Incidental Vocabulary Learning Through Comprehension-Focused Reading of Short Stories[*]

Dr. Naser Rashidi[**]
Amir Ganbari Adivi[***]

Abstract

This study investigated the amount of incidental vocabulary learning through comprehension-focused reading of short stories and explicit instruction to this goal. Forty male high school students were selected randomly, and divided into two groups of twenty. One group of these students was given five 400-word-level short stories to read with the purpose of comprehension, and the students in the control group were explicitly taught twelve vocabulary items selected from the short stories. Results demonstrated that students in the incidental learning condition did better and gained more vocabulary. The contributions of the study to the field of English language teaching were mentioned eventually.

Key words: Vocabulary, Incidental Learning, Comprehension-focused Reading, Explicit Instruction.

Introduction

The past two decades have witnessed a great rush into the study of vocabulary, particularly within the area of second language learning and teaching. Vocabulary, once a neglected aspect of language learning and teaching contexts, has now received particular attention, and is no longer sacrificed for syntax. Studies prevail in the area and they are mainly concerned with descriptions of the processes involved in vocabulary use. Of course, they have filled so many existing gaps.

Virtually anyone involved in the area of second/ foreign language pedagogy is well aware of the significance of vocabulary teaching, as day after day the crucial role of the lexicon in language learning and communication is revealed to researchers. It is now turning into a fact that learning a second language involves learning extensive vocabulary. So it is no surprise that many learners are somewhat apprehensive when faced with such an enormous task and teachers show increasing interest in searching for new and more effective approaches to teaching vocabulary. In fact, despite the impressive progress made by teachers, there is still concern as to how vocabulary can best be taught and learned.

Second language vocabulary acquisition process involves several different learning processes and, hence, is a very complex phenomenon. Thus, throughout the years, great attempts have been made to come up with sound approaches to account for such various processes. Such approaches have been distinguished in various ways. The most commonly drawn distinction is the one between incidental and intentional learning or between implicit and explicit learning. Defined generally, explicit and intentional learning are characterized by the consciousness involved in the learning process. Both include the study of decontextualized vocabulary and using dictionaries and glossaries.

Research has shown that such explicit attention to vocabulary can positively affect the second language vocabulary acquisition (Schmidt, 1990; McLaughlin, 1987). Schmidt (1994a) also supports the finding and argues that attention to input is necessary for explicit learning. Though being advantageous in so many learning situations, such decontextualized learning and explicit and intentional vocabulary learning might, in its extreme use, tend to hinder learners' ability to communicate appropriately in context.

It is widely believed that most vocabulary, in both first and second language, is acquired incidentally i. e. as a by-product of such receptive activities as reading and listening while the focus is not vocabulary learning but some other purposes (Cho and Krashen, 1994). Recent research on second language vocabulary learning confirms the great contribution of reading to incidental vocabulary learning (Nagy, Anderson, and Herman, 1987). "During reading, new word meanings are derived and learned even though the purpose is not the learning new vocabulary" (Swanborn and de Glopper, 2002, pp. 95-6). Therefore, extensive reading can serve as the unquestionable source of incidental second language vocabulary acquisition.

Though it is generally accepted that wide reading promotes incidental vocabulary acquisition, several factors seem to affect the amount of vocabulary gained through an incidental vocabulary acquisition, one of which is the purpose learners read for. Learners read texts for various reasons, and, as Swanborn and de Glopper (2002) maintain, they gain various degrees of vocabulary based on their purposes. In their study on the impact of reading purposes on incidental word learning from context, Swanborn and de Glopper (2002) asked students to read texts for such purposes as fun, to learn about the topic of the text, and for text comprehension. The results showed that the most incidental vocabulary gain occurred while reading for text comprehension.

However, there are still some doubts on the effectiveness of such an approach to vocabulary acquisition. Contrary to those who strongly believe in the usefulness of incidental learning of second language vocabulary, there are others who point to the great contribution of explicit attention to individual lexical items in a form-focused instructional context. While admitting that some vocabulary is certainly gained incidentally through extensive reading, they believe it to be insufficient and suggest some explicit attention to vocabulary to make the learning process more fruitful. Norris and Ortega (2000) claimed that explicit instruction not only makes a difference but also makes a very considerable difference. In their study (2000), they found out that explicit instruction was significantly more effective than implicit instruction.

Controversies still exist as to what the most effective way of learning and teaching vocabulary in a second language would be.

What seems more reasonable, however, is to take a more balanced approach to vocabulary learning and teaching. Both types might be effectively integrated to make a whole. In fact, incidental and intentional learning should supplement the extensive reading to bring effect into language teaching programs.

So many studies have explored the area to come up with a satisfactory answer to the question: which way proved to be more fruitful: Explicit instruction or incidental learning? (Laufer, 2005; Ellis, 2001). And, they have been successful enough to arrive at the assumption that "larger amount of vocabulary can be acquired with very little form-focused (explicit) instruction" (De Keyser, 1998, p. 43). However, second language vocabulary learning is multi-faceted in nature and so many variables act cross-sectionally in this process and many questions have remained unanswered.

This study attempted to investigate the amount of incidental vocabulary learning through comprehension-focused reading of short stories.

Review of Literature

The literature on second language (L2) incidental vocabulary acquisition is so vast and, of course, sometimes controversial, in all empirical, theoretical, and practical areas. The vastness might be due to the significance of the issue (Horst, Cobb, and Meara, 1998; Laufer and Hulstijn, 2001) and the controversies mostly arise from the fact that incidental vocabulary learning does not prove itself equally effective in all learning situations (Ellis, 2001; Laufer, 2005). To make a clear picture of what has been going on so far in the area of L2 vocabulary learning, therefore, a rather careful exploration of related concepts seems in order.

Types of Vocabulary Learning

An overall review of literature leads us to the fact that generally four types of vocabulary learning can be distinguished; namely, incidental, intentional, implicit, and explicit. The incidental/intentional and implicit/ explicit distinctions are straightforward. When it comes to the distinction of incidental vs. implicit distinction, however, things get more complex and misunderstandings begin to appear. To make

life simpler, thus, certain in – depth definitions of the terms are provided here.

Implicit vs. Explicit

The discussion on the various approaches to vocabulary learning has been greatly influenced by the related distinction between implicit and explicit learning. For N. Ellis (1994 a , pp. 1-2) " implicit learning is the acquisition of knowledge about the underlying structure of a complex stimulus environment by a process which takes place naturally, simply and without conscious operations". Reber (1976, p. 93) puts it in another way: "Implicit learning refers to a primitive process of apprehending structure by attending to frequency cues". Therefore, implicit learning is well identified by the lack of consciousness of the structure to be learned. Explicit learning, on the other hand, is a more conscious operation where the individual makes and tests hypothesis in a search for structure (N. Ellis, 1994a, pp. 1-2). Explicit learning, thus, is characterized by various uses of heuristic and mnemonic strategies (Reber, 1976). Using consciousness as a key term to define implicit or explicit learning, though, seems to make things more complex, for the term is misleading in itself. It will be more logical to do without it. Implicit learning has been defined in the absence of such terms as automaticity and intentionality (Frensch, 1998). However, some researchers as De Keyser (2003, p. 314) believe both of these concepts to be really distinct from what is really there in practice. He argues that automaticity is really the result of a learning process, not a characteristic of it. Making use of the construct of awareness instead, he defines implicit learning without awareness of what is being learned. Awareness has been defined by N. Ellis (1994a, p. 1) as "conscious operations". Schmidt (1994a) counts attention to input as a prerequisite for any learning to take place; hence, implicit learning does involve some attention to the stimulus but does not involve conscious operations. "Knowledge attainment" can thus "take place implicitly (a nonconscious and automatic abstraction of the structural nature of the material arrived at from experience of instances) and explicitly through selective learning (the learner searching for information and building the testing hypothesis), or because we can communicate using language, explicitly via given rules (assimilation of a rule following explicit instruction)" (N. Ellis,

1994a, pp. 1-2). Implicitly acquired knowledge, tends to remain implicit, and explicitly learned knowledge also tends to remain explicit. The latter, though, can turn into implicit in the sense that learners can lose awareness of the structure of implicit knowledge when attempting to access it, for example for applying it to a new context or for conveying it verbally to somebody else.

Incidental vs. Intentional

The use of the terms incidental and intentional learning in the psychological literature goes back to the beginning of the twentieth century and has been used in experimental psychology for a long time (Laufer and Hulstijn, 2001, p. 10). Though there is no satisfactory definition of incidental learning upon which all agree, it can be drawn, from among various suggestions that incidental learning requires learners to perform a task involving the processing of some information without being told in advance that they will be tested afterwards on their recall of information (Laufer and Hulstijn, 2001). Incidental vocabulary learning can, therefore, be defined as "learning without an intent to learn" (Laufer and Hulstijn, 2001, p. 10) or, as Schmidt (1994 b) claims, as the learning of vocabulary when the learner's primary objective is to do something else, e. g. to communicate. Krashen (1989) quotes the most frequently example of vocabulary learning as the by-product of reading. Gass (1999, p. 320) summarizes all the definitions given above and puts her definition this way: "Something that is learned without the object of that learning being the specific focus of attention…."

According to Hulstijn (2003, p. 320), as it was mentioned earlier, incidental and intentional learning can be best distinguished only in the absence or presence of an announcement to the participants in a post-test. (Thus, in the case of incidental learning the experiment may not even be explicitly presented as a learning experiment because the word learning itself might make the students use specific strategies unwanted by the experimenter, hence, deviate the objective of the study. Yet, Ellis (1999b, p. 45) distinguished incidental and intentional learning based on the distinction between such cognitive terms as focal and peripheral attention. As he maintains, "intentional learning required focal attention to be placed deliberately on the linguistic code (i. e. on form or on form-meaning connections)" while "incidental

learning requires attention to be made on meaning (i. e. message content) but always peripheral attention directed to form". Hulstijn (2003, p. 357), too, considers some degrees of noticing and attention to be present in both incidental and intentional learning, the only difference being that during intentional learning they are deliberately geared at committing new information to memory whereas in incidental learning the case is different.

Gass (1999, p. 321) introduces the factors involved in vocabulary learning in a schematic representation that captures the distinction between incidental and intentional learning:

Intentional ⟵————————————⟶ incidental
No cognate   cognate
First exposure   lots of exposure
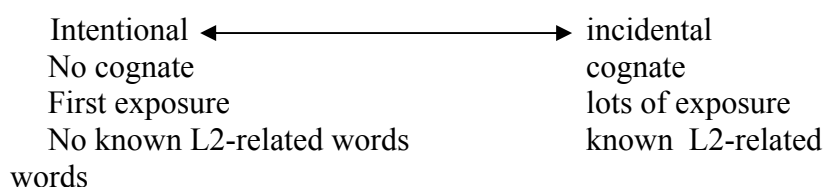No known L2-related words   known L2-related
     words

Figure 2.1 Incidental and intentional learning adapted from Gass (1999, p. 325)

According to this figure, it can be concluded that words are more likely learned incidentally in case (a) there are recognized cognates between the native and the target languages, (b) there is significance exposure to second language, or (c) words related to the target vocabulary are known.

Incidental vs. Implicit

Things get more complex when it comes to the distinction between implicit and intentional learning. The notions, here, are so interrelated that misunderstandings are very likely to arise. Ellis (1994a, p. 1) tends to distinguish between the two, using "consciousness" as a key term. For him, implicit learning will typically take place when knowledge about the underlying structure of a complex stimulus environment is acquired through a process which does not involve any conscious operation and which taken place naturally and simply. Schmidt (1990) distinguishes among three different aspects of consciousness; namely, consciousness as awareness, consciousness as intention, and consciousness as knowledge. Different types of learning can take place based on how consciousness is defined. Thus, according to Reider (2003, p. 28), if we define consciousness as intentionality, then the absence or presence of it will lead to incidental and intentional learning, respectively. In a similar fashion, if we

consider consciousness as awareness, its absence and presence will end up with implicit and explicit learning, in turn.

Psychological Bases of Incidental Vocabulary Learning

Laufer and Hulstijn (2001, pp. 14-15) assume that retention of words when processed incidentally, is conditional upon the three factors of need, search, and, evaluation which, taken together, he refers to as "involvement". Involvement, in Laufer and Hulstijn's words, is perceived as "a motivational-cognitive construct which can explain and predict learners' success in the retention of hitherto unfamiliar words" (2001, p. 14). The need component of involvement is the motivational, non-cognitive dimension of it, being concerned with the need to achieve. In the positive sense, an example of such concept of need may be the case of a learner who encounters an unknown word while reading a text, the meaning of which in necessary to understand the message. Here, s/he will experience the need to understand it (Laufer and Hulstijn, 2001). Search and evaluation, however, are two cognitive dimensions of involvement, contingent upon noticing and deliberately allocating attention to the form-meaning relationship (Schmidt 1994 b). Search is the attempt to find the meaning of an unknown word either by trying to find the translation, as another cognitive dimension of involvement, or by comparing a given word with other words. It, in fact, implies some kind of selective decision based on a criterion of semantic and formal appropriateness of the word and its context (Laufer and Hulstijn, 2001).

Incidental Vocabulary Learning through Extensive Reading

It is now clear that wide reading promotes incidental vocabulary learning (Nagy, Anderson, and Herman, 1987). Extensive reading has proved itself to be highly influential in incidental vocabulary gain for it exposes learners to large quantities of material within their linguistic competence which is, at the some time pleasurable. Vocabulary gain through extensive reading may be attractive for a number of reasons. First, reading as an individual activity might prove to be beneficial for learners of every level of proficiency since reading is a very flexible activity which does not lock learners into a fixed learning program as class does. Second, it allows learners to follow their interest and, therefore, carries

with it some degrees of motivation. The last reason is that learning provides students to continue with their studies outside the classroom context.

Opposing views, however, exist which do not believe in the effectiveness of using reading as a material for incidental vocabulary learning. Although, there is an overall agreement on the usefulness, even necessity, of extensive reading, vocabulary learning tasks and of teaching explicit strategies for vocabulary learning, there is by now ample evidence to show that explicit instruction has a positive effect on second language acquisition. Long is among those advocating explicit instruction of vocabulary. He, in his review of some 12 studies asserted that the answer to the question "does L2 instruction make a difference?" is a "yes" (Long, 1983, p. 380). Norris and Ortega (2000) in a meta-analysis of 49 form-focused instruction (FFI) studies found even more conclusively in favor of explicit instruction, noting that not only did FFI make a difference but also that it made a very considerable difference. Their analysis also found that explicit instruction was significantly more attractive than implicit instruction and that the effects were more durable. Schmidt (1990), too, following Ellis (2001) concludes that language acquisition can be speeded by explicit instruction and that without any focus on form or consciousness-raising … formal accuracy is an unlikely result.

Research on L1 reading and vocabulary learning has identified such factors as age, reading skill, and several word characteristics to influence the amount of incidental vocabulary learning while reading (Swanborn and de Glopper, 1999). One factor that has remained neglected, to some extent, is the reading purpose i. e. the goal for which learners read.

Stallman (1991), comparing readers directed to the vocabulary in a text to readers not focused on vocabulary, could not demonstrate the effectiveness of incidental vocabulary learning. Past research, though, indicates that reading objectives direct the learners' attentional processes to those parts of information in a text that is relevant to accomplishment of the reading task (Klauer, 1984). Following this argument, it is expected that readers directed to vocabulary to demonstrate greater gain in vocabulary knowledge than students who have another goal in mind.

Swanborn and de Glopper (2002) investigated the impact of reading purpose on incidental vocabulary learning from context. They specified three purposes for the reading tasks, namely, reading texts for fun, to learn about the topic and for text comprehension. They found out that properties of words learned incidentally while reading ranged from .06 for free reading, .08 when reading for text comprehension to .10 when reading to learn about the topic. However, the texts they used were various informative texts about animals, science, etc. Since motivational aspects play a role in incidental vocabulary learning (Horst, et, al., 1998), the results of such study might not be the same if the reading material is one of learners' interests.

In line with these researches, as stated above, the present study investigated the amount of incidental vocabulary learning through comprehension-focused reading of short stories and explicit instruction to this goal. In other words, the study was an attempt to answer the following questions:

1. Is incidental vocabulary effective in the amount of vocabulary learned?

2. If yes, how effective is it in comparison to explicit instruction?

Method

Participants

Forty Iranian male high school students participated in the experiment. All the students were of roughly the same age (16-17) and were studying English as a compulsory subject during guidance and high school education. These students were selected randomly from among the students of Bahman 22 High School in Fouladshahr.

Materials and Instruments

Short stories: five stage- one (400-headword) short stories were selected and prepared for the students in the incidental vocabulary learning condition. Measures were taken to make sure that these students had not already read the stories. Vocabulary level was controlled for the reading task which was a comprehension-focused one.

Target words: of the words students encountered in the short stories, twelve words were selected. To control for the existing knowledge of

these target words, a group of students of the same class but not participating in the experiment were used to make sure that the target words were unknown to the students of this grade. The teacher also approved that the words were not included in the course book. So the target words were unknown to all forty students. The target words were *blind, bloodstains, bury, sand, spirit, strange, floor, petrol, jewel, sharks, view, and ghost.*

Test: To assess students' learning of the target words throughout the study, a multiple-choice test was employed (see Appendix). Two versions of the same test were used to ensure that adjacent students would not copy each other.

Procedure

At the outset, a well-established state high school, Bahman 22, was selected to host the study. The researchers did this to keep out the negative effects of the teacher's lack of mastery over the subject matter. Afterwards, based on random sampling, two classes of the same grade were chosen to participate in the study.

To make sure that there is no significant difference between the students of the two classes with regard to their English language proficiency and have a homogeneous sample, students' marks in their language proficiency test were compared. Noticing no significant difference between two groups, the researchers randomly chose twenty students of one of the classes as his control group and the same number of students in the other class as the experimental group.

Those in the experimental group were assigned the task of reading the short stories for the purpose of comprehension. Nothing was mentioned about the later-on exam. Students in the control group were explicitly taught the target words using a presentation, practice, and production (PPP) approach by their own teacher, however. The explicit instruction took place in the absence of those reading the short stories. The students were not informed of the specific object of the study. The unexpected administration of the test took place in one session for both groups. Independent T-test was used to find the probable differences between the two groups' performance.

Results

As mentioned in the previous section, to examine the homogeneity of the sample, their language proficiency scores were analyzed. Table I below illustrates the resulted data. The level for statistical significance was decided to be 0.05.

Table I: Independent sample T-test to check for the homogeneity of both groups in their language proficiency

Groups	N	Mean	Std. Deviation	df	Sig.
Exp.	20	14.8	2.56	38	0.266
Con.	20	15.6	2.18		

Table I above simply shows that there is no significant difference between the two groups ($p > 0/05$) with regard to their language proficiency level; therefore, the sample is homogeneous in this case.

Table II: Independent sample T-test which shows the results of the experiment

Groups	N	Mean	Std. Deviation	df	Sig.
Exp.		2016.1	2.07	38	0.00
Con.	20	13.4	2.11		

The results in Table II indicate that the students' performance in the experimental group was significantly different ($p > 0/05$) from those in control group. Here, Mean differences meaningfully show that the former group did better than the latter one (i.e. Mean exp = 16.1 > Mean con = 13.4)

Discussion

In this study, the amount of incidental vocabulary learning through comprehension-focused reading of short stories was examined. As the results did reveal a significant incidental vocabulary gain compared with the outcome of explicit instruction, what comes out of this study

seems to be inconsistent with previous research (Laufer, 2005; Laufer and Yano, 2001; Cho and Krashen, 1994; Knight, 1994; etc.). While admitting that certainly some vocabulary is gained through extensive reading, all these researchers strongly believe in the necessity and, hence, effectiveness of explicit instruction of vocabulary. The claim that explicit teaching of vocabulary is necessary can sometimes be justified by the fact that a high percentage of unknown words in a text might make the task of guessing words from context very difficult (Decarrico, 2001).

One important factor, present in this study and absent in most of the researches done on L2 incidental vocabulary learning, was the specification of a purpose for reading short stories. As Swanborn and de Glopper (2002) maintain, reading purpose has a determining impact on incidental vocabulary learning. Learners may read for various purposes. One reason why students in the incidental learning situation did better might be the fact that a purpose was already defined for them: They had to read for the purpose of comprehension of the stories. As they knew that they might be asked, later on, for the comprehension, they must have paid more attention to the contextual clues in order to guess the meaning of the unfamiliar words they encountered in the texts. Here, one might argue that such intentional attention would deviate the process of incidental vocabulary learning in that it makes it explicit to some extent. But the fact is that the purpose of the reading process was text comprehension and students were not aware of the objective of this study. Nor any mention of any follow-up vocabulary test was made to them.

A second related justification for this result can be students' repeated exposure to the target words in the five short stories, compared with the limited exposure of students during the explicit instruction. As Laufer (2005) claims, vocabulary acquisition is usually a cumulative process i. e. each additional exposure to the same word may enrich and strengthen the learner's knowledge of it. Since the target words were mostly related to the general theme of the stories, certainly students reading short stories expose to them more frequently than others in the control group.

Of course, it must be noted that this study suffers from an uncontrolled variable in operate i.e. the probability that students might have looked up the unknown wards in a dictionary. The better

performance of students reading short stories can, then, be attributed to this uncontrolled variable. This variable could be controlled by asking students not to look up the words in the dictionary. However, this would increase their sensitivity and, therefore, lead them to pay explicit attention to unknown words; hence, affecting the overall objective of the study i.e. the amounts of their incidental vocabulary learning.

Conclusion

Ellis (2008) argues that much of language learning, in general, and vocabulary learning, in particular, is implicit in nature because learners cannot be expected to develop awareness of the low-level distributional properties of the target language. However, he also argues that explicit instruction of vocabulary has a role to play in forcing learners to attend to the structure of the so-called ambiguous sequences. Unfortunately, the only role given to incidental vocabulary learning is a peripheral one, which dooms it to exist only in the presence of explicit instruction. The results of this study showed that specifying a purpose for students while reading short stories can facilitate incidental vocabulary acquisition. Horst, et. al. (1998) in their study on acquiring second language vocabulary through comprehension-focused extensive reading lends great support to this concluding remark. Taken as a whole, if appropriate condition and materials are prepared for learners, incidental learning of vocabulary is likely to take the floor more explicitly than before. Therefore, in answering the research questions of the study it can be maintained that the results confirmed the effectiveness of incidental vocabulary.

Pedagogical implications

The results of the present study implicate that incidental learning of vocabulary, might deserve much more attention than has been given to it so far. Despite the common view in vocabulary studies that we have not been explicitly taught the majority of words we know, the only role given to incidental vocabulary learning has been that of a complementary component. Since, as Swanbern and de Glopper (2001) believe, vocabulary knowledge is highly correlated with reading comprehension, and for reading to be a venue of vocabulary learning, high- frequency words of language must be taught explicitly.

However, beyond a certain level of proficiency, vocabulary learning seems to be more effective if occurs incidentally. Thus, learners can take the control of their vocabulary learning in hand.

In order for this to happen, teachers must provide appropriate and comprehensible reading materials geared at the students' level of proficiency, and, obviously assign a specific purpose for the reading tasks. Teacher might make use of various strategies to promote incidental vocabulary learning during such tasks. It is recommended that texts be initially selected from among interesting ones available, e. g. short stories, so that students get more motivated to go through the process more successfully. Later on, when they get into the habit of learning words incidentally, various texts may be employed.

Moreover, incidental learning from exposure to texts will be greatly facilitated if learners use vocabulary learning strategies. These strategies will undoubtedly be required initially, in any case, as students are encouraged to make the transition to independent learning by determining meanings of the less frequent words through readings.

Limitations and suggestions

The present study was carried out with a small number of Iranian high school students who were nearly of the same age. It seems that this project would have been more informative, and the results would have been more generalizable if done based on a more heterogonous population and with participants of different age groups. What is more, as it was mentioned earlier, there was an uncontrolled variable which might have affected the results of the study: the possibility that students in the incidental learning condition might have looked the unfamiliar words up in a dictionary, especially since the target words were selected based on their relatedness to the general theme of the stories. Time limitation, too, may be another reason that the results of the study would rather be accepted with reservation.

The findings of this study may bear many interesting questions for further research. As these findings are not in line with most studies in the literature, further experiments should be conduced to see how incidental vocabulary learning will act with regard to other variables as age, gender, various proficiency levels, and various purposeful (reading) tasks. Attempts must be made to see whether incidental

vocabulary learning phenomena will prove itself to be more erective than explicit instruction in front of any of the above factors.

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Appendix
Test Vocabulary

1. The …… girl couldn't read our books because she reads special books.
a. strange   b. blindc. blond d. old

2. The …… on his shirt showed that he was the killer.
a. dirt b. waterc. tears   d. bloodstains

3. Muslims …… the bodies of their dead but some of the Indians burn them.
a. bury   b .loosec. color d. look for

4. My father likes to sleep on the …… whenever we go to the seashore.
a. sea b. floor c. sand   d. bed

5. Sara's mother died many years ago. She has decided to be a good girl to make her mother's …… happy.
a. ghost   b. viewc. mind   d. spirit

6. I really don't like ……people coming to my door because I don't know them.
a. lovely b. strange c. poor   d. blind

7. They have a big house. It has two …… and a big front yard.
a. bathrooms   b. backyards   c. floors d. roofs

8. Before we start our trip, my father always fills his car up with …….
a. water b. oil   c. air d. petrol

9. She is a lucky girl because her grandmother gave her a box full of ……
rings and necklaces.
a. jewel b. rock c. stone   d. plastic

10. The sea is full of.... Be careful when you go in it.
a. ships b. boatsc. fish d. sharks

11. Sam was really frightened. He thought there was a white man in the
room. I think he saw a …… there.
a. stranger b. ghost   c. blind man d. shark

12. I like this house because when you open the windows you see the
beautiful …… of the jungle.
a. picture b. smell c. view   d. sign