

**ENHANCING THE VOCABULARY POOL VIA THE INCIDENTAL LEARNING
STRATEGY: A CASE STUDY OF SENIOR SECONDARY STUDENTS 1 OF
BAYERO UNIVERSITY STAFF MODEL SECONDARY SCHOOL, KANO**

BY

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OF THE DEGREE OF MASTER OF ARTS IN ENGLISH (LANGUAGE)**

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DECLARATION

I hereby declare that this work is the product of my own research efforts, undertaken under the supervision of Prof. Aliyu Kamal and has not been presented and will not be presented elsewhere for the award of a degree or certificate. All sources have been duly acknowledged.

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CERTIFICATION

This is to certify that the research work for this dissertation and its subsequent preparation by Aisha Isa Abba SPS/11/MEN/00047 were carried under my supervision.

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ABSTRACT

This research attempts to examine how extensive reading aids incidental learning in enhancing the vocabulary pool of secondary school students. The major objective is to assess how incidental learning strategy enhances' students vocabulary and hence to find out if student vocabulary acquisition is put into use. A random sample population (63 students) of Senior Secondary 1 (SS1) students was used. Richard's (2002) theory on the task-based approach to teaching grammar laid the theoretical basis of this research. The researcher gives the students three essays as a source of extensive reading. Then they wrote essays that test their word acquisition and the essays were grammatically analyzed. The results show that the vocabulary stock of the students is enhanced and the use of adjectives was frequent in their essay. Therefore, extensive reading proves to be an important source of incidental learning.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter discusses the background that led to the study, statement of the problem, aim and objectives, research questions, scope and delimitation and significance of the study which is expected to be of importance to researchers by giving an insight into other related areas.

1.1 Background to the Study

This research focuses on the secondary school where the English language is the main medium of communication either in writing or speaking. From the pilot study I conducted the problems the students face concern either writing or speaking in their choice of words. When they write any type of essay their choice of words are few. Therefore, the students need to be explored. The assumption is that people learn words receptively first and later achieve productive knowledge. This generally seems to be the case, but in language learning there are usually exceptions (Schmitt, 2000:4, 5). Less frequent words may be best learned by reading extensively, because there is just not enough time to learn them all through conscious study (Schmitt, 2000:137).

Read (2002) says a large proportion of words is not taught by parents or teachers, or indeed learned in any formal way. The most plausible explanation is that learners acquire words incidentally as they encounter them in the speech and

writing of other people. The process of incidental vocabulary learning is whereby learners acquire knowledge of new words incrementally as they encounter them in context through their reading and listening activities. Vocabulary teaching and learning are central to the theory and practice of English Language Teaching (ELT). Words have a central place in learning and seen as the main task (and obstacle) in learning another language.

1.2 Statement of the Problem

Studies have so far shown that insufficient vocabulary presents a great problem to English as a second language (ESL) learner. Unpracticed readers are severely handicapped by poor vocabulary. In order to get a clearer picture of the nature of the deficit, Alderson and Urquhart (1984:133) conducted a pilot reading programme where students were asked to look through all the text including rubrics, lesson by lesson, and list all the unfamiliar words. The result showed that the students do not relate and organize meaning above sentence levels; the reading is indeed severely handicapped. This is because not all the words students need can be taught. Students will eventually need to effectively control their own vocabulary learning. Learners naturally mature into using different strategies at different times of their life, so it seems reasonable to introduce them to a variety of strategies and let them decide which ones are right for them (Schmitt, 2000:138).

1.3 Aim and Objectives

The aim of this study is to explore a method in enhancing the vocabulary pool of senior secondary school students.

The objectives of the study are:

1. to assess how the incidental learning strategy enhances students' vocabulary pool;
2. to find out if students vocabulary acquisition is put into use.

1.4 Research Questions

- Will the incidental learning strategy enhance the vocabulary pool of students?
- How much of the vocabulary should be acquired?
- How is the vocabulary acquired, put into use?

1.5 Scope and Delimitation

According to Hunt and Beglar (2002), reading to acquire vocabulary has different approaches and these are:

- Direct learning
- Incidental learning
- Independent strategy development

Therefore, this study focuses on the incidental learning strategy in enhancing the vocabulary pool of senior secondary students. The researcher limited the study

to the Bayero University Staff Model Secondary School Kano, because extensive reading is part of their curriculum.

1.6 Significance of the Study

The findings of this research are of importance to researchers as well as to add more knowledge to English as second language learners. It provide a literature for other researchers who have interest in studying how students at the secondary school level, vocabulary can be enhanced through adopting the incidental learning strategy. The important contribution of this research is finding out if the incidental learning strategy through extensive reading enhances secondary school learners vocabulary level.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews literature related to this research study, which includes: the nature of vocabulary, the incidental learning approach, teaching and learning vocabulary, extensive approaches and principal roles in vocabulary instruction and the frame work to this study.

2.1 The Nature of Vocabulary

According to Schmitt (2000: p.4), the mechanics of vocabulary learning are still something of a mystery, but one thing researchers can be sure of is that words are not instantaneously acquired, at least not for adult second language learners. Rather, they are gradually learned over a period of time from numerous exposures. This incremental nature of vocabulary acquisition manifests itself in a number of ways. There are situations whereby learners are able to recognize and understand a word when they see it in a text or hear it in a conversation, but cannot use it, showing that learners display different levels of understanding. Being able to understand a word is known as receptive knowledge and is normally connected with listening and reading. If learners are able to produce a word on their own accord when speaking or writing then that is considered productive knowledge.

Vocabulary continues to be learned throughout one's lifetime. This is because the grammar of a language is made up of a limited set of rules and a person is unlikely to ever run out of words to learn (Schmitt, 2000 p.g 4).

Vocabulary is learned incrementally and this obviously means that lexical acquisition requires multiple exposures to a word. This is certainly true for incidental learning, as the chances for learning and retaining a word from one exposure when reading are only about 5% - 14% (Nagy, 1997, p. 74). Other studies suggest that it requires five to sixteen or more repetitions for a word to be learned (Nation, 1996). If recycling is neglected, many partially known words will be forgotten, wasting all the effort already put into learning them. Fortunately, this recycling occurs naturally as more frequent words appear repeatedly in texts and conversations. This repetition does not happen to nearly as great an extent for less frequent words, so teachers should look for ways to bolster learner input to offset this. Extensive reading seems to be one effective method (Schmitt, 2000: 137). As a learner becomes more proficient and having the vocabulary to communicate on everyday subjects becomes less of a problem, the next step is acquiring enough vocabulary to begin to read authentic texts. There is no magic vocabulary size threshold that allows this, but the consensus seems to be that 3,500-5,000 word families is enough to provide initial access to this kind of written material (Nation and Waring, 1997).

2.2 Teaching and Learning Vocabulary

Schmitt (2000) says that 2,000 words seem to be the most commonly cited initial goal for second language learners. In addition to allowing basic conversation, this number of words is seen as providing a solid basis for moving into more advanced study. As a learner becomes more proficient and has the vocabulary to communicate on everyday subjects, this becomes less of a problem. The next step is acquiring enough vocabulary to begin to read authentic texts. There is no magic vocabulary size threshold that allows this, but the consensus seems to be that 3,000-5,000 word families is enough to provide initial access to this kind of written material (Nation and Waring, 1997). If the material is challenging, as in University textbooks, the figure may be closer to 10,000 word families (Hazenberg 2000:143). If a learner wishes to communicate in a particular subject area, then a foundation of higher-frequency vocabulary plus the specialized, vocabulary for that area can be a useful target. If a learner's goal is to develop a vocabulary similar in size to that of native speaker, then a vocabulary size of 15,000 – 20,000 word families is necessary (Nation and Waring, 1997).

A well structured vocabulary programme needs to have proper mix of explicit teaching and activities from which incidental learning can occur. Schmitt, (2000:145) opines that students need an explicit instruction to teach enough words and start making use of the unknown words they meet in context. But he says,

beyond this most basic level, incidental learning should be structured into the programme in a principled way. It is important for at least two reasons: meeting a word in different contexts expands what is known about it (improving quality of knowledge), and the additional exposures help it in memory.

2.3 The Approaches and Principal Roles in Vocabulary Instruction

According to Nattinger and Decarrico (1992, in Hunt and Beglar, 2002:259), the following are the seven principles for vocabulary learning.

Incidental Learning

Principle 1: Provide opportunities for the Incidental Learning of Vocabulary. In the long run, most words in both first and second languages are probably learned incidentally, through extensive reading and listening (Nagy, Herman and Anderson, 1985). Studies have shown that incidental L2 vocabulary learning through reading does occur (Chun and Plass, 1996; Day, Omura and Hiramatsu, 1991; Hulstijn, Hollander and Greidnus, 1996; Knight, 1994; Zimmerman, 1997). The incidental learning of Vocabulary through extensive reading can benefit language learner's curricula and learners at all levels (Woodinsky and Nation, 1998 in Hunt and Beglar 2002:259). According to Coady (1997), the role of graded (i.e simplified) readers is to build up the student's vocabulary and structures until they can graduate to more authentic materials. Low-proficiency learners can benefit from graded readers because they will be repeatedly exposed to high

frequency vocabulary. Many students may never have done extensive reading for pleasure, so it may be initially useful to devote some class time to Sustained Silent Reading (SSR) (Pilgreen and Krashen, 1993). Once students develop the ability to read in a sustained fashion, then most of the reading should be done outside the class.

Explicit Instruction

Principle 2: Diagnosing which of the 3,000 most common words learners need to study. Knowing approximately 3,000 high frequency and general academic words is significant because this amount covers a high percentage of the words on an average page. The 2,000 high-frequency words in West's (1953) "General Service List" (GSL) covers 87% of an average non academic text (Nation, 1990) and 80% of an average text. The 800 general academic words from Xue and Nation (1984) "University Word List" accounts for about 8% of an academic text. One way to estimate vocabulary size is to use Nations (1990) vocabulary levels test or a checklist test which requires learners to mark the words on a list that they believe they know (Richards and Renandya, 2002:259).

Principle 3: Providing opportunities for the intentional learning of vocabulary. Intentional learning through instruction also significantly contributes to vocabulary development (Nation, 1990, Paribakht and Wesche, 1996, Zimmerman 1997). Explicit instruction is essential for beginning students whose

lack of vocabulary limits their reading ability. Coady (1997) calls this the beginner's paradox. He wonders how beginners can "learn enough words to learn vocabulary through extensive reading when they do not know enough words to read well" His solution is to have students supplement their extensive reading with study of the 3,000 most frequent words until the words form and meaning become automatically recognized (i.e "sight vocabulary). The first stage in teaching these, 3,000 words commonly begins with word pairs in which an L2 word is matched with an L1 translation (Coady 1997:229).

According to West (1953), students at the level of senior secondary school one (SS1) are expected to know 2,000 words. While Laufer (1992) found that knowing a minimum of about 3,000 words was required for effective reading at the university level, whereas knowing 5,000 words indicated likely an academic success.

Richards and Renandya (2002:260) listed six points which teachers need to consider when teaching unfamiliar vocabulary. They are as follows:

1. Learners need to do more than just see the form. They need to hear the pronunciation and practice saying the word aloud as well. The syllable structure and stress pattern of the word are important because they are two ways in which words are stored in memory.

2. To start by learning semantically unrelated words. And avoid learning words with similar forms and closely related meanings at the same time, for example because 'affect' and 'effect' have similar forms, simultaneously studying them is likely to cause confusion.
3. Words should be studied regularly over several short sessions and not for one or two longer sessions. Hence repetition and review should take place almost immediately after studying a word for the first time.
4. Study five to seven words at a time, dividing larger numbers of words into smaller groups. As learners review these five to seven cards, they will move quickly get repeated exposure to the words than when larger groups (twenty or thirty) are studied.
5. Use activities such as keyword technique to promote deeper mental processing and better retention. Associating visual image with a word helps learners remember the word.
6. A wide variety of L2 information can be added to the cards for further elaboration. Newly met words that the learner already knows (Prince, 1996), and this word can be added to the card (Richards and Renandya, 2002: 260-261).

Principle 4: To provide opportunities for elaborating word knowledge.

Prince (1996:488) states that simply knowing translations of L2 words does not

“guarantee that they will be successfully accessed for use in an L2 context” because knowing a word means knowing more than just its translated meaning or its L2 synonyms. Drawing upon Richards (1983) list, Nation (1994) identifies various aspects of word knowledge such as knowing related grammatical patterns affixes, common lexical sets, typical associations, how to use the word receptively and productively, and so on. Teachers should be selective when deciding which words deserve deeper receptive and/or productive practice, as well as which types of knowledge will be most useful for their students. Many of the two thousand high-frequency words from the General Service List (GSL) or other lists would be good candidates for exercises that elaborate upon both receptive and productive knowledge (Richards and Renandya 2002:261).

Elaborating this knowledge involves both expanding the connections between what the learners already know and new information. One way of doing this is to choose L2 words from the surrounding context and to explain their connections to the recently learned word (Prince, 1996). In addition to presenting this new information, teachers should create opportunities to meet these useful, recently learned words in new contexts that provide new collocations and associations (Nation 1994). These exercises that deepen student’s knowledge of words include the following. Sorting lists of words and deciding on the categories; making semantic maps with list either provided by the teacher or generated by the

learners, generating derivatives, inflections, synonyms and antonyms of word; making trees that show the relationship between super ordinates, coordinates and specific examples, identifying or generating associated words; combining phrases from several columns, matching parts of collocations using two columns, completing collocations as a close activity; and playing collocation crossword puzzles or bingo (Richards and Renandya 2002:261).

Principle 5: Providing Opportunities for Developing Fluency with known vocabulary. Fluency-building activities recycle already known words in familiar grammatical and organization patterns so that students can focus on recognizing or using words without hesitation. As Nation (1994) points out, developing fluency overlaps most of all with developing skills of listening, speaking, reading and writing. So giving learners many opportunities to practice these skills is essential. Fluency partly depends on developing sight vocabulary through extensive reading and studying high-frequency vocabulary. Fluency exercises include timed and paced readings. In timed readings, learners may try to increase their speed sliding a 3 x 5 card or a piece of paper down the page to increase their speed while attempting to comprehend about 80% of a passage. Also, learners need to be given practice in looking at groups of words rather than each individual word when reading. Teacher can ask learners to practice timed reading on passages that have already been read. In paced readings, the leader determines the time and pushes the

learners to read faster. One type of paced reading is the “reading print” in which learners read their pleasure reading book for 5 minutes and count the number of pages they have read. Then they try to read the same number of pages while the time they have to read decreases from 5 minutes to 4 to 3 to 2 minutes for each spring. Finally they read for five minutes again at a relaxed pace and count the number of pages they have finished (Mikulecky and Jeffries, cited in Richards and Renandya 2002:262).

Independent Strategy Development

Principle 6: Experiment with guessing from context. It is a complex and often difficult strategy to carry out successfully. To guess successfully from context, learners need to know about 19 out of every 20 words (95%) of a text, which requires knowing 3,000 most common words (Liu and Nation, 1985, Nation 1990). Even if one knows these words, however Kelly (1990) concluded that “unless the context is very constrained, which is a relatively rare occurrence, or unless there is a relationship with a known word identifiable on the basis of form and supported by context, there is little chance of guessing the correct meaning” (Kelly, 1990: 203). Although this strategy often may not result in gaining a full understanding of word meaning and form, guessing from context may still contribute to vocabulary learning.

Just what is and is not learned will partly depend on text difficulty as well as the learner's level. More proficient learners using text that are not overly difficult can be expected to use this strategy more effectively than low proficiency learners. Teachers can assist learners by marking words which learners should try before using other sources as well as by providing glosses (Hulstijn, Hollander, and Greidanus, 1996 as cited in Richards and Renandya 2002). Once learners decide that a word is worth guessing, they might follow a five-step procedure such as that of Nation and Coady/1988: 104-150):

1. Determine the part of speech of the unknown word.
2. Look at the immediate context and simplify it if necessary
3. Look at the wider context. This entails examining the clause with the unknown word and its relationship to the surrounding clauses and sentences
4. Guess the meaning of the unknown word
5. Check that the guess is correct (Richards and Renandya 2002:262-263).

Principle 7: Examine different types of Dictionaries and teach the students how to use them. Bilingual dictionaries have been found to result in vocabulary learning (Knight 1994, Luppescu and Day, 1993). Hulstijn, Hollander, and Greidanus (1996) cited in Richards and Renandya 2002: 263) show that compared to incidental learning, repeated exposure to words combined with marginal losses or bilingual dictionary use leads to increase learning for advanced learners. A

report was given by Luppescu and Day (1993) that bilingual dictionaries did result in vocabulary learning, unless the unfamiliar word had numerous entries, in which case dictionaries may have confused learners. Therefore bilingual dictionary may be much more likely to help lower-proficiency learners in reading comprehension because their lack of vocabulary can be a significant factor in their ability to read (Knight 1994).

Finally, training in the use of dictionaries is essential. Unfortunately, in most classrooms, very little time is provided for training in dictionary use (Graves, 1987; Summer 1988 in Richards and Renandya 2002:264). Hence, teachers should emphasize the importance of checking a words original context carefully and comparing this to the entry chosen, because context determines which sense of a word is being used. From above, learning vocabulary through incidental learning approach requires teachers to plan a wide variety of activities and exercises. As learners vocabulary expands in size and depth, extensive reading and independent strategies may be increasingly emphasized. Richards and Renandya (2002:26) opines that extensive reading and listening translation, elaboration, fluency activities, guessing from context, and using dictionaries all have a role to play in systematically developing the learner's vocabulary knowledge.

2.4 Incidental Learning

Incidental learning is one of the approaches to vocabulary acquisition. Incidental learning can occur when one is using language for communicative purposes, and so gives a double benefit for time expand. One may have read a great deal of text or converse for quite some time to come across any particular word, especially if it is relatively infrequent. Schmitt (2000:120) gave an example with the word SPUR. He says it is within the most frequent five thousand words of English. A person should be able to start learning incidentally which is necessary for second language learners and should be seen as complementary.

Words not explicitly focused upon can be learned incidentally from exposure facilitated by the use of vocabulary learning strategies. Another way to expedite incidental learning is to increase the amount of exposure, because lack of exposure is one of the most common problems facing second language learners. This was demonstrated in an interesting line of research involving extensive reading. Students read extensively from a large number of books, but were given little or no explicit supplementary linguistic instruction; that is, the focus was on the meaning of the stories. The average student's language proficiency increased much more from this increased input. These results indicate the value of such a "book flood" in providing the kind of exposure to the target language that learners need (Elley, 1991 in Schmitt 2000: 122). Incidental learning is the dominant way

of acquiring vocabulary. This really has to be the case because parents do not “teach” their children most of the vocabulary they acquire. Also reliable intuitions of collocation can only come from numerous exposures to a word in varied contexts, which suggest incidental learning as an acquisition vehicle.

The incidental learning of vocabulary can be done through extensive reading and this can benefit language curricula and learners at all levels (Woodinsky and Nation, 1988). Learners may not have time to do extensive reading for pleasure so, according to Pilgreen and Krashen (1993). They suggested that, it is useful to create some class time for sustained silent reading (SSR). Once the students develop the ability to read in a sustained fashion, then most of the reading should be done outside class. The result will be a highly exposed frequency to vocabulary pool.

2.5 The Incidental Learning Approach

Schmitt (2000:149) asserts that the key to an incidental learning approach is to make sure that learners get maximum exposure to language. Furthermore, he says, the most effective way to do it is to transplant the learner into a country or situation where the L2 is the primary language. This is quite a difficult procedure which needs to be substituted. Therefore Schmitt (2000), suggests that the best way to do this is to have the students read more. The book-flood studies showed that additional reading led to a tangible increase in learner’s vocabularies. This is

because reading is considered such a key means to vocabulary improvement. There is plenty variety of evidence that learners can acquire vocabulary from reading only. However, most other studies show that the vocabulary uptake from reading is really rather small and it is only through numerous repeated exposures from a great deal of reading which can be achieved through extensive reading that any significant of words are learned, Schmitt, (2000:151).

2.6 Extensive Reading

Reading can provide a good context for incidental learning, although only large amounts of it are likely to lead to any significant vocabulary improvement. Thus, extensive reading programmes may be the most beneficial for students. Guessing from context is an important way to access vocabulary, as Schmitt (2000:158) suggests but it has limitations and may be more of a reading skill than a vocabulary acquisition one. Therefore extensive reading is one major way of knowing more words for learners. According to Carrell and Carson (1997) in Richards and Renandya (2002:295), “extensive reading generally involves rapid reading of large quantities of material or longer reading (of whole books) for general understanding, with the focus generally on the meaning of what is being read than on the language. This definition generally provides an overview of the definition of extensive reading. Further, Davis (1995, in Richards and Renandya 2002:296) offers a description of Extensive reading. He says, an Extensive reading

programme is supplementary class library scheme attached to an English course, in which pupils are given the time, encouragement, and materials to read pleurably, at their own level, as many books as they can, without the pressures of testing or marks. Thus, pupils are competing only against themselves, and are up to the teacher to provide the motivation and monitoring to ensure that the maximum number of books is being read in the time available. The watch words are quantity and variety, rather than quality, so that books are selected for their attractiveness and relevance to the pupil live, rather than for literacy merit.

2.7 The Benefits of Extensive Reading

Extensive reading is seen as offering many advantages (Day and Bamford, 1998, Krashen, 1993: Nation, 1997 in Richards and Renandya, 2002: 298), some of which are as follows

1. Enhanced language learning in such areas as spelling, vocabulary, grammar and text structure
2. Increased knowledge of the world
3. Improved reading and writing skills
4. Greater enjoyment of reading
5. More positive attitude toward reading
6. Higher possibility of developing a reading habit.

Extensive reading is not new, yet although many of us would rapidly acknowledge the educational benefits of Extensive Reading(ER).According to Day and Bamford (1998), one of the most important reasons is that many teachers believe that intensive reading alone will produce good fluent readers. But Eskey, (1986) holds that reading must be developed and can only be developed by means of extensive and continual practice. While Krashen (1993) boldly states that through extensive reading we develop a good writing style, an adequate vocabulary, advanced grammar and hence become good spellers.

We learn to read by reading. The best way to prove ones knowledge of foreign language is to go and live among its speakers. The next best way, according to Nuttal (1982: 168), is to read extensively in it. Reading more and reading better makes learners to be able to read better, faster and with full understanding, therefore, they need to read more. This will enhance a wide range of their vocabulary as English as second language (ESL) learners.

2.8 Addressing the Grammar Gap in Task Work

Grammar learning through task can be seen through different stages during task performance, this is: Prior to the task, during the task, and after the task.

2.8.1 Second Thoughts about Task Work

There are claims made for task work and the positive effects of fluency activities on classroom motivation, interest level and use of authentic language.

This relates to claims made for modification of the learners linguistic output through the process of negotiation of meaning. During a careful reexamination of negotiation of meaning, Foster studied the EFL students completing information gaps tasks in dyads and small groups. She was able to find little evidence for negotiated interaction and modified utterances and concludes that contrary to much SLA theorizing, negotiating for meaning is not strategy that language learners are predisposed to employ when they encounter gaps in their understanding, (Foster, 1998 in Richards and Renandya, 2002).

Further concern is the effect of extensive task-work activities on the development of linguistic competence. What is often observed in language classrooms during fluency work is communication marked by low levels of linguistic accuracy, (Higgs and Clifford (1982) in Richards and Renandya, 2002).

2.8.2 Grammar in Relation to Second Language Acquisition Processes

Van Patten (1993), Ellis (1994) and Skehan (1996), et al. gave a five stage learning process in order to arrive at a rationale grammar focused instruction in teaching and teaching materials. These are: input, intake, acquisition, access and output.

2.8.2.1 Input

This refers to language sources that are used to initiate the language learning process. Text-books and commercial materials, teacher made materials and teacher initiated classroom discourse all serve as input sources in language sources.

Richards and Renandya (2002) opines that at the input stage in language learning, an attempt may be made to focus attention on particular linguistic features of the input, this is also known as input enhancement. These are:

- Simplification of input” The language corpus the learners are exposed to (via both textbooks and the teachers discourse) may contain a restricted set of tenses and structures.
- Frequency of Exposure: A target form may occur frequently within a source text (such as when a text is written to bring in several occurrences of the past tense or the past continuous).
- Explicit instruction: A target form may be presented formally together with information about how it is used, followed by practice.
- Implicit instruction: Students attention may be drawn to a target form and they may have to induce the rule or system underlying its use.
- Consciousness-raising: Activities are provided to make learners aware of certain linguistic features in the input, without necessarily requiring them to produce them (Richards and Renandya 2002:157).

Hence none of these approaches to providing a grammatical focus at the input stage are in themselves assumed to bring learning: They are however, intended to facilitate the next stage in the learning process, intake.

2.8.2.2 Intake

The learning process by intake according to Van Pattern (1993), sees it as the subset of the input that is comprehended and attended to in some way. It contains the linguistic data's that are made available for acquisition. Some portion of the input is assumed to remain in long term memory and form the data on which the processes of language acquisition are engaged. The following are factors that affect how items pass from input to intake.

- Complexity: This means that items should be at an appropriate level of difficulty.
- Saliency: Items must be noticed or attended to in some way
- Frequency: Items must be experienced with sufficient frequency
- Need: The item must fulfill a communicative need (Richards and Renandya 2002:158).

2.8.2.3 Acquisition

This is a process by which the learner incorporates a new learning item into his or her developing system or inter-language. Richards and Renandya opines that second language acquisition (SLA) researchers have demonstrated that learning is

not a mirror image of teaching. Learners do not pass from a state of not knowing a particular target structure to a state of knowing and using it accurately. There are a number processes to be involved in:

- Noticing::Learners need to recognize differences between forms they are using a target like forms. A learner will be motivated to try out a new linguistic structure if he or she is not aware of the differences between his or her current inter language system and the target-language system. Not all acquisition, however, is prompted by conscious awareness of linguistic features. Unconscious discovery of rules appears to be involved.
- Discovery rules: Learning also involves identification of the grammatical variables which operate in the target language and which account for the linguistic characteristics of that language such as rules underlying target-language word order clause patterns, nominal groups, phrase structures and so on
- Accommodation and restriction: These are processes that mediate the incorporation of intake into the developing system. Since the internalization of intake is not a mere accumulation of discrete bits of data, data have to “fit in” in some way and sometimes the accommodation of a particular data causes changes in the rest of the system. The process which enables the learner to produce progressively more complex language is restructuring,

that is, a willingness and capacity, on the part of learners, to reorganize their own underlying and developing language system, to frame and try out new hypothesis and then to act on the feedback which is received from such experimentation.

- Experimentation: Learners output in the target language can be often described as the result of experimentation as the learner forms hypothesis about the target language and tests them out. The learner draws on whatever has been acquired and uses it in a tentative and uncertain way, constructing what he or she hopes will be target like utterances. Researchers stress that the trying out of new language forms is essential to the acquisition process and that acquisition is most likely to occur in context.

2.8.2.4 Access

This refers to the learners ability to draw upon his or her inter language system during communication. The context in which the learner is using the language as well as its purpose (in casual conversation, in a formal or public setting, to tell a story or give instructions) may affect the extent to which he or she is successful in calling up aspects of the acquired system. Access involves making use of the developing system to create output. Access may be totally, partially or not at all successful, depending on task demand, previous experience and other

factors. In other words, it may be much easier in some circumstances for the learners to use aspects of the acquired system than in others.

2.8.2.5 Output

The observed results of the learner's efforts are referred to output. Some theorists have proposed that output, that is active use of the language resulting in the production language, is not essential to acquisition, that is, that input is sufficient (for example, Krashen, 1985) and others (for example, Swan, 1985) have proposed that output is essential to acquisition but is more likely to facilitate acquisition when the learners are pushed, that is, required to reshape their utterances and to use the target language more coherently and accurately (Richard 2002 cited in Richards and Renandya 2002:160).

2.9 The Sentence

According to Kirkpatrick (2010), the sentence is the most important unit of structure. Most of the other grammatical units are parts that go together to form the sentence. He says, the sentence is a unit of language that can stand alone and make sense. The following are all complete in themselves, make sense and are, therefore, all sentence:

We ran.

The boy kicked the ball.

They played hard and they won

Look over there!

Murthy (2007: 234-239), suggest that, the sentence can also be seen as a group of words which makes complete sense. The sentence has two main parts namely subject and predicate contains a verb subject and the telling part is the predicate. The following are sentences divided into the subject and the predicate.

Subject	Predicate
Man	is a social animal
Bukola	is very beautiful
The	sun rises in the east
Kano	is my birth place

Quirk and Greenbaum (2000) adds that the subject of a sentence has a general relation to what is being discussed, the theme of the sentence, with the normal implication that something new (the predicate) is being said about a “subject” that has already been introduced in an earlier sentence.

The sentence determines concord. That is, with those parts of the verb that permit distinction between singular and plural, the form selected depends on whether the subject is singular as in, the girl is, or plural as in, they make.

Therefore, in summary a sentence can be defined as: A group of words which has at least a subject and a predicate that automatically expresses an idea or ideas. By inference, characteristically, a sentence must:

- Have at least a subject and a predicate.

- Start with a capital letter
- End with the appropriate punctuation mark among: question mark, full-stop, or exclamation mark.
- Have a finite verb among its predicative elements.
- Have its subject as a noun, a pronoun, a noun phrase or noun clause but not a relative clause.

Sentence Types

Sentences are categorized by their grammatical structure. They are simple, compound, complex or compound complex depending upon how many kinds of clauses they contain (Jesulowo and Oyinlola, 2003).

The Simple Sentence

A sentence which contains only one finite verb and a subject is a simple sentence. A simple sentence can be a statement, acquisition, a command, etc. the most important thing is that such a sentence must have one complete thought and a main independent clause. For example:

I want to teach the class

The Compound Sentence

This consists of two or more simple sentences joined together by a coordinating correlative “conjunctions like ‘and’, ‘but’, ‘or’, either’, both the

clauses can also be joined by comma or semi colon or by conjunctive adverbs like also, besides, however and so forth. For example:

I have received your letter and I agree to your suggestion.

The Complex Sentence

Kirkpatrick (2010:43), opines that longer sentences are often complex sentences. He says that in complex sentences at least one of the clauses is a main clause, but one or more of the clauses is a subordinate clause. This is connected to the main clause by a subordinating conjunction such as although, because, before, since, when, while and why. Often the main clause comes before the subordinate, but sometimes the subordinate clause is put first. For example:

Because his car broke down he arrived late at the wedding.

The Compound Complex Sentence

The compound sentence must not contain any subordinate clause as a complex sentence must not contain more than one main or independent clause, a compound complex sentence must contain more than one main or independent clause and at least one subordinate clause. For example:

I have received your letter, which puts your views very clearly, and the manager, to whom I showed it, agrees with you on the content.

2.10 Adjective

An adjective is a word used to describe a noun or pronoun or to give a noun or pronoun a more specific meaning. The way an adjective describes a word or makes it more specific is called modification. Modification is the act of changing something slightly (Hall 2003). An adjective modifies a noun or pronoun by adding information. Hence, whenever one wants to create a clearer picture of a person, place or thing, that person is likely to use an adjective. The major syntactic functions of adjective are attributive or predicative (Quirk and Greenbaum, 2006).

Adjectives are attributive when they premodify nouns, i.e they appear between the determiner and the head of the noun phrase for example:

The *beautiful* painting.

His *main* argument.

Predicative adjectives can be seen as subject complement and object complement for example:

Subject complement

- Your daughter is *pretty*

Object complement

- He made his wife *happy*

2.11 The Paragraph

The paragraph is usually a considerably larger unit of structure than a sentence. It usually consists of several sentences. Pieces of prose are usually divided into paragraph to make the information conveyed by the prose more comprehensible and easier of access. The opening paragraph of a piece of writing introduces the topic in writing. The closing paragraph sums up what have been written about. New paragraphs begin on new lines and they are usually indented from the margin. In the case of dialogue in a work of fiction, each speaker's speech usually begins on a new line to make things clearer for the reader (Kirkpatrick, 2010: 44-45).

Therefore, according to Jesulowo and Oyinlola (2003:123), the paragraph can be defined as a series of sentences all close to one central idea. The word 'paragraph' sprang from the word 'para' i.e by the side and 'graphos' i.e "writing by the side of the margin". For a paragraph to be regarded as a good one, the group of sentences comprising it must belong together and must possess some unifying elements such as meaning or subjects that are not shared with the subsequent sentences or paragraphs that follow. Thus, sentences in a paragraph must revolve round a central idea.

Besides sentences, paragraphs are the next important unit for expressing thoughts. The paragraphs are of two basic aspects: the thematic and the structural,

while the thematic revolves round the content, the structural discusses its package in a particular paragraph.

Paragraphs differ in length as Jesulowo and Oyinlola (2003) opine that when a paragraph is too short, comprehension is affected for there will be very many less significant ideas awaiting unnecessary attention from the reader's. Likewise, if it is too winding, too many details will be competing for the readers' undue grasp. Therefore, Kirkpatrick (2010:44), suggests that it is best not to make all ones paragraphs too short as this can create a disjointed effect. The writer should aim at a mixture of lengths so as to create some variety.

2.12 Theoretical Framework

This research focuses its theoretical framework on Richards (2002) theory on the task-based approach to teaching grammar. The theory opines that, while carrying out communicative tasks, learners are said to receive comprehensible input and modified output, processes believed central to second language acquisition and which ultimately lead to the development of both linguistic and communicative competence (Doughty and Williams, 1998), the belief that successful language learning depends on immersing students in tasks that require them to negotiate meaning and engage in naturalistic and meaningful communication. Students perform pre-task, while-task and after task activities involving brainstorming, role play and grammar teaching.

This research is concerned with one form of task work in which students and the teachers discuss a passage after reading it and then they write essays on it to gauge their ability to use adjectives.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter discusses the methodology employed for the research. This includes the research design, population, sample size, research instrument, statistical tool and variable.

3.1 Research Design

This research adopted the quantitative research approach, which is the collection and analysis of numerical data to describe, explain, predict or control phenomena of interest and specified the research procedure used. This research aims at examining the effectiveness of extensive reading to acquire new words through incidental learning.

3.2 Population

The population of the research comprises the entire SS1 (one) students drawn from classes of two arms (A&B) of Bayero University Staff Model Secondary School, Kano making up 71.

3.3 Sample Size

The sample size of this research is 63 students selected randomly from the 71 students. The sampling technique adopted is simple random sampling because

all the individuals in the defined population have an equal and independent chance of selection for the sample.

3.4 Research Instrument

The instrument used for this research is an extract titled “My Role Model”. It tests the students’ ability to acquire new words through extensive reading in incidental learning. The extract is designed to boost their vocabulary pool. Essays will be written by the students to portray whether incidental learning has taken place.

3.5 Variables

Extensive reading is the independent variable while the incidental learning is the dependent variable. The research will study the role of extensive reading in word acquisition.

3.6 Analytic Framework

The main instruments used in interpreting the data in this research is grammatical analysis. These involve grading the students essay scores according to A, B and C based on their use of the adjective, sentence types: simple, compound and compound complex, the paragraphing that is either short or long paragraph, organization of the essay; relationship between sentence and paragraph and finally the content in relation to the topic of the essay written.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND FINDINGS

4.0 Introduction

This chapter presents the scores for the essay test written by the students (respondents). It also discusses the analysis of the essays and the findings of the research. The main aim of the research is to examine the strategy used in enhancing the student's vocabulary pool. The major objective is to find out if some SS1 students of the Bayero University Staff Model Secondary Schools vocabulary pool are put into use. The datum used for this research is an extract titled "My Role Model". It was read in the class and new words were identified and discussed. The students were asked to write an essay on their Role Model.

4.1 Data Presentation and Analysis

The researcher used sixty three (63) students as the sample from the total population which is indicated in appendix (I) table 1 and 2 (Table 1 show scores and percentage and table 2 shows summary of the scores). The tables shows that seven (7) students (11%) scored between 70-100 and 38, 60% scored between 40-69 and 18, 29% scored between 0-39.

The students were able to acquire some words from the reading process. This is evident in their essays. Most of the words acquired were adjectives.

The following are extracts of some of the words acquired by the students: *famous, eloquent, powerful, fluent, appealing, humble,*

selfless, courageous, generous, talented, diligent, proportionately, kind hearted, intelligent, prestigious, obedient, helpless, kind, amazing, interesting, handsome, attractive, courageous, soft-spoken.

7 students scored A, because they were able to acquire some new words and use them. Most of the words acquired by the respondents were adjectives. The adjectives were used in the attributive and predicative manner. Adjectives are attributive when they pre-modify nouns (...beautiful painting)i.e they appear between the determiner and the head of the noun phrase. And they are predicative when they are either subject complement (...is pretty) or object complement (...his wife happy).

This is evident in their essays; some of the words acquired include *selfless, humble, intelligent, prestigious, courageous, proportionately, appealing, eloquent, diligent.*

Most of these respondents used a combination of the three types of sentences in their essays i.e simple, complex and compound complex. Below is an extract from their essays to justify this claim.

Text A

Simple:

- *He is married with two children*
- *He dedicates some of his songs to them*

Text B

Simple:

- *She is a very powerful lady*
- *She is hardworking*

The above extract consists of simple sentences, because they have one complete thought and are one main independent clause.

Text C

Complex sentence:

- *She is very friendly to everyone and very kind*
- *She is soft-spoken and hardly takes offence*

Text D

- *He is protective towards the weak and poor*
- *He is a strong man and extremely selfless*

The above extract also consists of complex sentences, because they have one main clause and subordinated by a conjunction.

Text E

Compound complex:

- *He is persuasive, soft-spoken and hardly takes offence even when he is very much provoked.*
- *As a great footballer, he has helped a lot in bringing honour to our country, and also hired by some clubs.*

The above extract consists of compound complex sentences. They contain more than one main or independent clause and at least one subordinate clause.

The use of long paragraphs was also identified from the student's essays.

Below are extracts from their essays

Text F

- *As a prophet, he was admired by people, he loves people especially young children which he plays with them. He like helping and gives charity to people though he is not very rich. He likes calling people to Islam, through his good behaviours and good attitudes, people started accepting the bright and the important religion, Islam. Prophet Muhammad (S.A.W) follows Allah's sayings and obey what he asked him to do. He never offended Allah, that's why he is one of the UlulazimMinarusul in which Qur'an was*

revealed to him. Prophet Muhammad is very kind and generous. In which he settled disputes and encourage people to live peacefully.

Text G

- *As a great known powerful queen, she has helped a lot in bringing honour to her country. Several times she won many battles and war. She is the head of the army, she lead, directs the army. Her army won and came back victorious. She is clever and intelligent and helped in Nigeria independence, though she travels abroad. Queen Amina kept helping people and her country until she died in peace. Until today her name is written and kept for historical brevity, many stories are told about her and her history and pictures are kept in Zaria Kano museums. I will like to be brave, respected and achieve fame by helping my country and humanity, the best way I can.*

Further, most of these respondents, related their essays to the topic discussed and then wrote on the topics. There was a free flow of ideas in relation to the topic given. The introduction gives an insight of what they have written, the body discusses on their individual role models and finally the conclusion gives a justification of why they admire their role models and would like to be like them.

Organization as a criterion for writing a good essay was also looked into during this analysis. The essays were properly organized. There was relationship between the sentences and paragraph written by the respondents. Below is an extract from their essays to justify this claim.

Sentence and Paragraph Relation

Text H

- *My role model is the well known American artist Marshal Bruce Mathers commonly known as Eminem. He is a handsome young man with an attractive smile. He is of average height and of appropriate size. He is fair in complexion, walks like a gangster and he is not rude. He dresses smartly on most of his famous outfits.*

He is married with two children: Hailie and Laney and he dedicates many of his songs to them. Songs like my dad's gone crazy and mocking bird. He is a school dropout but still intelligent. He went on with his career of singing after his mom's death and became a famous rapper. He is being respected by other rappers because the quality he has in him is more than their qualities like; generous, self control, and selflessness.

- *My role model is the known Nigerian footballer, Ahmad Musa, He is black in complexion. He is about 2.2 metres tall, fat and he is partly built. He walks smartly and dresses up neatly in football. He is very fluent, persuasive, soft-spoken and hardly takes offence even when he is very much provoked by the opposing team members who deliberately push him down every here and then.*

38 students scored B, because they were also able to acquire few new words which were less than the earlier words acquired by the respondents. The respondents were able to use these new words in context which were identified during the reading process. This is justified in their essays. Some of the words acquired at these levels include:

The respondents also used a combination of the three types of sentences in their essays.

Below is an extract from their essays to justify this point:

Text A

Simple:

- *She is famous among people*
- *She is kind to her parents*

Text B

- *He is a gentle young man*
- *He is fairly light in complexion*

Text C

Complex:

- *She is a very intelligent and innocent woman*
- *I will like to grow up and be like her*

Text D

- *He is married with three children and one wife*
- *He was awarded in 2014 and the best actor on 2012*

Text E

Compound Complex

- *Many parents praise him daily for saving the lives of their wives and children through this foundation.*

Text F

- *She is about there metres tall, she is fairly light complexioned, walks smartly and dresses up nearly*

The respondents' use of long paragraphs was fairly identified. The paragraphs were lengthy but not as the first respondents. Below are extracts from the students' essays to justify this claim.

Text G

- *My role model is my father, who is lecturing in Bayero University, Kano, Department of English and French. He is a handsome man, who is tall. He usually likes reading books. He is eloquent, able to use language and express his opinions well, especially when speaking in public. Even though when someone speaks not in the right way, he is kind in correcting the person. He is intelligent and appears dignified, but nonetheless very humble.*

Text H

- *Many parents praise her daily for saving the lives of their wives and children through this foundation. Therefore, for many reasons, Aunty Haleemah is a woman after my heart. I would like to grow up and be like her. I will like to be kind, respected and achieve fame by helping my country and my Muslim sisters in Islam and humanity the best way I can.*

The content of these respondents was found to be related with the topic in discussion. The ideas written were also in relation to the topic given. The introduction, body and conclusion were identified within the content of the

respondents' essays. The introduction gives a guide to what the reader is about to read and also prepares the readers mind on what he is about to read. Description of their individual role models was also seen in the body of the essays and lastly the conclusion which tells why they choose their role models.

Sentence relationship with paragraphs within the respondents' essays was also assessed. The relationship between sentence and paragraphs has been averagely noticed. The flow of an idea within a paragraph was also identified. Below is an extract from their essays to justify this point.

Sentence and paragraph relation:

Text I

- *My role model is my mother, she is kind and honest. She is about two and the half (2 ½)metres tall. She is fair in complexion, walks gently and dresses smartly whether at school or at home.*
- *She is very eloquent, soft-spoken with an appealing smile. She is intelligent and hardworking. She loves and cares for every member of the family. She uses her property to help and give care to me and also to people who are in need. I love her because she does so much to my life.*

Text J

- *My role model is the famous Portuguese footballer, Cristiano Ronaldo. He is a very handsome man. He is about two and a half metres tall, slim and proportionately built. He has a light skin and walks smartly but not arrogantly.*

He is a very talented footballer and he is regarded by some people as the best footballer of all times. He captains his national team and also plays

for a Spanish club called Real Madrid. A match becomes uninteresting when he is absent. His team mates play better when he is present.

18 students scored C, they were also able to acquire few new words but the usage in context was fair. Some of these words are evident in their essays. For example: *kind, obedient, helpless, intelligent, arrogant, kind hearted* etc.

The words acquired by the respondents were mostly adjectives, either attributive or predicative, but they were not used appropriately according to the context.

Some of these respondents used a combination of the three types of sentences in their essays. For example, the simple, compound and complex sentences, below is an extract from the students' essays which may clarify the argument.

Simple sentence:

Text A

- *He is a kind person*
- *He is very humble*

Text B

- *He is a handsome man*
- *He is a business man*

Text C

Compound sentence:

- *My role model is great intelligent and the famous makkan shurem.*
- *He is not an arrogant person and dresses up neatly.*

Text D

- *She is a good wife to our father and cares for her children.*
- *She is neat and her children's too every day are neat.*
- *I would like to be kind, friendly and good person.*

Complex sentence

Text E

- *He walks smartly but not arrogantly and dresses up neatly whether in the bank outfit or in mufti*
- *He is intelligent and appears dignified and has Islamic knowledge, very kind*

Text F

- *He is not slim and not fat, but he is well developed and has beautiful body.*
- *The Prophet (SAW) help a lot in Islam, because without him, we can never know anything about Islam*

Most of this category of the respondents used short paragraphs or none at all in describing their essays. Below are extracts from their essays.

Text G

- *My role model is my father AlhajiNuhuBawa. He is a handsome man. He is fairly light complexioned, walks smartly and dresses neatly whether in the business organization.*

Text H

- *He helps us with road, lamps on road and building some schools.*

Text I

- *My role model is the West African Governor, Dr. Rabiul Kwankwaso. He is a handsome youngman with an appealing smile. He is the Governor of Kano state.*

Text J

- *She is neat and her children's too everyday are neat. She is well respected and she is friendly to anybody especially the family of her husband. She is very kind and friendly to our grandmother (our father's mother) and she well respected her.*

Text K

- *My role model is my father, Mr. Abdulhadi. He is a handsome young man with a good business. He is intelligent and good man. In his business he is rich. He is very kind and good, but having a lot of money. And some material of goods and services because he is a business man.*

Moreso, the researcher identified that the respondents fairly related their essays to the topic discussed. The description of their role models seems to be not up to expectation but at least there was an improvement in their vocabulary pool. Hence much needs to be done at this stage to enable them write better in the content which is the introduction, body and conclusion.

Finally, organizations of the respondents essay were assessed. The essays were fairly organized. The relationship between the sentences and paragraph was fairly written. Here are some extracts from the students' essays to clarify this statement.

Sentence and Paragraph Relation

Text L

- *My role model is my lovely mother. She is a kind hearted and a good mom. She is a good wife to our father and cares for her children, not only her own children even the children of the other wife of our father that she died and leave her two children to our mom. She cares for them and her children very well she is friendly to anyone.*

Text M

- *My role model is my brother his name is Ibrahim Bashir Dantani. He is our first born in our house; he is a medical doctor in Aminu Kano Teaching Hospital. He is very tall, handsome, he is light in complexion. He walks gently not arrogantly, he always do things in a good manner.*

Text N

- *My role model is my father AlhajiNuhuBawa. He is a handsome man. He is fairly light complexioned, walkssmartly and dresses neatly whether in the business organization. He is very eloquent and soft-spoken and hardly, he speaks Hausa, English and Arabic. He is intelligent and memorized the Holy Quran, he is a respectful person to his parent, elders and the people in the community. He is a wealthy person and helps people in the community, hospital, school, and religious development.*

4.2 Discussion

From the analysis, the researcher discovered that the vocabulary pool of the students was enhanced due to extensive reading. Most of the words acquired were adjectives and they were attributive adjectives. The use of the three sentence types was also noticed, the students wrote longer paragraphs as a result of the words acquired. The students' essays were relevant to the topic, good relationship between sentence and paragraph due to the vocabulary acquired. Thus, extensive reading is an effective way of enhancing the vocabulary pool of SS1 students of Bayero University Staff Model Secondary School. The finding of this research reaffirms the theories of some researchers and linguists. Woodinsky and Nation (1988) opine that learners may not have time to do extensive reading for pleasure. According to Pilgreen and Krashen (1993), it is useful to create some class time for Sustained Silent Reading (SSR). Once the students develop the ability to read in a sustained fashion, then most of the reading should be done outside class. The result will be a highly exposed frequency to vocabulary pool.

Schmitt (2000) also suggests that the best way to do this is to have the students read more. The book flood studied showed that additional reading led to a tangible increase in a learner's vocabulary. This is because reading is considered such a key means to vocabulary improvement. There is plenty variety of evidence that learners can acquire vocabulary from reading only. However, most other

studies show that the vocabulary uptake from reading is really rather small and it is only through numerous repeated exposures from a great deal of reading that any significant numbers of words are learned (Schmitt, 2000:151).

Carrel and Carson (1997 in Richards and Renandya 2002:295) say, “extensive reading generally involves rapid reading of large quantities of material or longer reading (of whole books) for general understanding with the focus generally on the meaning of what is being read than on the language.

Richards (2002) opines that learners grammar needs are determined on the basis of task performance rather than through a predetermined grammar syllabus. He further suggest that grammar learning can be addressed at several different stages, prior to the task, during the task and after the task: Thornbuy (1998 in Richards and Renandya 2002:155) concludes that grammar has a mediating role, rather than serving as an end in itself something which is said to empower both teachers and learners’.

4.3 Findings

- The vocabulary pool of the students was enhanced.
- The words acquired mostly were adjectives and the adjectives were attributive.
- The use of the three sentence types was noticed.
- The students wrote longer paragraphs as a result of the words acquired.

- The content of their essays was relevant to the topic.
- There was organization of sentence and paragraph relation, due to their vocabulary stock.
- Extensive reading is an effective way of enhancing the vocabulary pool of Senior Secondary One (SS1) students of Bayero University, Staff Model Secondary School.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of the research on the effects of incidental learning strategy in enhancing vocabulary pool of some S.S.1 students of the Bayero University Staff Model Secondary School. It also contains the conclusion of the research.

5.1 Summary

Incidental vocabulary learning is where by learners acquire knowledge of new words incrementally as they encounter them in context through their reading and listening activities. Most secondary school students are severely handicapped by poor vocabulary. They do not relate and organize meaning above sentence level. In view of this, the major aim of this research is to explore a method in enhancing the vocabulary pool of the Bayero University, Staff Model Secondary School. Hence, the objective is to show how incidental learning strategy enhances the student's vocabulary pool. The research focused on incidental learning, Richards (2002) theory of task based approach to teaching grammar, was chosen to lay the theoretical basis of this research. The sample size of 63 students was selected randomly from 72 students. The research instrument used was a reading passage titled "My Role Model". The research found out that extensive reading is

an effective way of enhancing the vocabulary pool of S.S1 students of Bayero University Staff Model Secondary School.

5.2 Conclusion

Incidental learning of words can be achieved through extensive reading. English as a Second Language (ESL) students need to be exposed to reading culture so as to boost their vocabulary pool. The researcher used a reading passage “My Role Model” students were asked to write an essay after the class activity and the essays were analysed grammatically. The findings of the research work show that, the vocabulary pool of the students was enhanced. There was also organization of sentence and paragraph relation, due to the vocabulary acquired. This shows that the more words acquired by students the more fluent they become in writing. Extensive reading is vital because it is generally assumed that repeated exposures to words through extended print exposure, for example, extensive reading of level appropriate texts would contribute to automatic word recognition and hence usage.

5.3 Recommendation of Area of Study

The results of this research work showed that incidental learning through extensive reading is effective in improving the word acquisition of students in senior secondary one of the Bayero University Model Staff Secondary School.

This shows that incidental learning strategy will be very vital to the students of the school, if the strategy is adopted.

Hence, further researches should be conducted to find out more strategies that can be employed to improve student's vocabulary. Also, similar research can be done using many secondary schools to find out more about the effectiveness of using the incidental learning strategy through extensive reading to enhance learners vocabulary.

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APPENDIX I

Table 1: Scores and Percentage

Respondent	Score 10 marks	Percentage
1.	9	90
2.	6	60
3.	6	60
4.	6	60
5.	4	40
6.	6	60
7.	6	60
8.	5	50
9.	4	40
10.	7	70
11.	3	30
12.	7	70
13.	7	70
14.	7	70
15.	6	60
16.	3	30
17.	6	60
18.	2	20
19.	5	50
20.	5	50
21.	6	60
22.	4	40
23.	4	40
24.	3	30
25.	3	30
26.	6	60
27.	5	50
28.	5	50
29.	2	20
30.	7	70
31.	3	30
32.	3	30
33.	6	60
34.	8	80

35.	5	50
36.	4	40
37.	4	40
38.	6	60
39.	5	50
40.	5	50
41.	4	40
42.	2	20
43.	3	30
44.	3	30
45.	5	50
46.	2	20
47.	3	30
48.	4	40
49.	5	50
50.	3	30
51.	6	60
52.	6	60
53.	4	40
54.	5	50
55.	4	40
56.	4	40
57.	3	30
58.	5	50
59.	5	50
60.	5	50
61.	3	30
62.	3	30
63.	3	30

Table 2: Summary of the Scores

Scores	Frequency	Percentage
70-100	7	11%
40-69	38	60%
0-39	18	29%
Total	63	100

Key

70-100 - A
40 – 69 - B
0 – 39 - C

APPENDIX II

My Role Model

My role model is the famous Nigerian footballer, Kanu Nwankwo, He is a handsome young man with an appealing smile. He is about two metres tall, slim but proportionately built. He is fairly light complexioned, walks smartly but not arrogantly and dresses up neatly whether in football outfit or in mufti.

He is very eloquent and soft-spoken and hardly takes offence even when he is very much provoked by the opposing football team members who deliberately push him down every now and then. He is intelligent and appears dignified, but nonetheless, very humble. His team mates respect him a lot and any time he captains the team, the team must be victorious. Even though he is very¹ rich, he remains obedient to his parents, heeding their advice. Though he had lived abroad for the greater part of his life, he still returned to Nigeria to pick a Nigerian wife when it was time for him to marry. He is very kind and selfless. He used his money to help helpless babies with heart problems.

As a great footballer, he has helped a lot in bringing honour to his country. For two times, he had won the prestigious position of African Footballer of the Year. He is also famous abroad-as clubs struggle to hire him to play for their clubs. He is famous too among people, for his great generosity. He founded 'Kanu Heart Foundation' which he supplies funds to, for curing babies/children with heart problems. Many parents praise him daily for saving the lives of their children through this foundation.

Therefore, for many reasons, Kanu Nwankwo is a man after my heart. I would like to grow up and be like him. I would like to be kind, respected and achieve fame by helping my country and humanity the best way I can.

(Extracted from New Oxford Secondary School English Course).