reading and its impact on vocabulary acquisition in addition to the main factors that facilitate this process. In the coming chapter the results of the collected data will be highlighted to answer the research questions, and link these findings with other studies mentioned in the literature review[2.0].

Chapter four

Research Findings and results

As discussed in [3.2], both study types; quantitative and qualitative are adopted to collect the necessary data for the current study. The main target of this chapter is to illustrate the results of both research types in terms of the conducted tests (1 & 2), the students' questionnaire as well the interviews. These findings are chronologically presented in light of the research questions [1.4]: whether there is significant, positive influence of extensive reading on vocabulary acquisition, the degree of that influence statistically and the factors that facilitate this process. So the coming headings will start by demonstrating the tables and charts of the quantitative instruments first, then move to the results of the qualitative tools.

4.1. The quantitative instruments

The main quantitative instruments of the current study are the pre-test (appendix A), post test 1& 2 (appendix B & C) in addition to the quantitative section of the conducted questionnaire (appendix E) which will be analysed in accordance with both research styles, the quantitative and qualitative.

4.1.1 Pre-test

According to [3.3.1.1], the subjects are given a pre- test of 28 words (appendix A) to figure out only the target vocabulary (Table 3). However, Table (2), shows all the 28 words, target and distracters all together, whereas Table (3) shows only the 12 target words (appendix B) which are found quite unknown to the subjects. While Table (4) provides the word frequency per 100 million words (Gitsaki 2013).

Table 2		Table 3	Table 4
Words (Target & distracters)		12 Target words	Word frequency per 100 per million words
1) aftershocks	2) Wound	1- aftershocks	13
3) Aftermath	4) Magnitude	2- diminish	417
5) Casualty	6) Mourn	3- debris	750
7) Collapse	8) pull out	4- deploy	213
9) Debris	10) Rattle	5- demolish	750
11) Demolish	12) Relief	6- frantic	544
13) Deploy	14) Rubble	7- hamper	187
15) Diminish	16) Ruin	8- magnitude	939
17) Epicentre	18) Struck	9- epicentre	37
19) Flatten	20) Survivor	10- rubble	370
21) Frantic	22) Thwart	11- toll	810
23) Hamper	24) Toll	12- tremor	200
25) Injured	26) Tremor	X X X X X X X X	
27) Landslide	28) Victim		

After the 45 students are pre-tested with the 28 main words, their results are analysed. Then, it is found that their scores of the 12 target vocabulary of Table (3) are zero; all of the 12 words are entirely unfamiliar to the 45 tested students, but some students could recognize some of the distracter words, this is why all the distracters were omitted.

4.1.2 Post test 1

As explained in [3.3.1.2] the subjects are divided into three groups, A, B and C, and are given according to their groups 3, 6 and 9 newspaper articles to read (appendix D). After having read the specified articles accordingly, the 45 students are all given test 1 (appendix B) which aims at investigating the influence of the extensive reading articles which they have read on their vocabulary acquisition of the target words which are implicitly embedded in all of the nine newspaper articles (appendix D). However, Table (4) includes only the Word frequency per 100 million words, a kind of data which will be discussed in [5.0]. Therefore, Table (5) shows the exact increase in the vocabulary amount of the three groups in the translation post test 1 only. It also demonstrates the means and standard deviations of the

students' scores in the three groups, and compares and contrasts each group's results with the other groups, in terms of the translation test 1.

Table 5 post test 1: Students' results of the translation test.

Words	A		B		C		Total	
	N=15		N=15		N=15			
	M	SD	M	SD	M	SD	M	SD
Aftershocks (n)	.53	.516	.53	.516	.40	.507	.49	.506
Diminish (v)	.27	.458	.53	.516	.87	.352	.56	.503
Debris (n)	.93	.258	.93	.258	1.00	0.000	.96	.208
Deploy (v)	.20	.414	.40	.507	.53	.516	.38	.490
Demolish (v)	.27	.458	1.00	0.000	1.00	0.000	.76	.435
Frantic (adj)	.20	.414	.13	.352	.40	.507	.24	.435
Hamper (v)	.07	.258	.40	.507	.47	.516	.31	.468
Magnitude (n)	.60	.507	.73	.458	.73	.458	.69	.468
Epicentre (n)	.60	.507	.67	.488	.87	.352	.71	.458
Rubble (n)	.33	.488	.33	.488	.60	.507	.42	.499
Toll (n)	.13	.352	.27	.458	.53	.516	.31	.468
Tremor (n)	.47	.516	.40	.507	.80	.414	.56	.503
Total	4.60	1.724	6.33	2.410	8.20	1.521	6.38	2.396

Before illustrating any data, it must be mentioned here that all of the 12 target words are unfamiliar to the subjects, so the mean scores for all the words are zero (M=0). Consequently all mean scores in all groups in Table (1) should be compared with the real previous zero means of the pre-test.

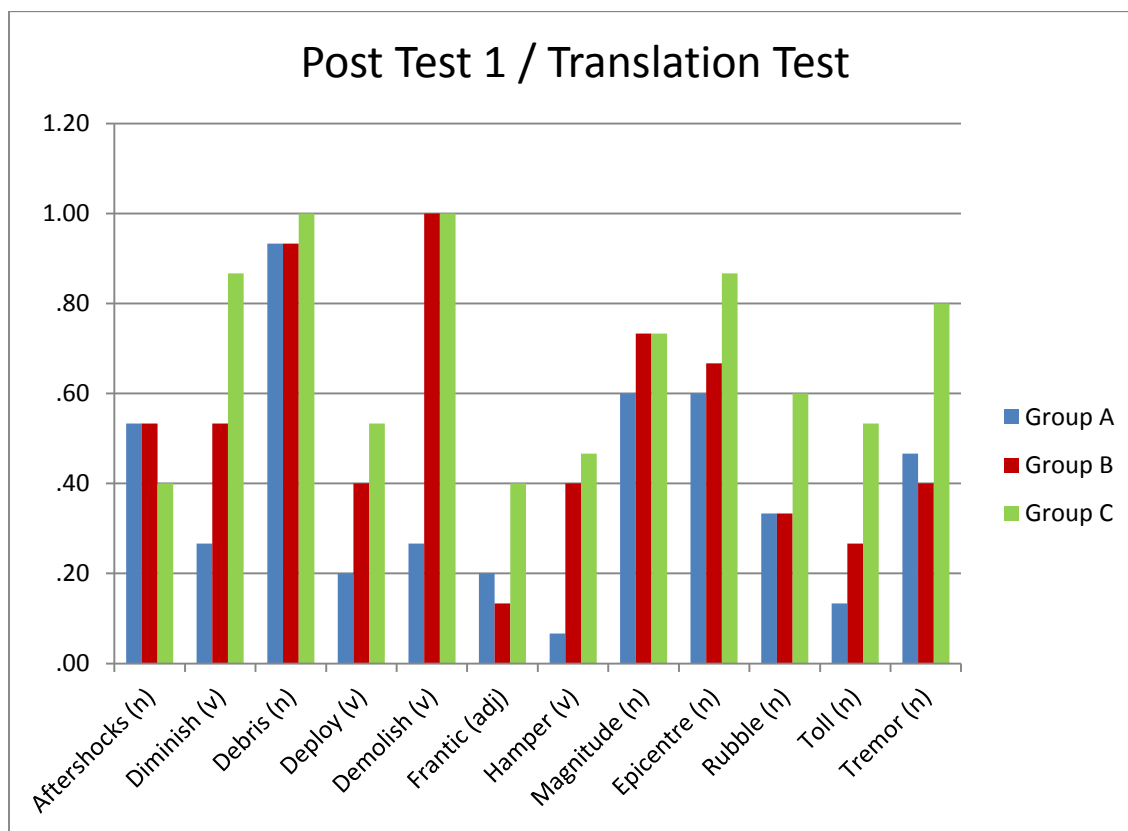
Firstly, regarding control A students who have read only three articles, [3.3.1.2], there exists slightly little change in scores, with words like *diminish* (m=0.27) and *rubble* (m=0.33) whereas the mean grows little higher in words like *tremor* (m=0.47) and *epicentre* (m=0.60). While the highest means score for group A was (m=0.93) for the word *debris*, while the lowest ever mean scores are (m=0.7) for the words *hamper* (0.13) and *toll*(m=0.13). However, the total mean score for all the words in group A is (m=4.60) which is, as shown on Table (5), the lowest mean scores compared to groups B and C.

Secondly, for group B students, who have read six articles containing the same target words, the mean scores are slightly higher when compared to mean scores of group A for some words like *diminish* (m=0.53) and *deploy* (m=0.40). Whilst some mean scores remain the same in both groups for the words like *aftershock* (m=0.53), *debris* (m=0.93) and *rubble* (m=0.33). The highest mean score in group B is (m=1.00) for the word *demolish* whose mean score is only (m=0.27) in group A students. On the other hand, the lowest mean score in group B is for the word *frantic* (m=0.13) whose score is little higher in group A (m=0.20). As a result, the total mean score for group B is (m=6.33), which means a little increase in the overall mean score of all the words, comprehensive Table (10) .

Thirdly, concerning group C, the mean score varies between a small increase to a much higher increase, previous table (5). The highest mean scores on the table are for both *debris* and *demolish* which got (m=1.00), and their scores are already high in group B as well. While the lowest words are *frantic* (m=0.40) and *aftershocks* (m=0.40), yet their mean scores are (0.13) and (0.53) in group B accordingly and (0.20) and (0.53) in group A. The total mean score for all group C words is (m=8.20). The total mean scores of the three groups A, B and C shows a steady improvement of the scores in general with nearly similar rates ranging from (m=4.60) in group A to (m=6.33) in group B and (m=8.20) in group C.

Finally, it might be concluded that, according to the previously investigated Table (5), the words which are acquired most for group A students are *Diminish, Magnitude and Epicentre* though with little percentage among the whole group, but *frantic, toll* and *hamper* are the least words to acquired in this group. While *debris* and *demolish* are the highest words to be acquired for group B students who have read the six articles, and words like *frantic, hamper* and *rubble* are the least vocabulary to be acquired among the whole group students. On the other hand, group C students, who have read the nine articles, show greater increase in acquiring words like *tremor, demolish, epicentre, debris* and *diminish*. Besides, the following bar chart gives clear visual data about the most and least acquired words for the three groups individually; each in a different colour.

Figure 6: Students' results of the translation post test 1 in the three groups A, B and C.



This bar chart reveals some specific words that are acquired by most of the subjects throughout the three groups such as *debris* and *epicentre*. On the contrary some words are not well understood or acquired by most of the learners in the three groups such as *frantic*, *hamper* and *toll*. Some words vary a lot according to each group like the word *demolish* which is not well acquired by group A students, but it is properly understood by a large number of students in both groups B and C. In addition, this chart shows that a few words were acquired by students of the three groups to the same level though they did not have the same vocabulary exposures, some of these were *aftershocks*, *debris* and *magnitude*.

Finally, it might be inferred from this bar chart, which represents the translation test 1, that the most acquired words in group A are *hamper* and *epicentre* which are nouns, whereas the words *debris* (noun) and *demolish* (verb) are the most to be acquired in both groups B and C. On the contrary, the least word to be acquired by group A students is *hamper* which is a verb. Nouns appear to be acquired more through the articles as they are preceded by adjectives which may clarify them and make them more liable to be acquired

4.1.3 Post test 2

The following Table (7) illustrates the results of post test 2 which contains the same target words, but the students are asked to choose the answer from given multiple meanings. The target of this table is to show if there existed some changes in the results of post test 2 compared to the findings of post test 1. The table includes the results of the three groups in the multiple choice test 2 only.

Table 7 Post Test 2: Students' findings of post test 2 (multiple choice).

Words	A		B		C		Total	
	N=15		N=15		N=15			
	M	SD	M	SD	M	SD	M	SD
Aftershocks (n)	.60	.507	.73	.458	.80	.414	.71	.458
Diminish (v)	.40	.507	.80	.414	.93	.258	.71	.458
Debris (n)	.93	.258	1.00	0.000	1.00	0.000	.98	.149
Deploy (v)	.33	.488	.80	.414	.80	.414	.64	.484
Demolish (v)	.67	.488	1.00	0.000	.93	.258	.87	.344
Frantic (adj)	.07	.258	.27	.458	.20	.414	.18	.387
Hamper (v)	.33	.488	.60	.507	.53	.516	.49	.506
Magnitude (n)	.47	.516	.60	.507	.73	.458	.60	.495
Epicentre (n)	.73	.458	.87	.352	1.00	0.000	.87	.344
Rubble (n)	.73	.458	.53	.516	.87	.352	.71	.458
Toll (n)	.20	.414	.60	.507	.80	.414	.53	.505
Tremor (n)	.67	.488	.67	.488	.87	.352	.73	.447
Total	6.13	1.995	8.47	2.295	9.47	1.407	8.02	2.360

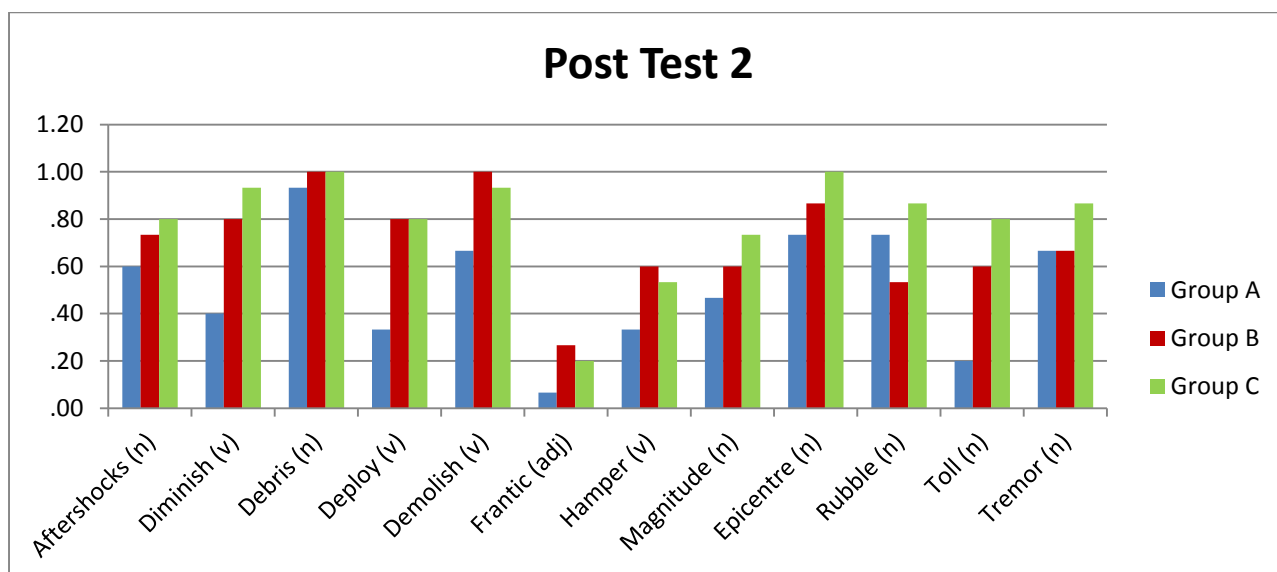
This table shows that there is a slight increase in the means scores for several words in group A such as: *aftershock* which rises only a little from (m=0.53) in test 1 into (m=0.60), *deploy* rises from (m=0.20) to (m=0.33) and *toll* which increases from (m=0.13) to (m=0.20), but the word *debris* remains the same in both tests (m=.93). However, a few words decrease a little from test 1 into test 2 like *magnitude* that falls from (m=0.60) in test 1 to (m=0.47) in post test2 and the word *frantic* which declines from (m=0.20) to (m=0.07). Whereas, the only significant increase is for the word *hamper* which levels up from (m=0.07) in test 1 to (m=0.33) in test 2.

However, the vocabulary acquisition in group B for both tests, (1 & 2), shows a little higher improvement than group A in general. Therefore, words like *aftershocks* (m=0.53) becomes (m=0.73), *diminish* (m=0.53) rises to (m=0.80) and the word *debris* which changes from

(m=0.93) to (m=1.00). Whereas the word *demolish* keeps its mean score (m=1.00) in both tests. However, the word *magnitude* is the only one whose mean score declines from (m=0.73) into (m=0.60). Consequently, there is a significant change in group B for the words *demolish* and *debris* that get the highest acquisition rates among all the students of group B, previous Table (7).

Concerning group C in post test 1 & 2, there is no high percentage of change between tests 1 & 2. However, there are some words which slightly increase such as *diminish* (m=0.87), *hamper* (m=0.47), *debris* (m=0.60) and *toll* (m=0.53) which respectively increase to (m=0.93), (m=0.53), (m=0.87) and *toll* (m=0.80). In fact, the highest significant increase occurs for the word *epicentre* which peaks from (m=0.87) to (m=1.00). While the two words *debris* (m=1.00) and *magnitude* (m=0.73) remain the same in both tests. Nevertheless, the words *frantic* (m=0.40) and *demolish* (m=1.00) decrease slightly in test 2 respectively into (m=0.20) and (m=0.93). Thus, words like *debris*, *demolish* and *epicentre* are the most to be acquired for group C.

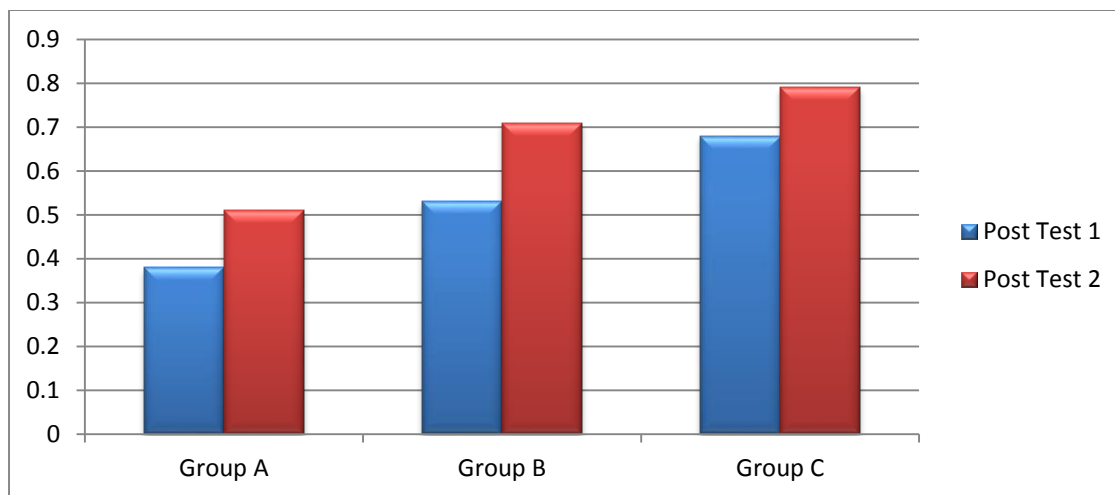
Figure 8 Post test 2: Students' responses to the multiple choice test.



This bar chart Figure (8) presents visually whether each of the 12 target word is acquired or not after the subjects have read the specified newspaper articles according to the three groups. It shows the acquisition rate through doing a multiple choice test. Besides, it shows some changes in the students' results when compared to the translation test 1. Throughout this table it is clear that the word *debris* which is acquired the most in group A is noun, while the least acquired word *frantic* is an adjective. Whereas in group B, the words to be acquired the

most are *debris* and *epicentre* which are (Nouns), however the second word to be acquired is *demolish* which is (verb). On the other hand, the least word to be acquired throughout all groups A, B and C is *frantic* which is an adjective. In the end, the following bar chart Figure (9) shows all the students' rates of vocabulary acquisition in both post test 1 and post test 2.

Figure 9: Students' vocabulary-acquisition rate for all groups, and in both tests.



The previous bar chart Figure (9) provides the whole average of vocabulary acquisition of the three groups (A, B & C) through the two tests (1 & 2). It shows the level of increase in post test 1 as blue colour, while it is in red in the second test. According to this figure, the rate of vocabulary understanding is steadily increasing in all groups which is applicable for both tests (1 & 2).

4.1.4 Summary of both Post tests (1 and 2)

In addition to the final bar chart, a comprehensive horizontal Table (10) is attached to show the results of acquiring the target words in all of the three groups (A, B & C), and throughout both tests, the translation and the multiple choice one. It also gives numeric data comparing the results of each group with the results of the other two groups. Besides, the following Table (10) shows all total results and standard deviations of all the groups and tests. It gives a clear indication that group A students who have read the three articles slightly acquire some of the target words, whereas students of group B acquire more words as they have read the six articles. However, group C students acquire more words than both previous groups as they have read the nine articles.

Comprehensive table (10) of all groups for both tests 1 & 2

Words	Group A. Test 1		Group A. Test 2		Group B. Test 1		Group B. Test 2		Group C. Test 1		Group C. Test 2	
	N=15		N=15		N=15		N=15		N=15		N=15	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Aftershocks /n	.53	.516	.60	.507	.53	.516	.73	.485	.40	.507	.80	.414
Diminish (v)	.27	.458	.40	.507	.53	.516	.80	.414	.87	.352	.93	.258
Debris (n)	.93	.258	.93	.258	.93	.258	1.00	0.000	0.000	0.000	1.00	0.000
Deploy (v)	.20	.414	.33	.488	.40	.507	.80	.414	.53	.516	.80	.414
Demolish (v)	.27	.458	.67	.488	1.00	0.000	1.00	0.000	1.00	0.000	.93	.258
Frantic (adj)	.20	.414	.07	.258	.13	.352	.27	.458	.40	.507	.20	.414
Hamper (v)	.07	.258	.33	.488	.40	.507	.60	.507	.47	.516	.53	.516
Magnitude (n)	.60	.507	.47	.516	.73	.458	.60	.507	.73	.458	.73	.458
Epicentre (n)	.60	.507	.73	.458	.67	.488	.87	.352	.87	.352	1.00	0.000
Rubble (n)	.33	.488	.73	.458	.33	.488	.53	.516	.60	.507	.87	.352
Toll (n)	.13	.352	.20	.414	.27	.458	.60	.507	.53	.516	.80	.414
Tremor (n)	.47	.516	.67	.488	.40	.507	.67	.488	.80	.414	.87	.352
Total	4.60	1.72 4	6.13	1.995	6.33	2.410	8.47	2.295	8.20	1.521	9.47	1.407

4.1.5 The quantitative elements of the questionnaire

To the methodology [3.3.2.1] the conducted questionnaire is a mixed method of both the quantitative and the qualitative styles. This section aims at investigating the students' responses to the five specific questions in light of the research questions [1.4]. As mentioned in [3.3.2.1] the questionnaire has 5 questions checking the influence of extensive reading on foreign language vocabulary acquisition, and the main factors which facilitate this process, (appendix E). This questionnaire is given to eighty grade 12 students. Therefore, the

following subheadings show the students' responses to the five designed questions in -Likert scale tables, and present the figures of all of the five questions in details.

4.1.5.1 Likert scale table of the five questions

This includes the results of the students' responses to the five questions after they are processed through Excel and then placed in one Likert table, a strongly agree, agree, neutral, disagree and strongly disagree. The students' responses, according to Likert-scale, were divided into three sections, agree, neutral and disagree. The following table [8] provides all of the given findings for the five questions in general.

Table 11 Students' responses to the five questions

No	Items	Overall Attitude		
		Positive	Neutral	Negative
1	I understand new words when they are used in context.	80%	17.5%	2.5%
2	I better understand the use of a new word if it is repeated in several contexts.	86.25%	8.75%	5%
3	I feel more encouraged to read authentic articles from outside my books.	62.5%	28.75%	8.75%
4	Some unfamiliar words are required to be paid more attention than other unfamiliar words in a text.	57.5%	22.5%	20%
5	I don't have to check my dictionary all the time when I naturally read an extensive reading text or article.	62.5%	21.25%	16.25%
Overall		69.75%	19.75%	10.5%

Table (11) shows the students' overall attitudes toward extensive reading, reading newspaper articles specifically, vocabulary learning and contextual use, and explores the students' ability in avoiding the excessive use of a dictionary while reading. As can be seen from the table, most of the 80 students who participate in filling in this questionnaire generally have a positive attitude towards the five asked questions. So, the majority of the students 80% believe that understanding new vocabulary can be done through contextual use, whereas only 2.5% think that they don't understand new words through context. On the other hand, most of the students, more than 86% admit that the multiple reoccurrence of new words helps them acquire these words better.

However, the highest negative response 16.25% in the questionnaire is about the use of dictionaries while reading. In other words, more than 16% of the students still think they still need to checking their dictionaries while reading extensively. However, in order to better

represent the data, the questionnaire has been divided into separate questions where every item is provided with its own table and figure as follows:

Table 12 Students' responses towards contextual use of vocabulary

No	Items	Overall Attitude		
		Positive	Neutral	Negative
1	I understand new words when they are used in context.	80%	17.5%	2.5%

According to Table (12), a very high percentage of learners 80% assure they can better understand new words through context, which is quite a significant percent. By doing some excel calculations, it is found out that 64 among the 80 questioned students agreed with the statement, yet only 2 students 2.5% did not agree with it, while 14 students, 17.5% are not sure about it. The following Figure (13) shows the high percentage of the positive attitude toward contextual vocabulary use among EFL learners in the UAE private schools that follow the curriculum of the UAE ministry of education.

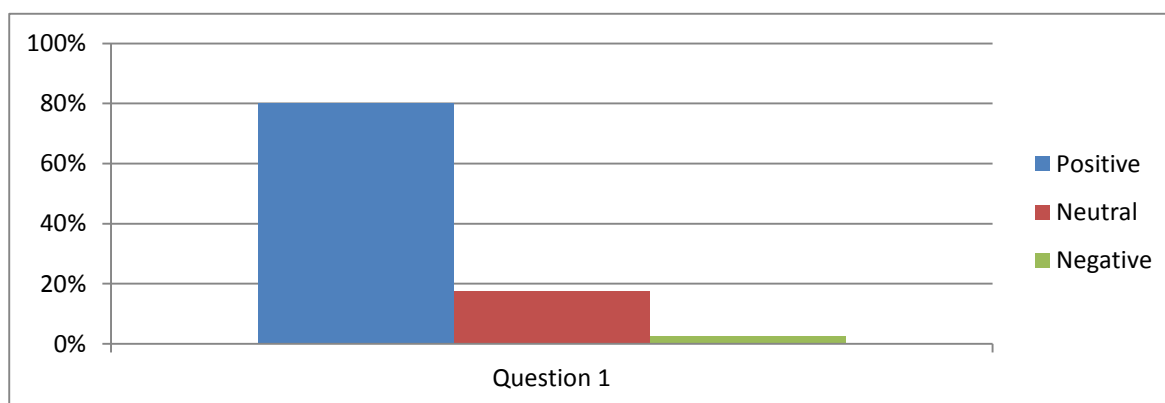


Figure 13 Students' responses towards vocabulary use in context

Concerning the second statement, Table (14) clarifies the high percentage which the students showed to the significance of word reoccurrence in several contexts.

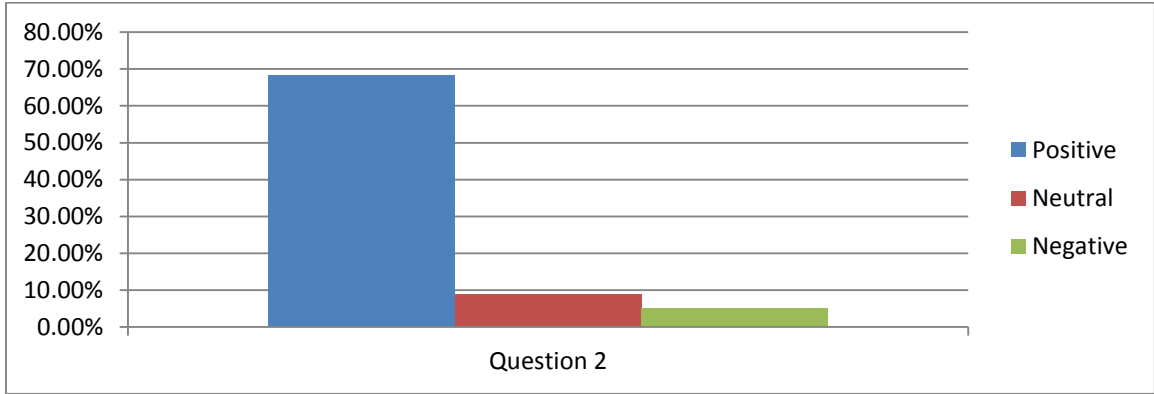
Table 14 Students' views regarding the frequency of word reoccurrence

No	Items	Overall Attitude		
		Positive	Neutral	Negative
2	I better understand the use of a new word if it is repeated in	86.25%	8.75%	5%

	several contexts.			
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This table reveals the highest percentage in the survey as 86% of the investigated students emphasise the importance of the same word repetition in understanding and reusing that word properly. This means 69 of the surveyed subjects learn a new word better as it is repeated more than once even in different contexts. However, only 4 students 5% denies the necessity of a word reoccurrence to be acquired, while 8.75% (7 students) are not sure whether repeating a word in several contexts is helpful or not. Besides, the following bar chart shows to what extent students find it effective to acquire a word by encountering it several times in different contexts.

Figure 15 Students' views concerning word reoccurrence



Regarding statement 3, Table (16) investigates if students feel comfortable and more enthusiastic to read extensive materials other than their textbooks.

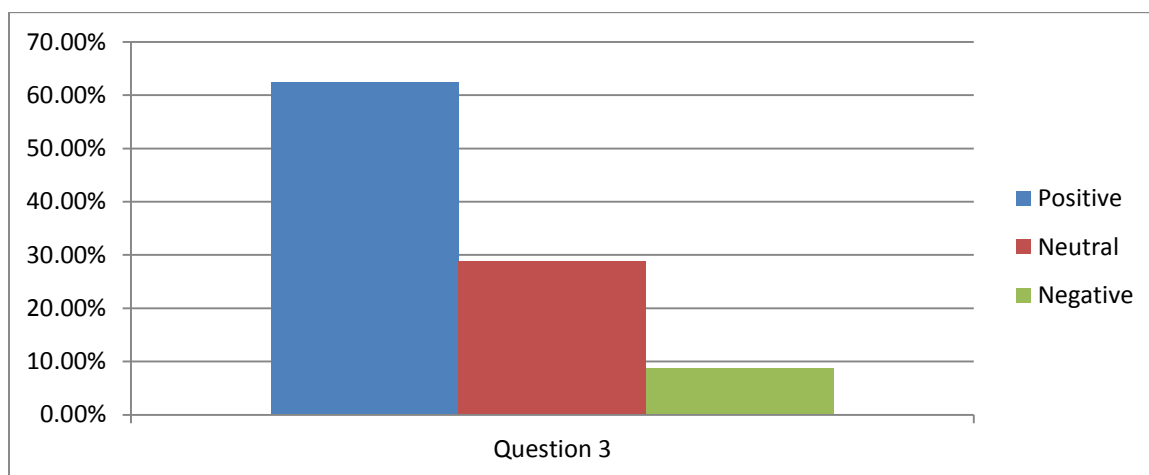
Table 16 students' attitudes towards extensive reading materials

No	Items	Overall Attitude		
		Positive	Neutral	Negative
3	I feel more encouraged to read authentic articles or texts other than my school textbooks.	62.5%	28.75%	8.75%

By looking at the high percentage of the positive responses 62.5%, it can concluded that more than half of students feel positively towards reading extensive articles. So more than 50 students express their interest in extensive reading, whereas only 7 students 8.75% do not show any interest in this type of reading. However, some other students 28.75% do not give a significant response to the statement, which means students who accept and adopt extensive reading are much more than those who do not. In addition, the following chart shows that there is little increase in the number of students who do not prefer extensive reading with a

little higher increase in the students who do not respond neither positively nor negatively. The thing which makes this reading approach more likely to be adopted by a large number of students.

Figure 17 students' opinions towards reading extensive texts



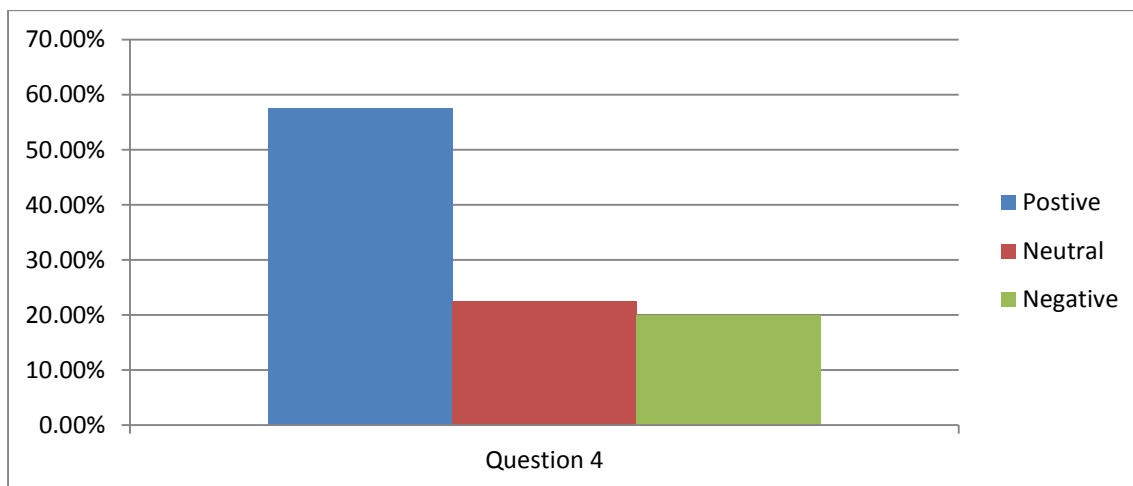
On the other hand, the fourth statement receives the lowest positive responses in the survey. The following Table (18) shows in percent the average of the three different categories.

Table 18 Students' responses towards specific attention for specific words in context

No	Items	Overall Attitude		
		Positive	Neutral	Negative
4	Some unfamiliar words are required to be paid more attention than other unfamiliar words in a text.	57.5%	22.5%	20%

This table reveals that 57.5% of students agree that some unfamiliar words require more attention than other unfamiliar words. While 20% do not notice that while reading, some words draw readers' attention more than some others. However, 22.5% of the total students express their neutral response towards new words and their contextual positions. However, the following Figure (19) presents the percentage bars of the same statement (4).

Figure 19 students' opinions regarding their attention to certain words in context



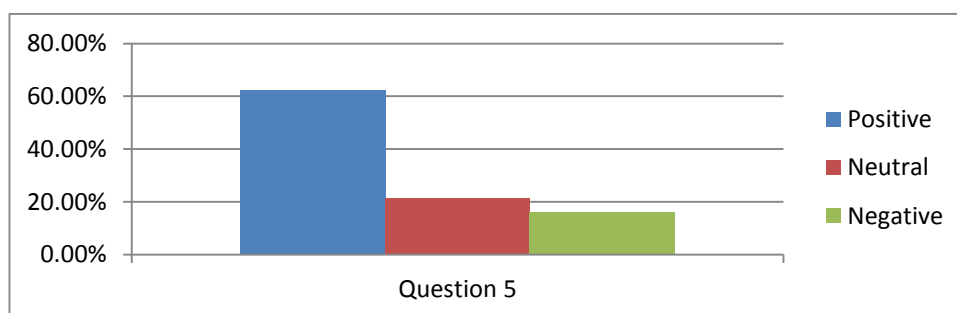
Finally, statement 5 represents the readers' attitude and ability to marginalise the use of dictionaries while doing some extensive reading tasks. Table (20) presents the percentage of students who feel they can reduce the use of dictionary while reading extensively.

Table 20 Students' responses towards reducing the use of dictionaries while reading

No	Items	Overall Attitude		
		Positive	Neutral	Negative
5	I don't have to check my dictionary all the time when I naturally read an extensive reading text or article.	62.5%	21.25%	16.25%

This table shows that a good number of students can avoid using a dictionary while reading a text or an article. In fact, 62.5% students state they could read naturally without having to check their dictionary every now and then. Only 16.25% of students express their inability to read in any form without using their dictionaries. Whereas, a few students 21.25% are unsure whether they could read without checking a dictionary or not. In addition to table (13), the coming bar chart also outlines the three divisions of students views towards the necessity of using a dictionary while reading extensively.

Figure 21 Students' responses about reducing their dictionaries while reading

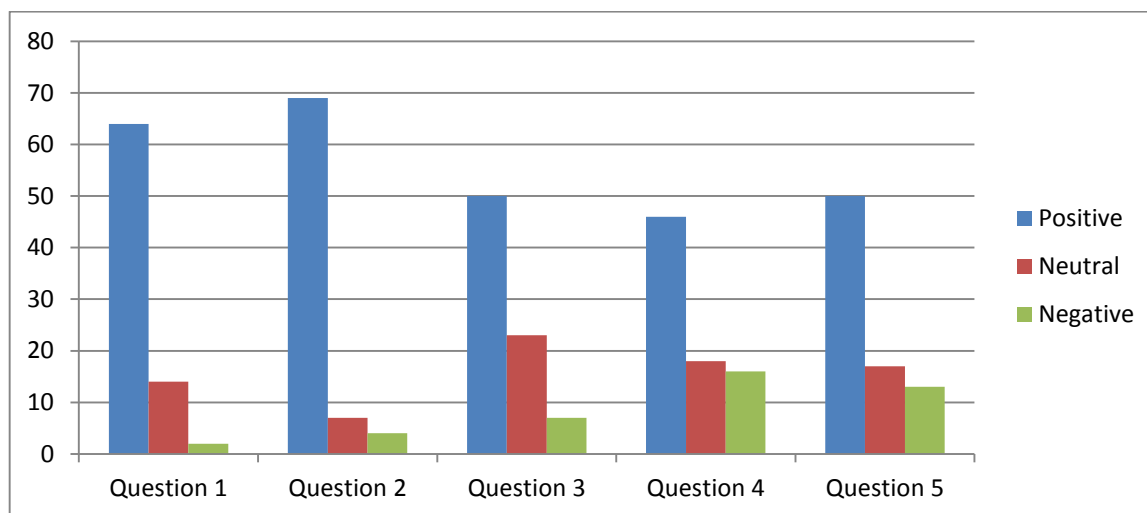


By
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ng this chart, it can be judged that a good number of students identify the importance of extensive reading without using their dictionary especially when most of them express their ability to understand new words through contextual uses Table (22).

The following final chart, however, Figure (22) presents all of the students' answers for the whole questionnaire; the five questions are provided with the three possible responses: positive, neutral and negative.

Figure 22 All of the students' responses and views towards the five survey questions.



4.2 The qualitative instruments

4.2.1 The qualitative part of the questionnaire

As was mentioned in [3.3.2.1], the questionnaire has open ended possibility for the students to add their own ideas and comments to enrich and widen the research. Among the 80 surveyed students, more than 40 students contribute to the questionnaire by adding their views, ideas and suggestions. Most of the students who add some of their thoughts emphasise the importance of Extensive reading and suggest that teachers should give them more Extensive reading articles. Some others also give a few more details using the same ideas of the five question of the original questionnaire. Whereas, a good number of students provide their own attitudes toward extensive reading in general, and about vocabulary learning in specific. Therefore, this section outlines the students' views into positive and negative responses.

4.2.1.1 The positive responses

Several students comment positively on the reading-vocabulary raised issues. Most of them up to 65% stress the importance of learning vocabulary through context. They also point out that reading, whether extensive or intensive, helps them a lot to better understand language in general and vocabulary in specific. One student believes that he forgets the new word a few seconds after closing his dictionary unless it is used in context. *'If you don't use it you lose'* another student concludes. Another one points out if it is an extensive task or article students do not have to use a dictionary even if they do not understand a word "we do not focus on every word unless teachers tell us to find out the correct meaning".

Moreover, two students argue that it is very important for a word to be repeated more than five times in different contexts to be understood well, while another student argues that the more the word is repeated, the better it is to be acquired. A few other students emphasise that they feel more encouraged when they read authentic newspapers or magazines *'it is like a movie watching'* they concluded. One of the students argues that *'we should live in English to learn it'* one another stresses that *'we should learn English through English, and it should be the real one'*, one another students says *'books are sometimes boring as they fail to connect us with reality'*. Three other students comment on the specific place of the word itself by saying that some words force you or oblige you to focus on before moving to the following sentence *'It seems I can understand nothing unless I figure the meaning of this key word'*.

4.2.1.2 The negative responses

More positive responses are found throughout the students' comments compared to the negative ones. However, a few students argue that it is impossible for them to acquire a word without checking a dictionary *'I check my dictionary first, then see the use of the new word'*. One of the students writes *'It is good to read the new words in contexts, but how can I understand them without checking a dictionary?'*. Very few students believe context is not a good way to understand or acquire new vocabulary, *'new words should appear in a list before using them in a passage'*. So, it can be inferred from their comments that few students are still more into direct instruction of vocabulary.

Regarding extensive reading, only two students show their utmost refusal to use extensive materials in or outside class, one comment saying *'why to have more reading from newspapers or stories? Our books are full of reading comprehension tests'*. While the other

one thinks students are busy studying and doing homework at home *'Reading in class and reading at home! how and when can we do our homework or prepare for our exams'*. Yet, concerning the reoccurrence of words, only one student in the survey comments about it saying *'no benefit of repeating unfamiliar words hundred times if I don't know their meaning in Arabic'*, this means few students in the Arab context still need to know the meaning of new vocabulary in their mother tongue. Finally, it might be argued that students' negative arguments are to be counted and studied even though they are only a few.

4.2.2 The semi structured interviews

The purpose of this section is to analyse and investigate the results of the qualitative data collected from the semi-structured interviews which were done with six G 12 students, each two belong to one of the three groups A, B and C [3.3.2.2]. These six interviews are grounded with a number of pre-formulated open ended questions in light of the main research questions mentioned in [1.4] which tend to explore the influence of extensive reading on vocabulary acquisition accompanied by the main factors fostering this learning process. Each interview is mainly based on the students' experience of reading the newspaper articles and the number of times they encountered the target vocabulary, each according to his group. The interview questions involve the each subject's pre- and post tests to discuss the real validity of the reading task, and how they could or could not understand the new target words, and why. Therefore, in order to best analyse the findings, the six interviews were divided into *low achievers* and *high achievers* as follows:

4.2.2.1 The high achievers- interviews

Whether they have read the three, the six or the nine articles, the students whose scores are high indicate that identifying new words through context is the most effective way to understand them and their use as well. One student argues that *'whether it is an extensive or a textbook text, reading is my best way to pick up new vocabularies'*. The other student assures that he has acquired much of the vocabulary he has through reading newspapers and stories outside school. Both of them state that the context of the word makes it easy to understand especially if it is used among easy, known words.

The student who has read the nine articles believes that more occurrences of the same word make it *'engraved in my mind, so I never forget it'*. The others who read the three and the six say they can identify the new words from the second or the thirds occurrence depending on

the level of the text and level of the reader himself. However, regarding the words which they do not understand they think it depends on the level of the text itself or the difficulty of the neighbouring words sometimes. One student claims that *'some words are just ignored because they seem to have no effect on the general understanding of the general idea'*. Only one student emphasises the structure of the word itself *'sometimes easy, known adjectives help you understand nouns, and I usually identify some new vocabulary by returning them to their original roots like the word epicentre which goes back to centre and forecasters which goes back to forecast'*, comments the last student.

4.2.2.1 The low achievers' interviews

Most of the students who fail to comprehend a high percentage of the target words belong to group A, who have read only three passages, and some belong to group B, while very few belong to group C who have read the nine articles. They argue that some words are unfamiliar and occur among other difficult words, and the articles are believed to be of a higher level for some of the students. One student of group A considers three appearances of a new word is not enough to make a student notice it. One student, who identifies only three words, thinks that it is so difficult to understand a new word without checking it in a dictionary. Another student, who only guessed one word, insists that, the new words should be given ahead in a list followed by their Arabic translation even if they appear in a non-graded extensive reading article. However, concerning the few items they acquired, the students admit it is because some words are used in some easy, understandable contexts.

After having analysed the findings of the research, the following chapter will discuss and outline what pedagogical implications might be concluded depending on these results

Chapter Five

Discussion

5.1 Introduction

The aim of this chapter is to discuss the findings of the current study and to give relevant answers to the research questions (RQ) specified earlier in [1.4] whether Extensive Reading has significant influence on grade 12 students' vocabulary acquisition. It also outlines the main factors which may facilitate and enhance understanding such unfamiliar words they might encounter while reading. In other words, this section investigates the potential opportunities for foreign language learners to acquire unknown words through extensive reading. Moreover, it links the results of this study with other studies examined in the literature review [2.0]. Besides, it presents the possible pedagogical implications obtained from the study results, explores some future research possibilities that may move this research forward, outlines some of the effects of the current research on the researcher and finally presents the study limitations.

5.2 The influence of extensive reading on vocabulary acquisition

RQ 1. Does extensive reading raise students' foreign language vocabulary acquisition?

Several previous studies dealing with the same topic, confirm the positive correlation between reading extensive articles and the degree of acquiring new words (Huckin & Coady 1999; Paribakht & Wesche 1999 and Hulstijn 2001). According to the findings of the pre-test [4.1.1], the subjects do not know the 12 target words. This means any new difference occurring to their knowledge, would indicate the positive effect Extensive reading has on these students' vocabulary knowledge. After reading the newspaper articles, the students are given the translation test [4.1.2], their results vary according to each group and sometimes within the same group. Analysing the results of the three groups Table (5), Figure (6) show some increase of the subjects' knowledge of the words which are completely unfamiliar to any of them. Though group A has the lowest scores ($m=4.60$), it is considered an indication for the positive effect of reading on vocabulary.

Concerning group B, the increase in vocabulary recognition, compared to group A results, is a clear indication that reading more articles contributes to more improvement in their scores (6.33). Therefore, from zero knowledge of the target vocabulary, the students achieved notable results after reading the six articles, which means the more they read the better they

became. On the other hand, reading the nine articles reflects a much higher performance of vocabulary knowledge than groups A and C. The percentage of increase in group C scores ($m=8.20$) correlates with the number of passages they have read.

Regarding the second multiple test 2 [4.1.3], all the groups show a better understanding of the target words because they are just given the chance to choose the meaning from multiple options. The thing which means some students can identify the words, but can not express them in their first language. All this increase of vocabulary level and scores Table (10) and Figure (8) seems to add more evidence to the effect of extensive reading on the subjects' vocabulary to reach ($m=6.13$), ($m=8.47$) and ($m=9.47$) respectively in post test 2. On checking Figure (9), the three groups keep their knowledge of the target words after post test1 and improve this knowledge respectively in post test 2.

In addition to testing, the students' responses to the questionnaire indicate that most of them understand new words through context. It can also be argued that more than half of the students 62.5% have positive attitudes towards extensive reading, and are encouraged to read in and outside class. Such findings prove that extensive reading, as an approach, does have positive impact on students' language performance especially when it reduces the need to check dictionaries while reading.

Moreover, the interviewed students also believe that reading the articles have helped them figure out some or most of the new words. Even for the low achievers, the extensive articles are the main reason behind acquiring these words. On the other hand, the high and average achievers' results are quite a significant proof on the real validity of Extensive reading in raising students' vocabulary acquisition (Richards, Platt & Platt 1992). Therefore, the subjects, in all groups and levels, may not understand any of the target words unless they have encountered them in the reading articles.

5.3 Statistic influence of extensive on vocabulary acquisition

RQ. 2 To what statistical extent does vocabulary acquisition take place through extensive reading?

Throughout looking at the comprehensive Table (10) and Figure (9) of the statistical data regarding the conducted tests, one can observe the significant variation of the results starting from zero (12 target words) to higher points like ($m=4.60$), ($m=6.33$) and ($m=8.20$) in the three groups respectively. While in the second post test, the scores are even littler higher

starting from ($m=6.13$) in group A, (8.47) in group B and ($m=9.47$) in group C. The thing which gives a clear numeric proof that some development occurred to the students after reading the articles though with some difference between the 45 students in general.

This attained data would also be supported by other studies (Huckin & Coady 1999; Paribakht & Wesche 1999 and Hulstijn 2001) which affirm the correlation between vocabulary acquisition and Extensive reading in statistic- data. In addition, the results of the questionnaire show great interest and certainty among the students that they 70% to 80% believe contextual Extensive articles have helped them identify a number of unknown words without checking their dictionaries. Even those who participate in the interviews believe it is effective to understand new vocabulary through newspaper articles. The statistical data in (Gitsaki 2013) also shows a significant increase in the students' vocabulary level after reading either the 6 or the 10 or even the 3 articles, which means a positive development of vocabulary incidental acquisition through Extensive reading.

5.4 Facilitating factors for vocabulary acquisition.

RQ. 3 What are the main factors that help promote the process of vocabulary acquisition while reading extensively?

As mentioned in literature review [2.6], four main factors are discussed in order to help enhance acquiring vocabulary through extensive reading. These factors are going to be examined in light of literature review as well as the study instruments as follows:

5.4.1 Contextual use of words and their used places

There is a common consensus among researchers that context plays an important role in fostering the process of learning new vocabulary (Koda 1989; Ulijn & Strother 1990 and Qian 1999) researchers also assure that vocabulary learning correlates more highly with contextual reading than any other factors. As mentioned in [5.2] students of the three groups could identify the unfamiliar target words through their context as there is not any other means through which they might encounter these words other than the articles. It is also important for the learners to read a word among its clear, understandable neighbouring words (Scmitt & McCarthy 1997). Throughout their questionnaires and the interviews, most of students show their interest in context as an effective method to understand and acquire new vocabulary, and stress that some words are easier to be understood as they appear in simple contexts.

5.4.2 Frequency and word reoccurrences

According to (Waring & Takaki 2003; Brown, Waring, & Donkaewbua 2008; Kweon & Kim 2008) reoccurrence of new vocabulary helps learners understand the new words and even remember them for a longer time. Through the investigated results it might be noticed how the number of word- occurrences boosts the students' results from one group to another. That is why group C subjects who have read the nine articles, triple times more than group A, have much higher results during the two tests. According to Gitsaki (2013) some students show some partial knowledge or fully acquire a large number of the target words even after the third reading, this means there is still no absolute agreement on the exact number of word reoccurrences for a new word to be acquired (Horst 2005).

The current study also finds that although the results vary from one subject to another in the same group, there is still a noticeable improvement of the readers' knowledge according to the number of the reading articles which means more exposures to the new words. Consequently, the number of a word occurrences helps a lot develop students' lexical knowledge, the thing which gives this study concrete answers to the research questions.

Moreover, 86.5% of the surveyed students admit they understand a new word better when it is repeated for several times and in several contexts, which can be a positive indication for the role of repetition in learning, and they add that they understand new words better when they are repeated several times. However, there is no certain agreement among researchers about the proper number of a word reoccurrence (Horst 2005). Nevertheless, there is a partial agreement that repetition should be a multiple, whereas the current study investigates the nine-time reoccurrences as the highest. However (Gitsaki 2013) uses the ten articles believing it is the logical number of word reoccurrences, the thing which is proved in terms that the students who have read the 10 articles get the highest mean scores among the three groups for both tests, 1 & 2, and most of the target words are recognised.

5.4.3 Word types of and parts of speech

According to Gitsaki (2013), some words are more liable to be acquired than others, for example Technical vocabulary is acquired more easily than General vocabulary or General vocabulary for Disaster, and also finds that parts of speech can have some effect because verbs and adjectives are the least to be acquired whereas nouns score much higher. In the current study, it is found that verbs like *hamper* and *deploy* and the adjective *frantic* are the least to be acquired especially by group A and some of group B, while the noun *debris* is the

highest to be acquired even for group A. Consequently, it might be argued that nouns are more likely to be acquired than verbs or adjectives (Weaver 1996) , at least according to this study. However, the least acquired words like *hamper* and *frantic* are probably attained by some students in group C which means such words require more frequency reoccurrences. On the other hand there is found no much effect of word frequency per 100 million on vocabulary acquisition as the students have not initially know target words, like the word *epicentre* appears 37 per 100 million is acquired higher than *frantic* which has 544 appearances, and this may happened because *epicentre* is a noun while *frantic* is an adjective (Weaver 1996).

5.4.4 Level of the chosen extensive materials

Depending on Palmers' (1964) definition of Extensive reading, the chosen newspaper articles or any other Extensive reading materials need to fit the readers' level in terms of both vocabulary and the type of structure. All of the surveyed students Table (11) and the interviewed ones in [4.2.2] emphasise that new, unfamiliar words should appear in easy contexts where the students need not check their dictionaries for meanings, and new words appearing among other unknown, difficult ones would make any kind of vocabulary acquisition less likely to happen. Therefore, the chosen Extensive reading articles should suit the students' level and be simple enough for them so they become more interested to read more. Moreover, Hiebert & Kamil (2005) point out that using authentic, real life words may help make the context more liable for the readers to understood.

5.5 Pedagogical implications

Vocabulary plays a vital role in foreign language learning, it is for (Schmitt, Clapham & Scmitt 2001, p.55) "an essential building block of language". Consequently, good attention should be paid to such methodological ways of improving vocabulary and increasing the students' storage of new words. As a result, pedagogical implications are to be considered by all, teachers, students and curriculum and syllabus designers as follows:

First, teachers are the main guide of the educational process, so they could implement extensive reading tasks in classes. These tasks should be understandable enough to attract the students. Teachers could also brief students about the best techniques of reading to attain the best knowledge. They may reassure their students that extensive reading materials are not graded, so the learners need not worry about checking a dictionary for every word. Not only in classes, but teachers should also encourage their students to read at home or wherever they

have the chance to read. It might also be very enthusiastic for the students to run extensive reading competitions and contests at the end of every semester.

Secondly, students are the backbone of the learning process, so they have to pay attention to the extensive reading articles given by their teachers whether as class or as home tasks. In this concern, students should be informed that the reading-articles are just given to help them improve their vocabulary and language performance. Students are also advised to keep a small shelf at home for stories and articles not belonging to their textbooks in order to read in their free time.

Third syllabus and curriculum designers also have their own specific role in promoting extensive reading as an important approach for improving reading skills and language performance in general (Lamb & Reinders 2008). They can, consequently, adopt special methods of integrating some extensive reading materials in the curricula they design. They could also publish separate booklets, with specifically designed extensive materials for school students to read extensively at home or in class. Finally, they might communicate and work together with schools and teachers to provide them with the relevant extensive materials.

5.6 Future research possibilities

The results and findings of the current study show that extensive reading have positive influence on vocabulary acquisition for 12 grade Arab students in the UAE context. Therefore, there are a wide range of future study possibilities for both extensive reading as an approach and the place of the study itself which is the UAE Arab context. In this concern a lot of research may be done on other effects of extensive reading such as spelling, grammar, sentence structure, writing and several other effects. Other studies can also be done in countries other than the UAE, in the Middle East and around the world.

The subjects of this study were only nonnative speakers, the thing which encourages other studies to focus on extensive reading influence on native speakers of English. Not only this, but also the students were only male 12 graders, so it would be more effective to adopt this study on female learners as well to see if there are significant changes of vocabulary acquisition between males and females. Besides, the same study might be applied on tertiary education students or even young learners to check if they get different or similar results, each according to the proper level.

The current study treated the subjects with only 3, 6 and 9 articles, other studies (Gitsaki 2013; Saragi, Nation, and Meister's 1987) did 10 reading articles, whereas . So it would be interesting to check if 12 or more word encounters would help reach vocabulary acquisition to its full potential. It would also be more robust for other future studies to include a larger number of participants like a hundred or more students. This study also involves only verbs, nouns and adjectives as target words, this gives other researchers more insights to use other parts of speech like adverbs or preposition, or even involve collocations and phrasal verbs especially in the tertiary education levels.

The questionnaire surveyed 80 students from the same school, and interviewed 6 participants. It did not investigate teachers' views towards the target research questions in any way. For this study such a number was acceptable, but it may get more robust results if other future studies involve more of participants in different educational institutions. Besides, this study examined only 12 target words, so future researches may accommodate 20 or more words to give more validity and stronger outcomes. Moreover, this research investigated the new words in similar context, which is the disaster (*debris, rubble and toll*) , however, future studies may explore vocabulary throughout different contexts or topics.

5.7 Professional impact

Conducting this research study has positively influenced the researcher in several ways. It has given the researcher more insights into foreign language teaching and learning in general and deeper knowledge into vocabulary acquisition in specific. The research has also contributed in making the researcher implement new methods of teaching, and in applying the latest theories in education and foreign language teaching. It mainly assisted the researcher to know the most important perspectives of extensive reading in improving reading skills and learning new words, so it has affected the researcher's teaching methods especially in activating the use of extensive reading articles whenever it was possible.

It has also given more confidence towards conducting future researches about different issues in language teaching and learning. The researcher has also realized the specific role of extensive reading in increasing students' store of vocabulary, and the best techniques to increase the learners' exposures to more extensive readings. It has opened new horizons to investigate more language issues that may improve the researcher's future studies in terms of methodology and instruments. It has also opened more insights into how better studies are

done, and how learning approaches may influence teaching practices; the researcher own method of teaching.

5.8 Limitations of the study

This current study was conducted at a private School in Sharjah, so it did not investigate students out of that context like Dubai or Abu Dhabi. The researcher was male so it was difficult to investigate female students as it was not allowed for male teachers to communicate with female ones in the educational context of Sharjah. The interviewee-students involved different levels of high and low achievers, so it was little difficult for low-level students to understand the interview questions or express their points fluently; the interviewer had to help guide such cases. However, the adopted mixed methods methodology was a good choice as it comprises three instruments in this research; the tests, the questionnaire and the interviews.

One of the main limitations of the study is that not all classes of grade 12 had the same level of language, so it was arranged specifically for students to participate, and the relevant subjects were gathered in the reading hall. The other limitation was the unavailability of a large number of students other than the 45 chosen students (only 45 subjects could participate, the school was not a large one). However, if the research could be done another time, it might be a good choice to interview some teachers, and do some observation sessions during Extensive reading tasks. It would also be effective to involve more subjects than only 45, and to involve female students as well.

Chapter six

Conclusion

The current research investigated the real influence of extensive reading on vocabulary acquisition, and how some exposures to the target words during a reading task may result in word knowledge. It also examined how the reoccurrence of a new word in several contexts would increase the possibility of understanding that word, and the study also explored some other factors that would facilitate vocabulary acquisition such as the contextual use and the type of the word itself.

This research combined both the quantitative and the qualitative approaches to form a mixed method based on three main research styles; testing, a questionnaire and students-interviews. Three groups of students of almost the same linguistic level were one the two main sources of the collecting the data. Each of the groups contained 15 grade 12 EFL students studying in a UAE Arabic context. The second source was the 80 students who participated in the conducted questionnaire. The data was mainly analysed through the SPSS, Excel and Microsoft word.

The findings of the present study showed a significant growth in the subjects' lexical knowledge after reading the six articles and some more growth after reading the nine articles. Even the group with the least encounters of the new words, three articles only, showed, though to a limited degree, some statistical evidence of understanding a few of the target words. All the tables of numeric data and statistics provided extra proof on the incidental vocabulary acquisition that took place through several exposures, each group had a different number of exposures.

In addition, the collected data from the questionnaire as well as the interviews assured that EFL students considered extensive and contextual reading to be one of the effective ways of acquiring and understanding unfamiliar vocabulary. They also agreed that extensive reading tasks would help reduce the use of dictionaries, the thing which urged and motivated the readers to develop special skills for understanding or guessing new words through their contexts.

The current study tried to compare some of its findings with other researchers' results and outcomes. It investigated the different views on the best number of vocabulary reoccurrence for an unknown word to become known and familiar. It also presented some concrete data that the more a new word occurred in front of the students the more it was likely to be acquired. It also highlighted the kinds of words which were proven to be more acquired than others.

Like other studies, this current study may convey some pedagogical implications for foreign language teaching and learning. Depending on the findings of the current study and several other researches' outcomes, language linguists and teachers should put more effort to promote extensive reading and encourage students of different ages to read more whether in class or at home. Students should also be advised and briefed about the importance of reading materials other than those in their textbooks.

To conclude, this research study tried to examine if there really existed evidence on the positive influence of extensive reading on EFL students' vocabulary acquisition. According to the statistical results, it attained the factual answer by providing a measurement of the subjects' real vocabulary size prior to the reading task, and compared these findings with the two post tests results. The significant acceleration and noticeable increase of the target words knowledge shed significant light into the issue of incidental vocabulary acquisition in EFL and its correlation with extensive reading.

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Appendix A

Pre-Test (Checklist and Translation)

Student number : _____

Class : _____

Look at the following words. Tick (✓) 'Yes' if you **know** the word, or 'No' if you **do not know** the word. If your answer is 'yes' please provide the translation of the word.

اقرأ الكلمات التالية واكتب المعنى لكل كلمة باللغة العربية إذا كنت تعرف معناها

Words	Yes	No	Meaning (if 'yes')
1. aftershocks			
2. aftermath			
3. casualty			
4. collapse			
5. debris			
6. demolish			
7. deploy			
8. diminish			
9. epicentre			
10. Flatten			
11. Frantic			
12. Hamper			

13. Injured			
14. Landslide			
15. magnitude			
16. Mourn			
17. pull out			
18. Rattle			
19. relief			
20. rubble			
21. Ruin			
22. struck			
23. survivor			
24. thwart			
25. Toll			
26. tremor			
27. victim			
28. wound			

Appendix B

Post-Test - Translation Test

Student Name : _____

Group : _____

Provide the translation for the following words (in Arabic):

اقرأ الكلمات التالية واكتب معنى الكلمة التي تعرفها باللغة العربية.

1. aftershocks:
2. diminish :
3. debris :
4. deploy :
5. demolish :
6. frantic :
7. hamper :
8. magnitude :.....
9. epicentre :
- 10.rubble :
- 11.toll :
- 12.tremor :

Appendix C

Post-Test – Multiple-choice Test

Student Name : _____

Group : _____

Choose the right definition for the following words, circle A, B, C, or D.

A, B, C, D اختر المعنى / التعريف الصحيح للكلمات التالية من

1. *aftershocks* :

A. ضحايا

C. هزات ارضية

B. اسعافات

D. تسهيلات

2. *diminish* :

A. يقل – ينقص

C. يزداد

B. يتخاذل

D. يتطور

3. *debris* :

A. مسعفون

C. تقارير

B. ركام – حطام

D. اجراءات

4. *deploy* :

A. ينشر- يوزع

C. يتلاشى

B. يدمر

D. يستهلك

5. *demolish* :

A. ينتشل

C. يدمر – يهدم

B. يعيد بناء

D. يبحث – ينقب

6. *frantic* :

A. اعتباطي - غير منظم

B. كامل - شامل

C. مكسر

D. مستورد

7. *hamper* :

A. يعرقل - يعيق

B. ينشر

C. يساعد - يدعم

D. يتولى أمرا

8. *magnitude* :

A. حجم - قوة - عظم

B. ارتداد

C. صيغة

D. ارتفاع

9. *epicentre* :

A. أطراف

B. مركز - منتصف

C. تلاشي

D. أعلى

10. *rubble* :

A. ركام - حطام

B. أبنية

C. ملاجئ

D. غليان

11. *toll* :

A. طول القامة

B. نوع

C. استنتاج

D. عدد - معدل

12. *tremor* :

A. هزة خفيفة

B. التعاون

C. المعونات

D. الهدوء

Appendix D/

Nine newspaper Articles (1 to 9; all groups: A, B & C)

Instruction: Read these texts to improve your reading skills

You have 100 minutes for this task. If you finish early, please wait.

تعليمات: اقرأ المقاطع التالية من أجل تطوير مهارات القراءة لديك. لديك 100 دقيقة لهذا التمرين، وإذا انتهيت من القراءة قبل نهاية المئة دقيقة يرجى الانتظار.

Article 1



PENGZHOU, China (AP) — Powerful aftershocks claim more lives in China's southwest, bringing new misery to the region and hampering relief efforts as the victims from last week's quake shot up.

In frantic, earthquake survivors living downstream from lakes formed by blocked rivers were being evacuated for fears that more earthquakes could unleash flooding, and the death victims from the disaster rose Friday to more than 55,000.

Hardest-struck, Sichuan province also announced plans to rebuild within three years, as it copes with the aftermath of the 7.8 magnitude tremor that left some 5 million homeless.

Nearly three dozen new lakes were formed after the quake threw down debris that formed barriers across rivers, with water pooling behind them. Those barriers could break, unleashing flooding, so they are being monitored by experts, including some dropped in by parachute, said Zhu Bing, deputy director of the Sichuan water resources bureau.

"In the short-term, we don't think there's any danger," he told reporters in Beijing. "But after all, it's in the disaster area. If there is a strong following earthquake or a strong thunderstorm, there is the danger of collapse."

The death toll to 55,740, said the State Council, China's Cabinet. Another 24,949 people are missing in Sichuan, Vice Governor Li Chengyun said. The province aims to rebuild roads and cities within three years, Li said in Beijing.

In the tiny town of Bailu, about a two-hour drive from the Sichuan provincial capital of Chengdu, the air was filled Friday with smoke from makeshift brick wood-burning stoves heating large black woks filled with string beans or rice porridge for lunch.

Red banners across the main street in the quake-demolished town located between two mountains said, "There is no difficulty that the heroic Chinese people cannot defeat." One long stretch of road was lined with wooden furniture, and tents were in great demand.

Most of the town's banners urged residents to maintain proper hygiene and prevent diseases. The central government has set aside 200 million yuan (\$29 million) to respond to the disaster, according to Xinhua. The Ministry of Public Security deployed a 1,000-person rescue team to Sichuan province. Another 1,000 police officers were sent to the disaster zone from other cities.

"It's been a big disaster but the government has been doing a good job and I think the rebuilding work can be done in three years," said Zhang Min, 36, who works for a brick-making company. Liu Qiang, a teacher at a medical college in Hubei province who came to aid quake victims, said the lack of clean water was causing health problems.

"People are developing rashes and wounds are becoming infected because they're using dirty water," Liu said. "Colds and fevers are also common."

As many as 9,000 injured will be transported to other provinces, Vice Governor Li said, as the number of casualty has overwhelmed local hospitals in Sichuan. He said more psychologists were also needed to help survivors cope with the tragedy, especially children orphaned by the quake along with students who saw many classmates killed in this disaster.

No victims have been found buried in rubble since Wednesday, but Li said rescuers have not abandoned the search. "We will not give up on trying to save people," Li said.

Six pandas were moved Friday from the damaged panda-breeding base in Wolong near the epicentre because of food shortages, the official Xinhua News Agency said.

"There is enough water now, but food is still a major problem. The pandas are in urgent need of bamboo and apples," Xiong Beirong, an official with the Sichuan provincial forestry bureau, told the agency. Two pandas missing since the quake have still not been located.

The Olympics torch relay ran through Shanghai after mourning ceremony that began with a minute of silence in People's Square to honour quake victims.

"Now the Sichuan people are suffering from the earthquake and we're lucky to be here. I hope we can all show respect for the Sichuan people, to show we are brave and also show our thanks to the government for their help," said Dennis Jin, a worker with the Shanghai branch of television maker Sichuan Changhong who is a native of the province.

Retrieved from

http://www.usatoday.com/news/world/2008-05-23-china-earthquake_N.htm

Appendix D/

Article 2

Strong earthquake shakes China quake survivors

by Staff Writers

A powerful earthquake rattled China's southwest early Sunday, hampering frantic efforts to find earthquake survivors and help nearly five million people facing the risk of disease and flood.

The 6.0-richter scale tremor shook some of the worst-affected parts in Sichuan province six days after China's worst natural disaster in a generation left an estimated 50,000 people dead.

The death toll is expected to rise as rescuers are still scrambling to reach the epicentre of the earthquake, which struck the Sichuan province.

China has suffered more than 20 aftershocks of 5.0 or above on the Richter scale since last Monday's initial 7.9-magnitude quake, amid all-out efforts to rescue more than 10,000 people buried under the collapsed buildings.

One survivor was pulled out Sunday after 139 hours under the debris of a collapsed hospital in the ravaged Sichuan provincial town of Beichuan, state media said.

At least 63 more people were rescued alive Saturday, the state-run Xinhua news agency said, defying experts' warnings that survival chances greatly diminish three days after an earthquake.

But not all the rescue stories have happy endings. A man pulled alive from the rubble after 129 hours -- and whose leg had to be amputated by rescue teams -- died in a hospital Sunday of heart failure, state media said.

State television reported rescue crews in quake-ravaged region had gone on heightened alert following the overnight quake, fearful further strong earthquakes could hurt the teams. It said rescuers were still trying to determine if there were any/ was a casualties from the disaster.

"Rainfall and the following quakes have added difficulties to rescue efforts," it said, giving no details.

Xinhua said nuclear facilities had been checked for signs of any damage and "were confirmed safe and controllable."

Relief workers were deployed to clear through landslides. By Saturday they had finally completed repairs to restore land connections with the worst-hit counties of Beichuan and Wenchuan.

The full horror is now emerging nearly a week after the earthquake, which damaged more than 15 million buildings in the remote, mountainous area. China mourned the deaths of thousands of people with three minutes of silence.

Luo Hong, a 22-year-old woman who sells beer, learned that her 55-year-old father, Luo Zaiping, was killed at the coal mine where he worked.

"He worked hard his entire life. Originally he wasn't supposed to work Monday and then this happened," she said. "Now I want even more to work to help people who have survived."

The official People's Daily newspaper urged a nationwide "battle" against the disaster amid a rush by ordinary Chinese to volunteer.

"More than ever, people are aware that to win the battle against the devastating earthquake requires the contribution of the whole country," the communist party's flagship newspaper said in a commentary.

Major challenges lay ahead, with more than 4.8 million people left homeless.

Thousands of people were evacuated in Sichuan province Saturday over fears of floods due to a landslide that had blocked a river.

Rainfall also sent a mud-rock flow into a quake-hit town in Gansu province, which neighbours Sichuan, threatening to demolish more homes, Xinhua said.

President Hu Jintao, on a tour of Sichuan province, offered thanks to the foreign governments and organisations that provided help after the quake, which hit two months after unrest in Tibet set off an international furore that cast a shadow over the upcoming Olympic Games.

Teams from Japan, Russia, Singapore and South Korea, as well as Taiwan and Hong Kong, have been allowed in to help the effort, although other offers from elsewhere have been declined.

Retrieved from

http://www.terradaily.com/reports/Strong_aftershock_rattles_China_quake_survivors_999.html

Appendix D/

Article 3

11,921 killed, more trapped after China earthquake

By staff writers

CHINA has mobilised more than 50,000 soldiers to help casualties of the country's worst earthquake in 30 years, with tens of thousands dead, missing or trapped under demolished houses, schools and factories.

The confirmed death toll from a massive earthquake in southwestern China has risen to 11,921. That figure was expected to rise dramatically with at least 10,000 people alone buried in Mianzhu city in Sichuan.

Up to 5000 people have been killed in one district, Beichuan, where 80 per cent of buildings collapsed, according to Xinhua.

"Several thousand" were reported killed or buried in the nearby town of Hanwang, while over 600 people died and 2300 were buried in Shifang city where there was a major chemical leak.

Rescuers finally reached the towns nearest the epicentre of the 7.8 magnitude earthquake around 20 hours after it struck southwestern Sichuan province, which is still being hit by terrifying aftershocks.

Chinese Prime Minister Wen Jiabao this morning said the situation in southwest China was worse than previously estimated: "We need more people here to help," he said. Australia has offered search and rescue experts and the Federal Government is talking to Beijing about further humanitarian assistance.

"At this point, transportation in affected areas is still being obstructed and it is impossible even for our own rescue teams to reach the disaster-hit areas," Wang Zhenyao, head of the Civil Affairs Ministry's said.

More than 1000 Chinese troops have arrived in Wenchuan country, a poor mountainous region of around 112,000 people, where rescue efforts have been hampered by rain. Army troops are helping emergency medical crews working to find survivors.

Hundreds were feared buried at Juyan Middle School in Dujiangyan city, about 50km from the centre of the earthquake, and rescuers have pulled about 60 bodies from the debris so far. About 900 people are estimated to have been in the building when it came down.

Dujiangyan resident Wen Xiaoping mourned his mother's body which covered on the ground with a sheet of plastic, after he and his neighbours dug through the ruins to find her.

"I lost everything. I lost my house and I lost my mother," Wen said. "My brother is in hospital with severe injuries to his chest. I'm waiting for someone to come and pick up the body. But no-one has come yet."

Police were seen pulling out other bodies, many badly battered, from the ruins of a collapsed building, placing them in a row out the front.

Pictures posted on Chinese internet news sites showed rescuers standing atop huge slabs of shattered concrete at the Juyan Middle School as cranes tried to lift away massive chunks of concrete.

Some buried teenagers were struggling to break loose from underneath the ruins, while others were trapped under the rubble and crying out for help. Grieving parents watched as cranes were excavating at the site.

Foreigners were among the dead or missing, with 37 tourists killed when their coach was buried in a landslide in Aba prefecture in Sichuan. Officials said they had also lost contact with 15 British tourists, state media reported. Australian officials said initial reports indicated that no Australians had been killed or seriously injured in the earthquake.

NEWS.com.au reader Melissa Smith was teaching English in one of the areas hit and said today she had spent the night in frantic conditions on the school sports oval because it was not safe to return to her apartment.

Ms Smith, 18, from Forbes in NSW, said she was teaching at the Xindu No.1 Middle School when her desk and computer began to shake.

"My instinct was to run out of the building," she said. "Myself and two other foreign teachers stood between buildings unwilling to walk between them as they rattle violently, with widows smashing and students running and screaming panicked. I felt genuine fear in a very frightening situation."

Mr. Wen warned the situation in the quake zone was severe as China deployed a large proportion of its 2.3 million-strong armed forces to spearhead the search and rescue effort.

A total of 16,760 soldiers had already begun relief efforts as of this morning, while another 34,000 were advancing toward quake-hit regions by plane, train, truck and on foot, Xinhua said.

President Hu Jintao urged an "all-out" effort to rescue victims and troops were mobilised to help with the disaster rescue effort.

The Sichuan quake was the worst to hit China since the 1976 Tangshan tremor in northeastern China where up to 300,000 died.

Retrieved from www.news.com.au/story/0,23599,23685125-2,00.html

Appendix D/Article 4

Xinhua News

Quake-hit China races the clock as victims nears 12,000

by Lu Chuanzhong

On May 12, 2008, a massive earthquake rattle the Sichuan province of China, with tremors felt in Shanghai and Beijing, even as far as Thailand and India. While the province's capital city Chengdu was left largely intact, many of its surrounding townships have been devastated. According to the BBC, more than 71,000 people are dead, missing or buried under rubble. Entire towns may have lost a whole generation of children. Further aftershocks in the past two weeks demolishing 420,000 more homes in the province. Millions are now homeless. Countries such as Russia and Korea have already sent aid and relief supplies.

BEIJING, May 13, 2008 (Xinhua via COMTEX News Network) -- Rescuers are racing against time in the search for safe victims a day after the strongest quake to struck China in more than three decades jolted the south western province of Sichuan.

The country was in mourning as the death toll increased toward 12,000. The national English-language newspaper, China Daily, printed a front-page headline "The Day the Earth Moved" on a black background. Premier Wen Jiabao, who flew to Sichuan on Monday evening, urged the public to have "composure, confidence and courage" in the face of the catastrophe.

As of 2:00 p.m. on Tuesday, the death victims from the 7.8-magnitude earthquake had climbed to 11,921, according to the temporary disaster aid headquarters headed by Premier Wen. Of the dead, 11,608 were in Sichuan. Wenchuan County, the epicentre, has reported 57 confirmed deaths and the fate of about 60,000 other residents has yet to be clarified.

Wenchuan and neighbouring areas are situated in the steep hills north of Sichuan's provincial capital, Chengdu. Attempts to reach the epicentre "by land, air and water were all hampered" by a combination of transport and communications problems and rain, said an official with the Sichuan provincial aid headquarters.

Premier Wen ordered the clearance of rocks and mud slides that were blocking roads to the centre of the earthquake by midnight on Tuesday. "People are trapped in debris; we must use every second," he told an emergency meeting at 7:00 a.m.

As of Tuesday afternoon, near 20,000 soldiers and armed policemen have arrived in Sichuan province, with 30,000 more troops advancing towards the quake-hit regions by planes, trains and trucks, and on foot, the Defense Ministry said. Meanwhile, 11 military planes were mobilized to deploy rescue personnel to the quake-stricken areas, with 30 flights scheduled on Tuesday alone.

The General Staff Department (GSD) of the Chinese People's Liberation Army (PLA) issued the order early on Tuesday in an effort to speed up the deployment of rescuers. The GSD ordered at 9 a.m. that 10,000 aid troops stationed in the eastern province of Shandong be transported by air instead of rail to Sichuan to save time. Also, civilian aircraft have been mobilized to help with transportation.

FRANTIC SEARCH FOR SURVIVORS

In Beichuan County, about 160 kilometers northeast of the centre of Wenchuan County, rescuers were searching in fear for survivors. At least 1,000 students and teachers were buried when a school in the county collapsed in the quake.

The main building of the Beichuan Middle School, a seven-story structure, had been reduced to about 2 meters high.

About 2,000 students, parents and villagers waited on campus overnight as almost 1,000 armed police searched for survivors in the ruins. Some covered themselves with quilts as it began to rain early on Tuesday. Many parents cried when a rescuer carried a teenage girl out of the ruins. She had lost her legs.

A spokesman for the China Seismological Bureau (CSB) said here Tuesday that rescuers had saved 58 people trapped in destroyed buildings. Rescue teams sent by the CSB, Sichuan Province and Chongqing Municipality have rescued 58 casualties, Zhang Hongwei said at a press conference. "The rescue work remains very difficult," he said.

The Ministry of Finance has allocated 860 million yuan for disaster aid, and the Communications Ministry allocated 10 million yuan (1.43 million U.S. dollars) in emergency funds to restore transportation to quake-hit areas.

Meanwhile, 2,000 medical workers across the country, have been called up by the Health Ministry and the Chinese Center for Disease Control and Prevention, to join in the rescue work. The first group of 24 emergency medical teams have already arrived in the quake-hit areas. The ministry also made an appeal to the Chinese public to donate blood for the injured. Some 60,600 tents from the Civil Affairs Ministry and 10,000 flashlights, 40,000 batteries and 200,000 candles from the Commerce Ministry have also been sent.

Retrieved from <http://www.reliefweb.int/rw/rwb.nsf/db900sid/PANA-7ELG72?OpenDocument&rc=3&emid=EQ-2008-000062-CHN>

Appendix D / Article 5

More worries in China following big earthquake

A powerful earthquake claims more lives in China's southwest, bringing new misery to the region and hampering frantic rescue efforts as the fatalities from last week's quake shot up. China put the confirmed death victims from Monday's quake more than 32,000 as the nation battled to help nearly five million homeless people facing the threats of disease and floods after the worst Chinese natural disaster in a generation.

JIANGYOU, China - Agence France-Presse The 6.0-magnitude quake rattled some of the worst affected parts in Sichuan province six days after China's worst natural disaster in a generation left an estimated 50,000 people dead.

At least three people and more than 50 were also injured in the 6.0-richter scale quake in the township of Jiangyou in Sichuan province, said the local official, Liao Boxun.

"When the following quake hit, mothers hugged their crying children and tried to comfort them, telling them everything would be okay," Dai Yong, who worked in Jiangyou, a town near the epicentre, where the quake was reportedly strongest, told AFP.

The region has suffered at least 24 aftershocks of 5.0 or above on the Richter scale since last Monday's initial 7.9-richter scale quake, threatening to demolish more buildings.

The confirmed death toll from China's earthquake rose Sunday to 32,477, which is more than 3,500 from the day before, the state-run Xinhua news agency said, citing the government's disaster aid headquarters. It put the number of casualties at 220,109.

One survivor who miraculously suffered only slight bruises was pulled out yesterday after 139 hours under the debris of a collapsed hospital in the town of Beichuan, state media said.

At least 63 more people were rescued alive Saturday, the state-run Xinhua news agency said, defying experts' warnings that survival chances greatly diminish three days after an earthquake.

But not all the rescue stories have happy endings. A man pulled alive from the rubble after 129 hours -- after his leg was amputated to free him -- died in a hospital yesterday of heart failure, state media said.

China has begun three days of mourning for the victims of the devastating earthquake in Sichuan province. Flags are flying at half-mast and a nationwide silence has been observed to mark the time it hit a week ago.

Hu praises quake relief:

In an effort to help quake victims, two U.S. military planes packed with food, power generators and other goods deployed into Sichuan province, the first aid that China has accepted from foreign armed forces.

President Hu Jintao, on a tour of Sichuan, offered thanks Saturday for foreigners' help after the earthquake, which struck amid tensions between China and Western nations over Beijing's handling of unrest in Tibet.

Teams from Japan, Russia, Singapore and South Korea, as well as Taiwan and Hong Kong, have been allowed in to help the effort, although other offers from elsewhere have been declined.

State television reported rescue crews in quake-ravaged regions had gone on heightened alert following the overnight quake; fearful further strong tremors could hurt the teams.

Weather compounds misery:

Rain also added the misery for many of the estimated 4.8 million who have been left without homes.

Tens of thousands of suddenly homeless people huddled in appalling conditions in the quake-stricken town of Maoxian under leaky makeshift rain covers, badly needing food, medicine and proper shelter, the Sichuan New Online site said in a report from the town.

"Due to the rain in Maoxian, the people have gone from one disaster to another," it said, in a report that underlined China's huge humanitarian challenge.

Thousands of people were evacuated in Sichuan on Saturday over fears of floods due to a landslide that had blocked a river.

The World Health Organization said Saturday that the lack of safe drinking water or proper waste disposal along with cramped conditions in such camps was "conducive" to disease outbreaks.

The official People's Daily newspaper urged a nationwide "battle" against the disaster amid a rush by ordinary Chinese to volunteer." More than ever, people are aware that to win the battle against the devastating earthquake requires the contribution of the whole country," the communist party's flagship newspaper said in a commentary.

Retrieved from <http://www.turkishdailynews.com.tr/article.php?enewsid=104803>

Appendix D/*Article 6*

Chinaview

China earthquake fatalities could above 50,000, hundreds of reservoirs in danger

YINGXIU, China (AFP) — China said Thursday that over 50,000 people had likely died in the devastating earthquake and aftershocks that hit its southwest as time runs out to save casualties buried in the ruins of broken buildings.

Experts said the search-and-rescue operation was entering its most crucial phase yet four days after the 7.9-magnitude quake struck, with the chances of finding survivors diminishing by the hour.

“The deaths are estimated to be over 50,000,” state television said, citing figures from the national quake relief headquarters.

The scale of Monday’s quake is becoming clearer as teams move into the remote area in Sichuan province, where whole towns were flattened.

“If there are some people survived under such conditions, it would be a matter of luck, or a miracle,” said Zhang Zhoushu, vice director of the state-run China Earthquake Disaster Prevention Centre.

In Yingxiu, a town in the epicentre, rescue workers pulled an 11-year-old girl out of the rubble 68 hours after the quake demolished her school, an AFP reporter who made it into the stricken community witnessed.

Rescuers were sifting through the ruins of collapsed buildings when they heard a voice.

“It’s wonderful, she’s alive!” a delighted onlooker shouted as the girl was pulled out on a stretcher and given a small cup of water.

In Beijing, at a dawn ceremony in Tiananmen Square, soldiers raised the national flag and then lowered it to half-mast to mark the start of official mourning. All public entertainment has been cancelled and presenters on state television are wearing black. At 1428 local time (0628 GMT), people across the country fell silent for three minutes.

China has refused most foreign offers to send rescuers, but said Thursday it would accept a Japanese team flying in with sniffer dogs.

“Most people are saved in the first three or four days,” Willie McMartin, director of the British-based charity International Rescue Corps, told AFP in Hong Kong where his team is trying to get permission to enter China.

“People can survive up to 15 days, but that is when you are talking about miracles, and miracles do not happen very often.”

Sichuan officials upped the confirmed death toll there to more than 19,500, but several tens of thousands more are missing or buried in debris.

Rain was hampering the rescue effort and as the military deploy its rescue efforts with more troops and aircraft, a new threat emerged from creaking dams and reservoirs shaken by the tremor.

State-run television said authorities had found “dangerous situations” at more than 400 reservoirs — two of them major — across five provinces.

Underlining the frantic efforts, China launched a mass public appeal for thousands of shovels, hammers and cranes, saying some rescuers were having to shift huge concrete slabs by hand to get to the victims.

Retrieved from

<http://www.chinaview.wordpress.com/category/disaster/earthquake/>

Appendix D / Article 7

Chinaview

China earthquake: more pupils buried by more shoddy school buildings

Jane Macartney in Juyuan, (Sichuan province, southwest China), The Times Online, UK, May 14, 2008-

GaoJianli lay under a quilt on the sports ground where she once played basketball, her mother and cousin were in mourning at her side. She looked as though she had simply fallen asleep, but her mother's keening and the flickering candles by her white-stockinged feet told another story.

"She has no injuries, she wasn't crushed," her cousin said. "She must have been alive for a long time. In the end she suffocated."

GaoJiali was just 15. She died with hundreds of her schoolmates when the Juyuan Middle School flattened by the force of the 7.9 magnitude earthquake and aftershocks that hit China on Monday. Only two children were brought out alive.

The quake struck in mid-afternoon, when many children were at their desks. Dozens of other schools also collapsed, quite a few while neighboring buildings stayed upright and relatively safe.

Now her crying mother was gently slipping clean trousers over her limp legs to make sure that GaoJiali would make her last journey in new clothes. Then there was a final farewell hug before the men came to carry the child away in a procession with her classmates to the bus that would take them to the mortuary.

Behind the row of bodies, troops circled the ruins. One man had watched the destruction in stunned disbelief. "It took just ten seconds. One moment the school was there and then it was gone," he said.

Heavy rain was hampering the rescue effort. Frantic residents of Juyuan were sheltering from the driving rain under plastic sheeting. One family huddled together for warmth beside the debris of their home. Chunks of concrete lay scattered around the metal chairs where they sat wrapped in quilts against the chill rain.

Without power, survivors were living on bread and packets of biscuits, unable to light a fire to boil water or cook because of the rain.

Their patience was beginning to snap. "This is the fault of the Government," a

bystander said angrily as he watched rescuers sift through the ruins of the school. “They were too slow. Look, it’s already 30 hours or more since the earthquake and our children are still lying in there.”

Another man, who had come to search for his nephew, was outraged by the shoddy building work that helped to topple the school. “Look at all the buildings around. They were the same height but why did the school fall down? It’s because the contractors want to make a profit from our children. They cut corners. They use poor-quality cement. And the Government turns a blind eye.

“These buildings just weren’t made for that powerful tremor. Some don’t even meet the basic specifications,” said Dai Jun, a structural engineer surveying the damage.

Lining the side of the road, several families had stretched sheets of white, red and blue plastic over wooden poles. “I hope the Government can give us a tent soon,” said one middle-aged man. “How can I keep my family warm and dry like this?”

The main highway from the provincial capital, Chengdu, to the devastated town of Dujiangyan and into the mountains beyond was open only to ambulances and to troops and relief workers deployed to the epicentre area.

One man from Chengdu had piled his car high with bottled water, instant noodles and biscuits and was planning to drive as far as he could. “I am taking this up to the people in the disaster area. The television is saying they are short of water and tents. The army will bring tents but I want to help a little with food for the casualties.”

A primary school in the nearby town of Dujiangyan also collapsed. The death toll confirmed that 1,000 students and teachers were killed after a six-storey high school in Beichuan county was demolished into a pile of rubble. Those able to make contact with relatives in the county said the old town on a steep hillside had been buried in a landslide. The new town on the bank of a river had slid into the water.

One man with relatives in the town said: “I can only imagine how many people could have survived such a disaster.” State media said that up to 5,000 people were killed.

Retrieved from

<http://chinaview.wordpress.com/2008/05/14/china-earthquake-more-pupils-buried-by-more-collapsed-shoddy-school-buildings/>

Appendix D / *Article 8*

Earthquake shakes China

BEICHUAN, China // A powerful earthquake rattled China's southwest region early on Sunday, hampering frantic efforts to find earthquake victims and help nearly five million people facing the risk of disease and flood.

6.0-richter scale tremor shook some of the worst-affected parts in Sichuan province as emergency workers reached the epicentre of the massive quake, left an estimated 50,000 death toll. The number appeared to rise as rescue and recovery efforts moved forward.

The country mourned the deaths of thousands of people from the devastating earthquake with three minutes of silence.

State media said 1,000 students and teachers were killed or missing after the 7.9-magnitude earthquake crushed a high school in Beichuan county, while other 900 students are feared death after another school collapsed.

One survivor was pulled out today after 139 hours under the debris of a collapsed hospital in the ravaged Sichuan provincial town of Beichuan, state [media said.

At least 63 more people were rescued alive yesterday, the state-run Xinhua news agency said, defying experts' warnings that survival chances greatly diminish three days after an earthquake.

But not all the rescue stories have happy endings. A man pulled alive from the rubble after 129 hours — and whose leg had to be amputated by rescue teams — died in a hospital today of heart failure, state media said.

State television reported rescue crews in the quake-ravaged region had gone on heightened alert following the overnight aftershocks, fearful further strong quakes could hurt the teams.

It said rescuers were still trying to determine if there were any casualties from the disaster.

By Saturday, relief workers had finally cleared through landslides and completed repairs to restore land connections with the worst-hit counties of Beichuan and Wenchuan.

Teams from Japan, Russia, Singapore and South Korea, as well as Taiwan and Hong Kong, have been deployed to the epicentre area to help the effort.

The full horror is now emerging nearly a week after the earthquake, which damaged more than 15 million buildings in the remote, mountainous area that has escaped much of China's soaring economic growth.

Major challenges lay ahead, with more than 4.8 million people left homeless.

Thousands of people were evacuated in Sichuan province on Saturday over fears of floods due to a landslide that had blocked a river.

Rainfall also sent a mud-rock flow into a quake-hit town in Gansu province, which neighbours Sichuan, threatening to demolish more homes, Xinhua said.

Authorities were also racing to prevent the outbreak of disease, the risks heightened by the rotting carcasses of 12.5 million livestock and poultry.

"Combating epidemics is the most urgent and the biggest task facing us right now," Wei Chao'an, vice minister of agriculture, said yesterday.

The World Health Organisation said that the lack of safe drinking water or proper waste disposal along with cramped conditions in temporary shelters was "conducive" to outbreaks.

"Preventing communicable disease outbreaks is the key public health issue now facing the People's Republic of China," the UN body said in a statement.

The Chinese president Hu Jintao, on a tour of Sichuan province, offered thanks to the foreign governments and organisations that provided help after the quake, which struck two months after unrest in Tibet set off an international furore that cast a shadow over the upcoming Olympic games.

Retrieved from

<http://www.thenational.ae/article/20080516/FOREIGN/212691090/1040/NEWS>

Appendix D / Article 9

GUARDIAN

China earthquake kills thousands

by Mark Tran, Elizabeth Stewart and agencies guardian.co.uk,

The death toll from the most deadly earthquake to hit China in more than three decades today reached nearly 10,000 to be mourned in Sichuan province alone, the state-run Xinhua news agency reported.

Worst hit was Sichuan province's Beichuan county, where a further 10,000 were feared injured and 80% of the buildings were demolished, including eight schools and one hospital.

As reports trickled in from areas that had been cut off since the earthquake hit this morning, the fatality is expected to rise.

There are fears over some 900 students buried under the rubble of a secondary school in the city of Dujiangyan, also in Beichuan county.

Photos posted on the internet revealed arms and a torso sticking out of the wreckage of the school as dozens of people scrambled to free the students using small mechanical winches or their bare hands.

Xinhua news agency reported that 50 casualties had been recovered from the debris, but did not say whether there were people who still alive.

Dale Rutstein of Unicef China, said Sichuan was one of the poorest provinces in China, which would add to the scale of the disaster.

"There are a lot of people living in marginal areas that are difficult to get to and a lot of the buildings in those areas are substandard and could collapse very quickly," he said.

The 7.8-magnitude quake struck 57 miles north-west of Chengdu, the capital of Sichuan. Tremors from the quake, which hit at 2.28pm (6.28am BST), were felt as far away as Thailand and Vietnam.

"We felt continuous shaking for about two or three minutes. In frantic, all the people in our office are rushing downstairs. We're still feeling slight trembling," said an office worker in Chengdu.

The US Geological Survey said the quake was centred 6 miles below the Earth's surface.

A chemical plant destroyed in Shifang city, to the south-east of the epicentre, burying hundreds of people and sending more than 80 tonnes of toxic liquid ammonia leaking from the site, state media reported.

The Prime Minister, Wen Jiabao, had rushed to the area and the president, Hu Jintao, ordered an "all-out" rescue effort, Xinhua reported.

Rescue teams and relief workers were trying to make contact with cut-off areas. Thousands of army troops and paramilitary People's Armed Police were deployed to take medical supplies to the region, state television said.

Wen appealed for people to rally together. "This is an especially challenging task," he said, reading from a statement. "In the face of the disaster, what's most important is calmness, confidence, courage and powerful command."

There was no visible damage in Beijing, about 930 miles away, but the quake was felt. The showpiece Bird's Nest Olympic stadium, which is built to withstand a 8.0 quake was unscathed, a spokesman for the Olympic organising committee said.

The region most severely affected is largely populated by Han Chinese but has sizeable Qiang and Tibetan populations. Wenchuan county, the centre of the quake, according to Sichuan seismologists, is also home to the Wolon nature reserve, a centre for research on giant pandas.

The Sichuan seismology bureau reported 313 aftershocks has hampered the rescue effort and has prompted many residents, including hospital patients, to remain outdoors.

Wyndham James of Save the Children said the timing of the earthquake would contribute to higher fatalities.

"The earthquake was about 2.30pm and is a time when most children are in school. There are also other institutions like orphanages and hospitals that could be affected," he said, adding that the official death victim was a conservative estimate.

State television has been broadcasting advice for those trapped in the earthquake, telling people to "keep calm and conserve energy". Survivors have been told to "seek water and food, and wait patiently for rescue".

Retrieved from

www.guardian.co.uk/world/2008/may/12/china?gusrc=rss&feed=networkfront

Appendix F

The semi structured interview questions:

First greeting the student and asking about his group, and how many articles he has read.

Warming up:

1- Do you like reading newspaper articles, and does extensive reading improve your English language in general?

Research related Questions:

2- Does extensive reading influence your vocabulary learning, and how?

3- What were the words which you could understand?

4- How could you understand these words? (What helped you understand them?)

5- What were the words that you could not understand, and why could not you identify or understand them?

Appendix E

Questionnaire

Dear students,

The aim of this questionnaire is to examine the importance and role of extensive reading (1) in incidental (2) vocabulary acquisition (3), and the main factors that help you as students understand and acquire a new unfamiliar word. Please be informed that all the collected information and ideas are confidential and will be used only for research. All papers will be kept in the researcher's hand and university only. So, I will be thankful if you may kindly respond to the following statements honestly as your answers will help teachers and educators to better understand your needs. Your opinions and ideas are very important to show the real influence of extensive reading on learning new vocabulary.

It is not mandatory to write your names, but it is a matter of planning and organising the papers.

Please tick the answer that best reflects your opinion on the given statements:

	Strongly agree	Agree	Neutral	disagree	Strongly disagree
1. I understand new words when they are used in context.					
2. I better understand the use of a new word if it is repeated in several contexts.					
3. I feel more encouraged to read authentic articles from outside my books.					
4. Some unfamiliar words are required to be paid more attention than other unfamiliar words in a text.					
5. I don't check my dictionary all the time when I naturally read an extensive reading text or article.					

- Some other comments in case there is any:

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(1) Ext. reading is to read for pleasure or information without focusing on grammar or every word.

(2) incidental: unintentional - by accident – implicitly.

(3) acquisition: learning and understanding.

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 Thank you for your patience and cooperation