Adab Al-Rafidayn Journal

**A refereed quarterly scientific journal
Issued by the College of Arts - University of Mosul**

To communicate:

radab.mosuljournals@gmail.com
URL: https://radab.mosuljournals.com

A

Adab Al-Rafidayn Journal

Publishing instructions rules

1. A researcher who wants to publish in Adab Al-Rafidayn journal should enter the platform of the journal and register by an official or personal activated email via the following link:

https://radab.mosuljournals.com/contacts?_action=signup

2. After registration, the platform will send to your mail that you registered on the site and a password will be sent for use in entering the journal by writing your email with the password on the following link:

https://radab.mosuljournals.com/contacts?_action=login

3- The platform (the site) will grant the status of the researcher to those who registered to be able in this capacity to submit their research with a set of steps that begin by filling out data related to them and their research and they can view it when downloading their research.

4-File formats for submission to peer review are as follows:

• Fonts: a "standard" type size is as follows: (Title: at 16point / content : at 14point / Margins: at 10 point), and the number of lines per page: (27) lines under the page heading line with the title, writer name, journal name, number and year of publishing, in that the number of pages does not exceed 25 in the latest edition in the journal free of illustrations, maps, tables, translation work, and text verification, and (30) pages for research containing the things referred to.

• Margins are arranged in numbers for each page. The source and reference are defined in the margin glossary at the first mentioned word. List of references is canceled, and only the reference is mentioned in the first mentioning place, in case the source is repeated use (ibid.)

• The research is referred to the test of similarity report to determine the percentage of originality then if it pass the test it is referred to two referees who nominate it for publication after checking its scientific sobriety, and confirming its safety from plagiarism , and if the two experts disagree –it is referred to a

third referee for the last peer review and to decide on the acceptance or rejection of the research .

5- The researcher (author) is committed to provide the following information about the research:

 •The research submitted for evaluation to the journal must not include the name of the researcher, i.e. sent without a name.

 •A clear and complete title for the research in Arabic and English should be installed on the body of the research, with a brief title for the research in both languages: Arabic and English.

 •The full address of the researcher must be confirmed in two languages: Arabic and English, indicating: (the scientific department / college or institute / university / country) with the inclusion of an effective email of the researcher.

• The researcher must formulate two scientific abstracts for the research in two languages: Arabic and English, not less than (150) and not more than (250) words.

 •presenting at least three key words that are more likely to be repeated and differentiated in the research.

6-The researcher must observe the following scientific conditions in writing his research, as it is the basis for evaluation, otherwise the referees will hold him responsible. The scientific conditions are shown in the following:

 •There should be a clear definition of the research problem in a special paragraph entitled: (research problem) or (problem of research).

  •The researcher must take into account the formulation of research questions or hypotheses that express the problem of research and work to achieve and solve or scientifically refute it in the body of the research.

• The researcher works to determine the importance of his research and the goals that he seeks to achieve, and to determine the purpose of its application.

 •There must be a clear definition of the limits of the research and its population that the researcher is working on in his research.

•The researcher must consider choosing the correct methodology that is appropriate to the subject of his research, and must also consider the data collection tools that are appropriate for his research and the approach followed in it.

- Consideration should be given to the design of the research, its final output, and the logical sequence of its ideas and paragraphs.

•The researcher should take into consideration the choice of references or sources of information on which the research depends, and choose what is appropriate for his research taking into account the modernity in it, and the accuracy in documenting , quoting form these sources.

•The researcher should consider taking note of the results that the researcher reached, and make sure of their topics and their rate of correlation with research questions or hypotheses that the researcher has put in his research.

7- The researcher should be aware that the judgment on the research will be according to a peer review form that includes the above details, then it will be sent to the referee and on the basis of which the research will be judged and weights will be given to its paragraphs and according to what is decided by those weights the research will be accepted or rejected. Therefore; the researcher must take that into account in preparing his research.

Editor-in-chief

CONTENTS

F

Investigating EFL University Learners' Incidental Acquisition of Vocabulary

Shaimaa Al- Nuaimee *
Shoaib Saeed Fahady *

Abstract

The current research aims to investigate the effect of incidental learning strategy on EFL university students' vocabulary acquisition and retention. In the light of these aims, the researcher has set two null hypotheses to be tested .

The researcher adopted the one-group experimental design for this research. Accordingly, a sample of 40 students has been intentionally chosen from among second year students at the Dept. of English/ College of Basic Education/ University of Mosul for the academic year 2019/ 2020.

The instrument has been prepared by the researcher to collect the data based on the dependent variables of this research; namely vocabulary acquisition and retention. An achievement test in vocabulary acquisition and retention was constructed by the researcher in the light of the behavioral objectives of the instructional materials. The validity and reliability of the instrument was verified and tested.

The collected data were statistically analyzed by using different statistical means. The findings of this research show that the incidental learning is an effective strategy in acquiring vocabulary.

Keywords: incidental vocabulary learning, retention, vocabulary acquisition.

Introduction

Vocabulary learning is an essential process for foreign language learners to have proficiency in the target language. It facilitates fluency and flexibility in speaking. It promotes learners'

Master student/Department of English Language/College of Education for Human Sciences/Mosul University.

Asst.Prof/ Department of English Language/College of Education for Human Sciences/Mosul University.

acquisition and production of knowledge. Vocabulary learning enhances learners' language skills; viz. listening, speaking, reading, and writing. Schmitt (2000: 5) describes vocabulary as a set of properties, or features and each word is the combination of its meaning, register, association, collocation, grammatical behavior, written form (spelling), spoken form (pronunciation) and frequency. Vocabulary mastery requires learning not only the meaning the word but rather learning all these properties which are called "word knowledge". Considering the vast number of vocabulary items in languages and limited classroom time for learning words, it is not realistic to teach and learn all words deliberately.

Hulstijn (2003: 349) states that there are two views of learning vocabulary for foreigners; one of them is intentional and the other is incidental. "Intentional vocabulary learning involves the deliberate committing to memory of thousands words and grammar rules". "Incidental learning, on the other hand, involves the "picking up" words and structures when learners' attention is on meaning rather than on form".

1- Statement of the Problem

Many teachers still adopt the traditional methods of teaching new words through explicit instruction by focusing on the form without context. Professionals in the field of teaching observed that contextualized vocabulary learning is more effective than decontextualized learning. Students may learn vocabulary and pass the exam but they will forget words rapidly

 Accordingly, the researcher wants to investigate the effect of applying incidental vocabulary learning and see whether it promotes vocabulary acquisition and retention.

2- Incidental Vocabulary Learning:

Krashen (1989), in his input hypothesis, argued that "lexical growth achieved through engaging students in extensive reading activities through involved in the processing of meaningful and contextualized input". By extensive reading, teachers can promote

their learners' proficiency to cope with the new words which they meet. This can be done through guessing the meaning from context. In the extensive reading, there are form-focused and meaning-focused activities. In the form-focused task, the learner focuses his attention on meaning of the unfamiliar word to comprehend the text. By meaning-focused task, the learner tries to comprehend the general meaning of the text in spite of some unfamiliar words, but he grasps the overall meaning. So, vocabulary acquisition occurs when the learner is engaged consciously in inferring skill to find out the meaning of unfamiliar words from the context.

3- Vocabulary Acquisition:

Acquisition is the way learners learn vocabularies without the use of formal rules or instructions. It requires meaningful interaction in the target language as they are not concerned with the form of their utterances, but with the messages they are conveying and understanding. Ellis (١٩٩٤) recommends that vocabulary acquisition reflects "both conscious and unconscious process, but that there is a sharp dissociation whereby the recognition and production aspects of vocabulary learning rely on unconscious process, whereas meaning and meditational aspects of vocabulary heavily involve explicit conscious learning process" (Ellis, 1994: 39). Krashen (1989) argues that acquisition occurs only when learner's attention is focused on meaning rather than form. Some researchers suggest that vocabulary acquisition requires attention to both meaning and to form (Ellis, 1994). However, the type of context plays an important role in the comprehension of lexical meaning as it may lead to correct or incorrect realizing of meaning (Webb, 2008).

4- Vocabulary Retention:

Schmitt and Schmitt (1995: 135) state that "mental activities which require more elaboration through manipulation or processing of a new word will help in the learning of that word". Furthermore, the repetition of vocabulary seems to have a great effect on

incidental vocabulary learning, since repeated exposure to words in meaningful collocations is important to form meaning.

Craik and Lockhart (1972) state that memory traces are made in the brain in learning a new word. A strong trace implies that words are stored in long-term memory. They identify three levels of information processing, namely; sensory level, pattern recognition and semantic enrichment (cited in Ellis, 1995: 9). These three levels are considered different levels of analysis. Sensory information involves visual characteristics of a word, such as spelling. Pattern recognition is for identifying the syntactic characteristics of a word. Semantic enrichment is relating a new word to old information stored in long-term memory. A word that moves from the first and second levels to the third one ensures that a strong memory trace is made.

5- Aims of the Research:

With regard to the problem already stated, this research aims to investigate the following:

1. The effect of incidental vocabulary learning on the acquisition of foreign language vocabularies by deriving meaning from context.
2. The effect of incidental vocabulary learning on the retention of vocabularies.

6- Hypotheses:

In the light of the preceding aims, the following null hypotheses have been set:

1. There is no statistical significant difference between the mean score of the research sample and the standard score of the achievement test of vocabulary acquisition.
2. There is no statistical significant difference between the mean score of the research sample and the standard score of the achievement test of vocabulary retention.

7- Methodology

7.1- The Experimental Design:

In order to achieve the aim of this research and test its hypotheses, the researcher adopted the one sample of post-test1 with delayed post-test2 design. In this design, the researcher chooses an intentional sample from the population to apply the research and see the findings. This sample will be given post achievement test in vocabulary learning at the end of the experiment, then, another delayed post-test will be adopted after 25–30 days of the experiment to test the retention of the learned vocabulary.

7.2- The Population:

Population refers to the all individuals or units that are of interest to the researcher. The population in the current research consists of (480) 2nd year students in the Department of English/ College of Basic Education/ University of Mosul for the academic year 2019–2020. These students are divided into 8 groups. Their ages ranged between (19–23) years and they have different levels of English proficiency. They are engaged in a course of reading comprehension during the first semester of the prescribed academic year.

7.3- The Sample:

To choose a representative sample, the researcher set an achievement test on a definite vocabulary which has been presented to the population as a whole .Then, the researcher selected the lowest students' scores to be the sample of the current research. The students were taught vocabulary by using the traditional method "intentional vocabulary learning". So, the researcher decided to choose the students of the failure group to see the impact of a new teaching strategy on their achievement. The sample of the lowest score students included 40 students; 28 males and 12 females. The researcher herself taught them the prescribed subject by using incidental vocabulary learning strategy.

7.4- The Instruments:

7.4.1- The Instructional Materials

The reading texts were chosen from the prescribed textbook "Developing Skills" by L.G. Alexander (1967). Four reading texts were chosen to be taught during the course which lasted for 8 weeks; a lecture of 90 minutes per week. Definite words were determined previously by the textbook designer as unfamiliar words to the students. Each reading text included seven to fourteen unfamiliar words. The reading text was displayed to the students by using PowerPoint presentation on Data Show. The new words emerged with multimedia glossing as a result of combination of a kind of annotation within its visual animation through software technology. The meanings of these words were derived incidentally by the students.

7.4.2- The Vocabulary Achievement Test:

The researcher prepared an achievement test to measure the extent of incidental vocabulary acquisition. The written test consisted of many types of questions. The test included five questions; each included four items derived from the prescribed texts. So, the total number of the items was (20). The questions differed in their types; one question dealt with filling in the blanks, another question dealt with giving opposites of given words, a third question was about matching words with their definitions, a fourth question dealt with multiple choice items, and a final question was on giving synonyms for definite words. Each question carried four marks; one mark for each item. The researcher decided to choose the score (12) as a standard score for success in this test. The collected data were analyzed in the light of this standard score. To verify the validity of the test used in this research, the researcher adopted two types of validity namely; face validity, and content validity.

- **Face Validity:**

To achieve face validity of the test, a group of jurors was selected from different colleges and universities. The jurors are qualified, professional, and experts in their specialization. All the jurors agreed that the test was acceptable and suitable for measuring students' ability in vocabulary learning.

• Content Validity:

Content validity refers to the representativeness of the measurement of regarding the phenomenon about which information is required (Mackey & Gass, 2005: 107). Accordingly, the content validity was observed through specifying all the relevant aspects that the test was intended to cover, the appropriateness of each vocabulary items and the amount of the time devoted to this test.

• Piloting the Test:

A pilot sample of (20) students was chosen from among the population to apply the test and see if its items were clear to the testees and to check the time allotted for answering the questions. In addition, the application examined the reliability of the test. The exam took nearly one hour. The students' responses were checked and their scores were taken. Then, the test was given to the pilot sample after 15 days. This procedure was done to examine the test reliability by applying test-re-test way of validity. After collecting and analyzing students' scores statistically, the test reliability reached (0.79) which indicates high reliability and acceptable. The difficulty of the items in the test was checked by using a definite statistical mean. It was found that the level of the difficulty ranged from 27% to 53% for all items. This was regarded as acceptable and satisfactory.

Item discriminability was calculated by subtracting the proportion of the students' correct answers in the lower group from the proportion of correct answers in the upper group. By using a suitable statistical mean, the discriminatory index ranged from (0.27 to 0.60) for all items of the test. Most literature indicates that the item is acceptable if its discriminatory index is between (0.25 and 1). This means that all the items of the test were acceptable, and the

test was suitable to measure vocabulary learning. Hence, the test was ready to be applied.

8- Data Analysis and Results Discussion:

8.1- Data Analysis:

In order to verify the two null hypotheses, definite statistical means were applied. Each null hypothesis will be examined and verified on the basis of the suitable statistical means.

8.1.1- First Null Hypothesis: "There is no statistical significant difference between the mean score of the research sample and the standard score of the achievement test for vocabulary acquisition".

To validate this hypothesis, the collected data were analyzed by using t-test for one sample. The mean score of the students' marks on the post achievement test was computed in addition to the standard deviation (SD.) between the scores. Then, to see the effect of the independent variable (IVL) on the dependent variable (vocabulary acquisition), the students' mean score of the post achievement test (14.15) has been compared to the standard score of the achievement test (12) by using t-test for one sample. The result is shown in table (1):

Table 1

Students' Achievement in Vocabulary Acquisition

| No | Mean score | Standard score | SD | t-value | | |
				calculated	tabulated	Level of significance
40	14.15	12	3.913	3.475	2.023 (0.05) (39)	0.05 (39)

The t-calculated value (3.475) is higher than the tabulated one (2.203) at (0.05) level of significance and (39) degrees of freedom. This means that the students' mean score is higher than the standard score of the achievement test. This leads to the fact that there is a significant difference between the mean score and the standard one in the favor of the mean score. Accordingly, the first null hypothesis is rejected.

8.1.2- Second Null Hypothesis: "There is no statistical significant difference between the mean score of the research sample and the standard score of the delayed achievement test for vocabulary retention".

The students' score on the delayed achievement test was computed. It is (13.00). So, to check the students' retention of the acquired vocabulary, t-test for one sample has been used to compare the mean score with the standard score of the achievement test (12). The result is illustrated in table (2):

Table (2)

No	Mean score	Standard score	SD	t-value		
				calculated	tabulated	Level of significance
40	13.00	12	3.89	2.113	2.023 (0.05) (39)	0.05 (39)

It is clear from table (2) that there is a statistical significant difference between the students' mean score and the standard score of the test. The t-calculated value is higher than the tabulated one at 0.05 level of significance and 39 degree of freedom. The significant difference is in favor of the students' mean score as it is higher than the standard score. Accordingly, the second null hypothesis is rejected.

8.2- Discussion of the Results:

The results obtained from the statistical analysis point out that the students' achievement on the post-test of vocabulary acquisition is significantly higher than the standard score of the test. In other words, the quantitative findings showed better development in acquiring and learning new vocabulary. So, the results verify the first alternative hypothesis and reject the null one.

In addition, the findings show a statistically significant difference between the mean score of the delayed post-test and the standard score of the test. The result of delayed post-test (retention test) showed that teaching vocabulary through incidental strategy helps students remember vocabulary easily. It indicates that IVL could facilitate and encourage students' retention.

The findings of this research confirm the validity of the researcher's assumption that acquiring vocabulary through IVL has a strong positive influence which enhances vocabulary learning and the retention process.

9- Conclusions:

The application of IVL as a strategy in teaching EFL vocabulary enhances the acquisition of new vocabulary as students focus on meaning rather than form, and the use of IVL as a strategy of teaching EFL vocabulary raises students' attention, interaction, acquisition, learning, retention and recalling of the acquired vocabulary. IVL is a vital process for EFL learners to acquire proficiency and competence in the target language. Word power definitely facilitates fluent speaking and impressive writing.

Multimedia glossing can be an effective pedagogical technique to foster learners' knowledge and comprehension of unfamiliar words. It also enhances students' long term recollection of words. The learners have realized that incidental vocabulary learning is more than a process of acquiring words' meanings, but is an attempt to have a large and a well-structured mental lexicon by increasing their   depth   of   knowledge.

Bibliography:

− Alexander, L. G. (1967). **Developing Skills: An Integrated Course for Intermediate Students**. Longman Group Limited.

− Ellis, N. (1994). Consciousness in Second Language Learning. Psychological Perspective on the Role of Conscious Process in Vocabulary Acquisition. In Hulstijn, J.H and R. Schmidt (Eds.). **AILA Review**, 11, 37-56.

− Ellis, N. (1995). The Psychology of Foreign Language Vocabulary Acquisition: **Implications for Call. Computer Assisted Language Learning**, Vol.8 No. 2, 103 – 128.

− Hulstijn, J. H. (2003). Incidental and Intentional Learning. In C. Doughty & M.H-Long (Eds.). **The Hand book of second language research**, London, England, Blackwell.

− Krashen, S. (1989). "We Acquire Vocabulary and Spelling by Reading: Additional Evidence for the Input Hypothesis". **The Modern Language Journal**, Vol.73 No.4, 440 – 464.

− Mackey, A. & Gass, S. M. (2005). **Second Language Research: Methodology and Design**. Lawrence Erlbaum Associates, Inc.

− Schmitt, N. & Schmitt, D. (1995). Vocabulary Notebooks: Theoretical Underpinnings and Practical Suggestions. **ELT Journal**, 49(2), 133 -143.

− Schmitt, N. (2000). **Vocabulary in Language Teaching**. 1st ed. Cambridge: Cambridge University Press.

− Webb, (2008). The Effects of Context on Incidental Vocabulary Learning. **Reading in a Foreign Language**, 20 (2), 232 – 245.

Appendix (1)
Achievement Test

Name: _____   Time: 1 hour

Q 1   Fill in the blanks with correct words chosen between the brackets:

(narrowly, slammed, smuggler, sarcastically, dinghy, repaired)

1 - The professional _____ was able to hide the remains of the
   artifacts stolen from the museum.

2 - The kidnapped manage to escape by a _____ that brought him
   to   safety.

3 - He _____ the door behind him, and left the house.

4 - The man _____ survived from death, when his car fell towards
   the bottom of the hill.

                                                                (4 m)

Q 2   Give the opposite meaning of each word:

1- colossal   x _____ .

2 - tiresome   x _____ .

3 - heavy   x _____ .

4 - wretched   x _____ .

                                                                (4 m)

Q 3 Match words in **list A** with their definition in **list B**:

   List A   **List B**

1 - voyage or a	a - run away from a place situation of danger .
2 - nostrils for	b- be without food or water a long time .
3 - starve to death nasal	c - external openings of the cavity .
4 - fled .	d - shut a door forcefully and loudly
	e - along journey involving travel by sea or in space .
	f - a group of people who work on and operate a ship

(4m)

Q 4 Choose the suitable expression that replaced each ***underlined*** term:-

1- We are all ***impatient*** for peace and stability in our homeland.

     a- nervous   b- anxious   c- excited

2 - The order to ***abandon*** *ship* was given and hundreds of people plunged in to the icy water.

     a- leave   b- leave off   c- board

3 - The happiness of my children is ***precious*** to me.

a - enjoyable   b - weighted   c - valuable

4 - She is trying to build up a ***picture*** of what happened to the police.

a- movie   b- painting   c- impression

(4 m)

Q 5 Give the synonym of each word:-

1 - intended: _____ .

2 - convinced: _____ .

3 - compartments: _____ .

4 - opportunity: _____ .

(4 m)

Appendix (2)
Students' Achievement and Retention Scores

No	Achievement scores	Retention score	No	Achievement scores	Retention score	No	Achievement scores	Retention score	No	Achievement scores	Retention score
1	7	6	11	15	15	21	19	19	31	19	17
2	10	11	12	17	16	22	13	12	32	16	16
3	14	12	13	11	10	23	18	16	33	16	16
4	13	13	14	13	13	24	20	18	34	14	12
5	8	7	15	19	20	25	16	16	35	16	14
6	15	13	16	15	14	26	9	9	36	11	11
7	5	5	17	14	14	27	15	13	37	8	8
8	16	14	18	19	18	28	15	14	38	14	12
9	8	6	19	19	17	29	13	14	39	14	12
10	20	20	20	19	18	30	14	14	40	9	7

تقصي أثر استراتيجية التعلم العرضي على اكتساب مفردات اللغة الإنكليزيَّة بوصفها لغة أجنبيَّة في المستوى الجامعي

شيماء النعيمي* وشعيب سعيد الفهاديّ*

المستخلص:

يهدف البحث الحالي إلى دراسة أثر استراتيجية التعلم العرضي على اكتساب وتذكر مفردات اللغة الإنكليزية بالنسبة للطلاب على المستوى الجامعي، وفي ضوء هذه الأهداف وضعت الباحثة فرضيتين صفريتين ليتم اختبارها.

وتبنَّت الباحثة التصميم التجريبي للمجموعة الواحدة لهذا البحث، وبناء على ذلك تم اختيار عينة البحث لـ ٤٠ طالب عمداً من طلاب المرحلة الثانية في قسم اللغة الإنكليزية/ كلية التربية الاساسية/ جامعة الموصل للعام الدراسي ٢٠١٩- ٢٠٢٠.

تم إعداد الأداة من الباحثة؛ لجمع البيانات المتعلقة بالمتغيرات التابعة لهذا البحث؛ وهي اكتساب المفردات والاحتفاظ بها.

والاختبار التحصيلي في اكتساب المفردات والاحتفاظ بها في ضوء الأهداف السلوكية للمواد التعليمية وأُعدَّ من الباحثة نفسها، وتم اختبار صدق هاتين الأَداتين وثباتهما.

والبيانات التي تم جمعها وتحليلها إِحصائياً باستخدام وسائل إِحصائية كانت محددة، وأَظهرت نتائج هذا البحث أَنَّ التعلم العرضي هو استراتيجية فعالة في تحفيز الطلاب على تعلم اللغة الإنكليزية بوصفها لغة أجنبية.

<u>الكلمات المفتاحية</u> : التعلم العرضي، الاستبقائية، تلقي المفردات.

طالبة ماجستير/ قسم اللغة الإنكليزية/كلية التربية للعلوم الإنسانية/جامعة الموصل.
أُستاذ مساعد/ قسم اللغة الإنكليزية/كلية التربية للعلوم الإنسانية/جامعة الموصل.