

Factors in Vocabulary Acquisition through Reading

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This study explores the factors that affect vocabulary acquisition during reading. Two purposes guide this article: reviewing the literature that investigated the incidental vocabulary acquisition through reading and exploring what factors affects vocabulary acquisition. With these purposes, the literature and three themes were identified: 1) nature of vocabulary development, 2) definition of incidental vocabulary acquisition, and 3) factors in vocabulary acquisition through reading. This literature review revealed that several factors in reading significantly contribute to vocabulary acquisition. Specifically, repetition, explanation, and L1 translation support more effective vocabulary acquisition. Dictionary use and marginal glosses help a learner better grasp word meaning. Additional visual input and oral input presented with the target words positively affect gain and retention of words. A learner can differently learn and acquire words due to personal variables such as the level of text comprehension, motivation, and L2 proficiency. Finally, a model of vocabulary acquisition through reading, which the author develops based on the factors above, is suggested.

Vocabulary acquisition is one of the important features in estimating one's language proficiency (Henriksen, 1999; Huckin & Coady, 1999; Laufer & Hulstijn, 2001; Paribakht & Wesche, 1996). Many researchers have explored the process of vocabulary acquisition. Henriksen (1999) investigated three dimensions of vocabulary development. Aitchison (1994) found that a learner goes through three stages in vocabulary learning: labeling, packaging, and network building. Paribakht and Wesche (1996) presented that a classification scheme for new vocabulary acquisition is activated through reading. Also, incidental vocabulary acquisition takes place through written input (Huckin & Coady, 1999) or oral input (Brown, Sagers, & Laporte, 1999).

As written input, reading has been examined as an effective method for vocabulary acquisition (Krashen, 1989; Tekmen & Daloglu, 2006). Learners encounter a variety of familiar and unfamiliar words during reading, and those words can be stored, elaborated, and retained by a learner, depending on various conditions during reading. If reading is a great source for vocabulary acquisition, then, a few questions arise: what kind of factors can affect a learner to acquire

a new word through reading? In what condition does vocabulary acquisition take place more effectively through reading? Are there any internal variables of a learner that influence on vocabulary acquisition?

In order to explore these questions, this study reviews the literature that investigated the vocabulary acquisition through reading and explores what factors affect vocabulary acquisition. With these purposes, I review 1) the nature of vocabulary development and 2) the factors in vocabulary acquisition through reading, and then summarize the factors in category 2. Based on the literature review, I develop a model of vocabulary acquisition through reading. Lastly, I discuss the limitations and questions found through the literature review.

NATURE OF VOCABULARY DEVELOPMENT

Henriksen (1999) investigated three dimensions of vocabulary development, relationships among those dimensions, and the way they function in word learning and practice. His study reveals that three dimensions involved in lexical competence are “partial to precise knowledge,” “depth of knowledge,” and “receptive to productive use ability” (p. 304). The dimension of *partial to precise knowledge* is the concept related to the size of vocabulary words in which the distinct levels of vocabulary knowledge is put into operation. The second dimension, the *depth of knowledge*, refers to how profound one’s knowledge of vocabulary is. It suggests the concept that one’s level of understanding a word meaning is related to the syntactic and morphological knowledge. The *receptive to productive use ability*, the third dimension, starts at the distinction of a learner’s ability between comprehension and production. According to Aitchison (1994) who investigated the process of how a learner acquires a vocabulary word, a learner goes through three stages in vocabulary learning: labeling, packaging, and network building. Specifically, at the labeling stage, a learner maps word meanings onto form. Packaging, the second stage, involves the process of categorizing the acquired words under one group, while network building as the third stage functions as grasping the relationship between the words (as cited in Henriksen, 1999, p. 308)

L2 learners go through a classification scheme for new vocabulary acquisition through reading (Paribakht & Wesche, 1996). According to Gass (1988), whose theory was one of the theoretical foundations in Paribakht and Wesche’s paper, the classification scheme shows a hierarchy of mental processing that a learner requires during vocabulary exercises. In this paper, Paribakht and Wesche (1996) developed five steps of vocabulary exercise types: selective attention, recognition, manipulation, interpretation, and production. In selective attention, as a first step, the emphasis is on focusing learners’ attention on targeted vocabulary words. The major goal, in recognition exercises, is that learners recognize the target vocabulary items introduced in the selective attention step. Learners are expected to know the partial meaning or knowledge

of the target words. Manipulation exercises require deeper comprehension of a target word than the previous level. The main purpose in these exercises is that students reach the level of morphology and grammatical knowledge. In interpretation exercises, learners are asked to grasp a semantic and syntactic role of a target word. In other words, interpretation exercises require learners to recognize the relationship between the target words in different contexts. Lastly, production exercises involve recall and reconstruction of the target words. As students develop their vocabulary knowledge through the previous stages, students are required to apply the knowledge in given contexts, producing appropriate expressions with the target words.

Noticing, elaboration, motivation, or need play an essential role in L2 vocabulary acquisition (Laufer & Hulstijn, 2001). Attempting to show how those factors are operationalized in vocabulary acquisition, Laufer & Hulstijn proposed a construct of involvement, in which three components are combined: *Need*, *Search*, and *Evaluation*. The *need* component is considered a motivational dimension which affects a learner's desire for achievement. As the need becomes stronger, it positively affects the outcome of vocabulary acquisition. The search component refers to an actual activity or attempts to grasp the target word. For instance, a learner can use a dictionary or ask an instructor to seek a word meaning. In the evaluation component, learners go through a more complicated process in which they compare a word meaning in different contexts or evaluate if an appropriate word is used in a context or not. The authors argue that "involvement load is defined here as the combination of the presence or absence of the involvement factors Need, Search, and Evaluation" (p.15). In this article, it is assumed that a learner will better retain a word meaning in a higher involvement load than a lower involvement load. In the same manner, the authors argued that tasks which induced a higher involvement load are more powerful in retaining the vocabulary words than the tasks with a lower involvement load.

The actual mechanism of incidental vocabulary acquisition has been investigated as an area of great importance in vocabulary acquisition (Huckin & Coady, 1999). Huckin and Coady (1999) reveal that incidental learning does not automatically take place with the exposure to target words. That is, the process of incidental acquisition needs a learner's amount of attention to the target words. The degree of attention and the effectiveness of learning depends on the contexts, the purpose of a task, and the learner's previous background knowledge. Also the authors argue that "incidental vocabulary acquisition depends on multiple exposures to a word in different context" (p.185). Effective word guessing requires the flexible application of a variety of processing strategies.

FACTORS IN VOCABULARY ACQUISITION THROUGH READING

Effect of Repetition and L1 Lexicalization

The effects of repetition of words in reading on a learner's L2 acquisition and of L1 lexicalization on the acquisition of meaning have been investigated in the L2 reading field. Chen and Truscott (2010) studied 72 Mandarin-speaking freshmen whose levels in English as a foreign language (EFL) were all intermediate. The results of this study revealed that repetition positively affects language acquisition including word retention, productive knowledge, orthographic knowledge, and semantic knowledge. That is, as the frequency of exposure to the target words increased, a learner not only better retains the word meanings but also more easily uses target words in speech. Also, it was found that L1 lexicalization greatly helps learners not only immediately understand the word meanings but also better retain the target words. That is, students show better results in L2 vocabulary acquisition, when they attempt to translate the target words to their L1.

Type of Tasks and Dictionary Use

The relationship among the type of tasks, the frequency of dictionary use, and the retention of the target words have also been a topic of interest in recent research (Hill & Laufer, 2003). Hill and Laufer (2003) investigated 128 university students who lived in Hong Kong. All subjects' first language was Cantonese or Mandarin, and English was their foreign language. They were asked to complete three different types of tasks: a form-oriented production task, a form-oriented comprehension task, and a message-oriented task. All tasks were given on paper, but all information needed for completing the tasks were presented on the computer screen. Participants could use the electronic dictionary on the computer screen, and the frequency of dictionary use was recorded and tracked in three different tasks. The form-oriented task was more effective in retaining the target words than the message-oriented task. The authors argued that it was because the form-oriented tasks required students to know more exact word meanings to complete the tasks so that they naturally accessed the electronic dictionary. It led them to better retain the target words. On the other hand, students used the dictionary less during the message-oriented task, because, the authors analyzed, they could solve the tasks without the exact word meanings, as just guessing and it caused less retention of the target words. The authors argued that the use of dictionary positively affected students' vocabulary acquisition in two ways: 1) by using the dictionary, students could have a chance to translate the target word in their L1, and 2) the more use of dictionary caused the effect of repetition or more exposure to the target word. The authors concluded that "an important factor determining task effectiveness for vocabulary learning is the amount of word-related activity that the task induces."

Marginal Glosses and Dictionary Use

The relationship between the frequency of target words and the provision of word meanings through marginal glosses or dictionary use was examined (Hulstijn, Hollander, and Greidanus, 1996). The participants were 78 Dutch university students who lived in France, and their level of French was considered advanced. They were distributed into three groups which had different conditions in reading a given text: Marginal Glosses (providing L1 translations of unfamiliar words), Dictionary Use (free to use a dictionary for searching a word meaning), or Control (neither marginal glosses nor dictionary use). Sixteen target words were designed to occur once or three times in the given text. After the treatment of reading a text in each group, participants administered a test to evaluate their comprehension of the target words. The results revealed that frequency of the target words was more effective in acquiring the new words when students encountered the meaning of unfamiliar words through marginal glosses or dictionary use, in comparison to when there was no dictionary use or no provision of word meaning through marginal glosses. Also, it was found that students better acquire and retain the word meanings in marginal glosses than a dictionary use. The authors explained that it was because learners usually did not try to use a dictionary for searching word meaning during reading passages, trying to grasp a main message. The authors argued that if learners use a dictionary to look up the meaning of unfamiliar words, it will more strongly affect incidental vocabulary acquisition than the case of marginal glosses.

Influence of Instruction and Synonym Generation

How the activity of synonym generation affects L2 vocabulary learning during reading has been studied (Barcroft, 2009). Two different learning contexts were examined in this study: incidental and intentional vocabulary learning contexts. The subjects were 114 Spanish-speaking university students who were learning English as a foreign language at a large university in Mexico City. Fifty nine of those were in low-intermediate level and 55 in high-intermediate level. One of four different conditions was randomly given to each participant. 1) In the *incidental condition*, the only thing that participants were asked was to read the meaning of some target words. 2) In the *intentional condition*, the participants were required to read meaning like the incidental condition. Additionally, they were instructed to learn the target words with an attempt to translate them into their L1 and asked to take the test after learning. 3) In the *incidental-semantic condition*, reading a word meaning and generating synonyms in their L1 were assigned to the participants. 4) In the *intentional-semantic condition*, participants were given instructions to learn the target words by trying to translate them into L1 and asked to take a test after learning and to perform synonym generation (p.89). After the experiment, all participants took two types of post-tests to recall the meaning of the target words: first language (L1) to second language

(L2) and L2 to L1. The results revealed that intentional methods were more effective to learn new words in L2 than incidental method. In other words, providing instruction on the target words and attempting to translate them into L1 positively affected the acquisition of the new words, while only reading a word meaning was less effective. Also, the activity of synonym generation was found to negatively affect vocabulary acquisition in both incidental and intentional conditions. The author argues that the process of synonym generation functions as semantic elaboration, which refers to “a focus on the semantic properties or the meaning of a word (p.79).” He also claims that the process of a word form (e.g. memory for new L2 word forms) or mapping (connecting form to meaning) is essential for vocabulary acquisition. However, the process of semantic elaboration including synonym generation deteriorates the process of a word form or mapping so that a learner cannot fully focus on memorizing the form of a target word (a word form) or connecting the word to meaning, which causes less effective vocabulary acquisition.

Effect of Word Class

The frequency of exposure to target words is essential in vocabulary acquisition (Chen & Truscott, 2010). That is, increasing exposure to target words leads to better outcomes in L2 vocabulary acquisition. Kweon and Kim’s study (2008), however, shows the possibility that some factors such as a word class can play a more important role than the frequency of exposure to the target words. Twelve Korean-speaking university students in an intermediate English reading course in Korea participated in this study. All students were asked to take a pre-test of their knowledge of the target words. Then, in a reading treatment for 5 weeks, they were assigned to extensive reading activities for the target words. On the last day of the treatment, all participants took a post-test 1 (immediate), and after one month, a post-test 2 (delayed). All participants showed a significant gain between the pre-test and post-test 1, but no significant difference between post-test 1 and post-test 2. The students had a higher gain in a post test of the target words to which they had had more exposure. That is, more frequency of exposure to the target words increases the retention of the target words. Also, it was found that students retained nouns easier than verbs and adjectives. The authors interpret this result as “nouns are relatively simple entities in the mental lexicon, whereas verbs encode dependent word classes with directed connections to their noun arguments.” (p. 208)

Effect of Contextual Clues

How the context of the target words in a reading text affects vocabulary acquisition especially on knowledge of form and meaning has been studied (Webb, 2008). Fifty Japanese-speaking university students who had learned

English as a foreign language participated in the experiment. The participants were randomly separated into two groups, an experimental and a comparison group, and 10 target words were given in short contexts to both groups. The short context comprised of one or two sentences. The experimental group was assigned to the context where they had more informative clues for the target word than the comparison group. After the treatments, participants in both groups administered a vocabulary quiz that evaluated recall of form, recognition of form, recall of meaning, and recognition of meaning. The result revealed that context – whether it contains enough contextual clues to guess the target word – plays a significant role in understanding and recalling a word meaning. However, it was found that the context does not significantly affect recognizing and recalling a word form.

Learner Proficiency Level and Word Frequency

Tekmen & Daloglu (2006) studied the effect of a learner's proficiency level and word frequency on incidental vocabulary acquisition. Participants were 99 university students whose first language was Turkish, as English was a foreign language. They were divided into three groups - intermediate, upper-intermediate, and advanced levels - based on their test results in an English placement test. A pre-test and a post-test were administered at the beginning and the end of every class for two weeks. A delayed post-test was taken one week later. As treatments, they read and studied a chosen novel, *The Golden Fleece*, during class sessions. No dictionary use was allowed because the authors wanted to focus on only the factor of incidental vocabulary learning through reading, eliminating the effect of other sources on vocabulary acquisition. The results in this study showed that 1) Students obviously had a benefit to acquire new vocabulary words from reading. 2) The higher proficiency group showed better results in vocabulary acquisition than the lower proficiency group. 3) Generally, as the frequency of exposure to the target words increased, the learners acquired more target words. 4) However, the frequency had stronger effect on vocabulary acquisition for the students in the lower proficiency group than for those in the higher level group. Based on these results, the authors argue that “the true benefits of reading for lexical acquisition may not lie in the immediate acquisition of the word, but in preparing students to acquire a new word or in increasing their depth of knowledge of a previously acquired word”(p.237).

Text Comprehension and Topic Familiarity

Pulido (2007) investigated how the level of text comprehension affects intake, gain, and retention of new vocabulary and whether topic familiarity is related to the process of vocabulary acquisition – intake, gain, and retention or not.

The participants were 99 Spanish-speaking university students taking three distinct university courses and the first language for all of them was Vocabulary Acquisition

English. All participants completed a survey and a test regarding topic familiarity and text comprehension before and after the treatments of vocabulary learning activities through reading passages. Also, the participants administered the tests that evaluated intake, gain, and retention of the target words. The results of this study demonstrated that as the level of text comprehension increased, learners had more benefit in intake, gain, and retention of the new vocabulary. The author argued that “increases in passage comprehension were accompanied by increases in gain and retention of the target unfamiliar words that appeared in passages” (p.181). The author assumed that this is because the working memory connected to the process of vocabulary acquisition is more operationalized. The more actualized working memory holds more information encountered through the reading passages. Regarding the effect of topic familiarity, there was no strong co-relationship between topic familiarity and lexical intake, gain, and retention. However, results showed that topic familiarity is significantly co-related to lexical intake, “where average intake scores were higher, when participants read within more familiar stories, in comparison to less familiar stories” (p.175).

L1 Translation Method

The translation method is effective to learn words specifically in the recall and retention of vocabulary meaning by ESL learners at the beginning level of language proficiency (Ramachandran & Rahim, 2004). The translation method was compared to a non-translation method in which delivering word meanings in the L2 itself is emphasized. Sixty ESL learners aged 16 from a secondary school in Penang, Malaysia, participated in this study and their performances were collected and analyzed by using three types of instruments: testing instruments, reading materials, and teaching instruments. Learners were better at recalling the word meanings in the translation method than the non-translation method and they better retained the words in the translation method. That is, the study showed that the translation method has a positive effect on vocabulary learning, especially for beginners.

Effect of Multimedia Annotations

The effect of multimedia on vocabulary acquisition was studied (Chun & Plass, 1996). The experiment in this study was designed to compare three different conditions of word exposure: (1) text definition only, (2) text + picture, and (3) text + video. Participants were 103 German students who were attending a university in California to study English as a second language. The experiment required all participants to read a short article using special multimedia designed so that participants were exposed to 82 target words. Those target words were programmed to be shown on the screen in three different conditions: definition

only; text and picture; and text and video. After the treatment, students took a vocabulary test with 36 words; one third for the condition of definition only, one third for the condition of text and pictures, and one third for the condition of text and video. Results showed that students remembered the most words in pictures and text. The way of text and video was more effective in vocabulary learning than text definition only, but less than the condition of pictures and text. The results of this study indicate that exposure to the target words with multimedia annotations such as pictures or videos is more effective in vocabulary acquisition than exposure to text definition only. These results regarding the effectiveness of pictorial annotations for vocabulary acquisition were also supported by Shahrokni's study (2009).

Reading-While-Listening

The different effects of three modes on vocabulary acquisition were investigated: reading, reading-while-listening, and only listening to stories (Brown, Raring, & Donkaewbua, 2008). Thirty Japanese-speaking university students in Kyushu, Japan, participated in this study. They were divided into three groups and assigned to one of three conditions: reading, reading-while-listening, and only listening. After the treatments, participants administered two types of post-tests using multiple choice and translation from L2 to L1 a total of three times: 1) immediate post-test, 2) one week delayed post-test, and 3) three months delayed post-test. Results showed that students gained the highest scores in reading-while-listening mode. This result was also reflected in a student's preference survey that reading-while-listening was chosen as the most preferable style by students. The least effective mode in vocabulary learning was the listening-only mode. However, as the results of one week and three months delayed post-tests indicated, all three modes of reading, reading-while-listening, and only listening were not effective in regards to retention of words.

Explanation, Initial L2 Vocabulary, and Frequency of Reading

Rich explanation, initial vocabulary, and reading practices positively affects vocabulary acquisition (Collins, 2010) The participants were 80 preschoolers whose native language was Portuguese, learning English as a Second language. The experiment was designed to evaluate different effects of treatment on target words. Findings showed that rich explanation, initial L2 vocabulary, and frequency of home reading significantly contributed to vocabulary acquisition. That is, a learner better acquires the meaning of unfamiliar words when the meanings of words are fully explained, when a learner has an initial L2 vocabulary pool for effective guessing of the meaning, or when a learner is frequently exposed to target words through reading.

SUMMARY

The review of the literature shows the following main points:

1. *Repetition* is significantly effective for vocabulary acquisition: as *the frequency of exposure* to the target words increase, a learner not only better retains the word meanings but also more easily uses the target words in speech.
2. *Marginal glosses* and *dictionary use* have a positive impact on vocabulary acquisition. Learners acquire new vocabulary words better when they encounter the meaning of unfamiliar words through marginal glosses or dictionary use.
3. *Instruction* of the target words positively affects acquiring new words, while only reading a word meaning is less effective.
4. *Context* – whether it contains enough *contextual clues* to guess the target word – plays a significant role in understanding and recalling a word meaning.
5. As the level of *text comprehension* increases, learners have more benefits in intake, gain, and retention of the new vocabulary.
6. The *level of learner proficiency* can be a variable that affects vocabulary acquisition. For instance, for learners in lower proficiency groups, the frequency affects vocabulary acquisition less than for those in higher level groups.
7. *Pictorial input* added to text definitions makes gain and retention of words stronger, compared to a text-only condition.
8. *Reading-while-listening* mode is more effective to gain a new word than the reading only condition.
9. *L1 lexicalization* greatly helps learners not only immediately understand the word meanings but also better retain the target words.
10. *Type of tasks* of reading can be a matter for vocabulary acquisition. For example, the form oriented task is more effective in retaining the target words than the message-oriented task.
11. *Word class* can be a factor related to the effectiveness of gaining and retaining a new word: students retain nouns easier than verbs and adjectives.
12. *Semantic elaboration* can have a negative impact on vocabulary acquisition. For instance, the activity of synonym generation negatively affects vocabulary acquisition.

MODEL OF VOCABULARY ACQUISITION THROUGH READING

Based on this review of the literature, I suggest a model that shows how factors regarding vocabulary acquisition through reading can be operationalized.

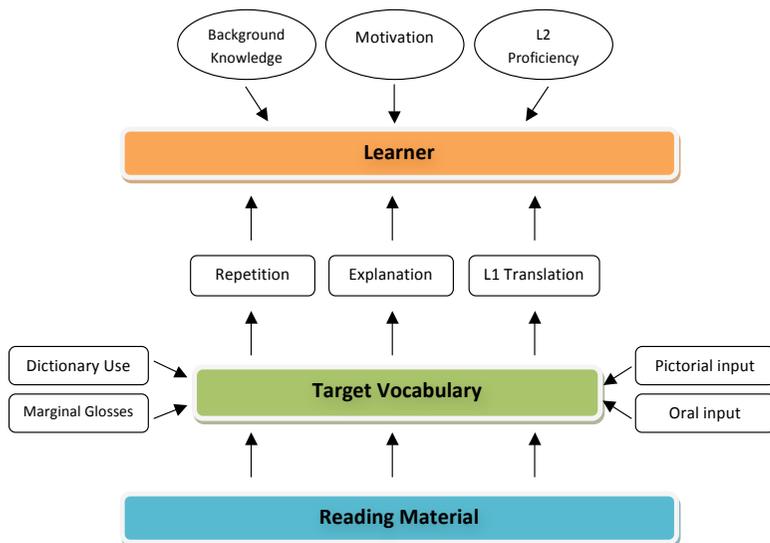


Figure 1. Model of Vocabulary Acquisition through Reading

The figure shows reading material, target vocabulary, and learner as the main elements to be taken into consideration in vocabulary learning process through reading. As a first step, a reading material is chosen, shown at the base of the figure. The reading material functions as a source of new vocabulary words, shown in the figure as possible “target vocabulary.”

During reading, a learner is naturally exposed to unfamiliar words as potential target vocabulary. While a learner encounters the unfamiliar words, dictionary use, marginal glosses, pictorial input, and oral input assist a learner not only to grasp the word meaning but also to retain the target words. At this point, those elements support the learner to better intake vocabulary words as *visual factors*.

Then, the target words are more effectively acquired by going through the process of repetition, explanation, and L1 translation by a learner. These elements play a role as *instructional factors*, which come from the outside, affecting the vocabulary learning process. That is, a learner better acquires a new vocabulary when a target word is repeatedly shown, explained, and translated into the learner’s first language. Repetition, explanation, and L1 translation can take place by a person such as a teacher, a peer, or even by the learner.

However, even though all other conditions are the same, the effectiveness of vocabulary acquisition can vary in different learners, depending on a learner’s background knowledge, motivation, and L2 proficiency, which can be identified as *personal factors*. In other words, the Vocabulary Acquisition

learning outcome would appear to each individual in different level, as each learner has a different background and different level of second language proficiency which affects the learner's level of grasping the meaning of target words. Also, a learner's motivation is associated with the vocabulary acquisition: the more motivated one is in language learning, the better one focuses on reading.

DISCUSSION AND LIMITATIONS

The literature about the nature of vocabulary development was reviewed and empirical studies regarding factors of vocabulary acquisition through reading were explored. Also, a model of vocabulary acquisition through reading was introduced. However, a few research limitations through the previous studies were found and will be discussed here.

First, the exact meaning of "incidental" vocabulary acquisition is unclearly used through the studies. For instance, Barcroft (2009) contrasted incidental vocabulary learning to intentional vocabulary learning as following:

In incidental vocabulary learning, learners acquire new words from context without having the intention of doing so, such as when picking up new words with no intention of doing so during free reading. *Intentional vocabulary learning* refers to learning new words while intending to do so, such as when a learner studies a list of target words or completes activities in a workbook while working to learn a set of new target words (p. 85).

According to the comparison above between incidental vocabulary learning and intentional vocabulary learning, incidental vocabulary learning occurs by chance with no intention or plan. However, Huckin and Coady (1999) pointed out that "incidental learning is not entirely 'incidental'." Also, in Paribakht and Wesche's study (1996) and Hill and Laufer's study (2003), incidental vocabulary acquisition can take place through the planned instructions and tasks. That is, the term "incidental" vocabulary learning or acquisition has been inconsistently used in previous studies. Therefore, a clear definition of incidental vocabulary acquisition is needed in additional studies.

Second, the dimension of vocabulary acquisition did not respect the dimension of oral aspects. Henriksen (1999) suggested three dimensions involved in lexical competence: (a) partial to precise knowledge, (b) depth of knowledge, and (c) receptive to productive use ability. Depth of knowledge, a second dimension, can be explained as one's knowledge of syntactic and morphological aspects of a word. This explanation does not contain the concept of "oral dimension" of a word – phonological knowledge. However, the effect of oral input on vocabulary acquisition has already been examined. For instance, Brown, Raring, and Donkaewbua (2008) revealed that reading-while-listening

mode was effective for retention of vocabulary. In this case, the part of listening functioned as the additional oral input to affect gaining and retaining new words. Also, according to Baddeley, Gathercole, and Papagno (1998), the phonological loop, as component of working memory, functions as a language acquisition device, assisting to store unfamiliar sound patterns and retaining new words with the sound patterns. Based on these research results, therefore, oral input or the phonological dimension should be considered one component of dimensions of vocabulary development.

Third, there were few research studies that investigated the role of internal motivation for vocabulary acquisition. Laufer and Hulstijn (2001) argued that motivation is “a key factor in promoting vocabulary learning” (p.2). By examining the relationship between the type of tasks and vocabulary acquisition, Hill and Laufer (2003) maintained that a learner can be motivated and affected in various degrees in different types of tasks. However, there are few empirical studies that support the function of personal motivation on vocabulary acquisition. Motivation, then, should be considered a factor in additional research studies.

CONCLUSION

A variety of factors affect L2 vocabulary acquisition through reading. Repetition, explanation, and L1 translation support more effective vocabulary acquisition. Dictionary use and marginal glosses help a learner better grasp a word meaning. Visual input and oral input additionally presented with the target words positively affect the gain and retention of words. Personal variables such as the level of text comprehension, motivation, and L2 proficiency may affect the acquisition of words.. The model of vocabulary acquisition through reading proposed in this article shows how those factors interact and affect each other.

Vocabulary is a key dimension to define the level of reading competency. The more vocabulary words one has, the faster and more effectively one reads (Webb, 2008). Then, where does a learner acquire vocabulary words? Reading, as revealed through the previous studies, is one of the most effective sources to acquire new words. Huckin and Coady (1999), however, pointed out that “extensive reading for meaning does not lead automatically to the acquisition of vocabulary” (p.183). This idea tells us that successful vocabulary acquisition during reading takes place when it is well planned with clear goals and strategies. Thus, reading without strategies has limited effects on vocabulary acquisition.

Reading without attention and elaborative strategies for acquiring vocabulary words gives a message about the reading material. However, reading with clear attention to grasp the meanings of unfamiliar words gives a learner not only the message about the reading material but also more vocabulary power, which will contribute to an increased comprehension of the reading material. This is why learners and educators should keep in mind what factors make the reading more effective in intake and retention of words.

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