

RUNNING HEAD: THE EFFECT OF TOPIC INTEREST ON INCIDENTAL VOCABULARY LEARNING



UNIVERSIDAD ANDRÉS BELLO
Facultad de Educación y Ciencias Sociales
Pedagogía en Inglés para la Enseñanza Básica y Media

**Assessing the Effect of Topic Interest on Two Measures of Incidental
Vocabulary Learning: Can Dictionary Look-up Behavior be a factor?**

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Autores:

Ana Claudia Donoso Del Pino
Daniela Francisca Duarte Ubilla
Gabriela Carolina Herrera Peñailillo
Victor Adolfo Isla Loyola
Gabriel Esteban Riveros Aguilar

Profesor guía: Marco Octavio Cancino Ávila

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DEDICATORY

I trust you, all of you, still and forever...

ABSTRACT

Throughout the years, several studies have been conducted in order to analyze the effect of topic interest on incidental vocabulary learning. It has been stated that being interested in a topic is a mental resource that enhances learning, which then leads to better performance and achievement (Hidi, 1990). This type of interest has been classified as individual, situational and topic interest (Renninger, Hidi and Krapp, 1992; Schiefele, 1999; Hidi, 1990; Ainley, Hidi and Berndorff, 2002). In order to provide more insights regarding topic interest and incidental vocabulary learning, the purpose of the present study is to explore the effect of topic interest on incidental vocabulary learning in two topic interest conditions, high and low, as well as the effect of topic interest on dictionary look-up behavior. For this purpose, a quantitative study was conducted. The study was divided into two main sessions, and the participants were 23 intermediate level students at a private university in Santiago. These participants were asked to read two texts with topics previously identified by them as having high and low topic interest. Twenty target words in the texts were selected in order to assess vocabulary depth and quantitative gains in both conditions, by means of a vocabulary knowledge scale (Paribakht & Wesche, 1993, 1996) and a passive recognition (Laufer & Goldstein, 2004) respectively. Results suggest that topic interest had a significant effect on the incidental vocabulary learning achieved by the participants in terms of vocabulary depth, and also in terms of quantitative gains. In addition, when dictionary look-up behavior was taken into account, vocabulary gains were kept. Discussion of the results, conclusions and implications for pedagogy are presented in the corresponding chapters.

RESUMEN

A través de los años, se han realizado diferentes estudios con el fin de analizar el efecto de interés de tópico en el aprendizaje incidental de vocabulario. Se ha dicho que estar interesado en un tema realza el aprendizaje, lo cual conduce a un mejor desempeño académico (Hidi, 1990). Este tipo de interés ha sido clasificado como interés de tópico, situacional e individual (Renninger, Hidi and Krapp, 1992; Schiefele, 1999; Hidi, 1990; Ainley, Hidi and Berndorff, 2002). A fin de proporcionar más información con respecto al interés de tópico y al comportamiento de búsqueda en un diccionario, el propósito de este estudio es explorar el efecto del interés de tópico en el aprendizaje incidental de vocabulario en dos condiciones (Alta y Baja), así como también el efecto del interés de tópico en el comportamiento de búsqueda en un diccionario. Para conseguir dicho propósito, se realizó un estudio cuantitativo. El estudio se dividió principalmente en dos sesiones, y los participantes fueron 23 estudiantes de una Universidad privada de Santiago con un nivel de Inglés intermedio. Dichos participantes tuvieron que leer dos textos que habían sido identificados por ellos previamente como el más y menos interesante. Veinte palabras fueron seleccionadas de los textos con el fin de evaluar el progreso en la profundidad del vocabulario y ganancias cuantitativas de vocabulario en las dos condiciones, por medio de una escala de conocimiento de vocabulario (Paribakht & Wesche, 1993, 1996), y una prueba de reconocimiento pasivo (Laufer & Goldstein, 2004) respectivamente. Los resultados indican que el interés de tópico tuvo un efecto significativo en el aprendizaje incidental de vocabulario logrado por los participantes en relación al progreso en la profundidad del vocabulario, y en relación a las ganancias cuantitativas de vocabulario. Además, cuando el comportamiento de búsqueda en el diccionario es tomado en cuenta, las ganancias cuantitativas de vocabulario se mantienen. La discusión de los resultados, conclusiones e implicancias para la pedagogía están presentadas en sus capítulos correspondientes.

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CHAPTER 1

Introduction

1.1 Background information of the study

Vocabulary learning should be placed in the context of Chile, which is a country that includes English as a mandatory subject in its curriculum. In the Chilean context, English is seen as the fundamental tool for forming globalized citizens who need to have a greater knowledge of the language in order to be connected to the world (MINEDUC, 2018). However, English as a foreign language is compulsory from 5th grade in most of the schools in the country. Due to the fact that English is an indispensable language which functions as a lingua franca in this globalized world, this study will be focused on one of the aspects that mastering a language requires: vocabulary learning.

1.2. Statement of the problem

Firstly, vocabulary learning is essential when learning either a first or a second language. When a person can recognise and use a word in spoken and written language in specific contexts, it can be said that he or she has the knowledge and meaning of that word (Fortes, 2015). The role of vocabulary in second language learning and teaching is crucial because according to Schmitt (2000), the knowledge of lexical items is the base for the acquisition of a second language and the development of communicative competences.

Secondly, several articles, studies, and books were analyzed in order to find more information about the three main topics of this study which are vocabulary learning, topic interest and the use of dictionaries. However, the majority of those sources of information did not link these topics to each other. For example, Orawiwanakul (2011), studied if different strategies related to direct and indirect instructions can have an impact on students' vocabulary learning, Eidswick (2009), explored how topic interest influenced the process of reading comprehension, and Fan (2000), explored the perception participants of a study had on the information dictionaries could bring. As previously mentioned,

several researchers have highlighted the importance of the three topics, yet few have linked them to each other.

Therefore, the possible outcomes of this study could lead to the development of new techniques and approaches linking vocabulary learning, topic interest, and the usage of dictionaries which teachers can use in real situations inside Chilean classroom. That way, teachers could change the way in which they teach vocabulary and students could benefit from having prepared teachers and enjoying the process of learning new words in contexts that are appealing for them.

1.3. Purpose

The aim of this research is to study the effect of topic interest on a number of outcomes. It was sought to assess the effect of topic interest on dictionary look-up behavior, as well as, to explore the effect of topic interest on incidental vocabulary learning in two topic interest conditions, high and low. In order to guide the study, three research questions were created and are presented below.

1.4 Research questions

Questions:

1. Does topic interest have an effect on dictionary look-up behavior?
2. What is the effect of topic interest on incidental vocabulary learning in terms of vocabulary depth?
3. What is the effect of topic interest on incidental vocabulary learning when dictionary look-up behavior is taken into account?

As can be seen in the research questions as a whole, the present investigation seeks to assess the effect of topic interest on two measures of incidental vocabulary learning as well as the effect that dictionary look-up behavior can have on quantitative gains. More specifically, research question 1 focuses on assessing dictionary look-up behavior in two different topic interest conditions. In

this case, this question tries to determine whether there is a difference between the number of looked-up words in a high topic interest (HTI) and a low topic interest (LTI) condition. Research question 2 intends to assess whether vocabulary depth is influenced by the level of interest participants may have on a certain topic. Finally, research Question 3 seeks to assess the impact of topic interest on incidental vocabulary learning when dictionary look-up behavior - i.e. the frequency with which participants look up words in the dictionary - is factored in.

In chapter 2, the literature reviewed for the foundation of this investigation is presented. Then, the methodology selected in terms of the participants, instruments, and procedures to conduct this research is introduced in chapter 3. Following that, results are presented in chapter 4, which is followed by a discussion of the results in chapter 5. Finally, the conclusions and limitations of the study are provided in chapter 6, together with the pedagogical implications of the investigation and recommendations for future research.

CHAPTER 2

Literature review

2.1 Overview

In order to conduct this investigation, several concepts will be covered in the literature review. First, the characteristics of interest and how it is related to the educational field will be discussed. Then, topic interest will be presented, and the way in which it has been related to language learning, together with research addressing L1 and L2 topic interest. Next, the concept of incidental vocabulary learning and its relevance in the learning of a second language will be addressed. For the present research, what knowing a word entails and the distinction between intentional and incidental vocabulary learning need to be addressed. Finally, research on dictionary look-up behavior will be reported, along with its link to incidental vocabulary learning.

2.2 Defining Interest

Learning a foreign language involves a number of aspects to be considered in order to understand how individuals learn and the influence of those aspects on learning processes. Interest is an essential concept when addressing foreign language learning since it is often thought of as a process that contributes to learning and achievement (Harackiewicz, & Hulleman, 2010). The Oxford dictionary defines interest as “the feeling of wanting to know or learn about something or someone.”. Additionally, according to Krapp (2002), interest is a relational construct that consist of a more or less relationship between a person and an object. Such relationship is executed by particular activities, which may constitute concrete actions and mental operations. The concept of interest in the educational field has been closely related to topic interest, as stated by Schiefele (1991) “Interest allows for correct and complete recognition of an object, leads to meaningful learning, promotes long-term storage of knowledge, and provides motivation for further learning”. In other words, interest is related to learning since their connection provides the necessary tools for further learning. However, most of the studies do not explain the concept of interest itself and its

relationship with vocabulary learning. Nonetheless, several authors agree on the idea that interest has a strong influence on individuals' cognitive and affective functioning due to the fact that interest promotes learning and individuals relate the topic to their own reality (Ainley, 1998; Renninger, 2000; Renninger & Wozniak, 1985; Schiefele, 1996; Schiefele, Krapp, & Winteler, 1992).

Another explanation of what interest is was given by Hidi and Berndorff (2002) and states that "interest has been conceptualized both as an individual predisposition and as a psychological state. This psychological state is characterized by focused attention, increased cognitive and affective functioning, and persistent effort." Thus, it can be said that when individuals are exposed to situations, topics, texts, songs, movies, etc, that stimulate their interest, they pay attention, work harder and experience emotional connections that can lead to a better learning process. Some other authors stated that the more interest a student has in a particular topic, the more willing he or she is to learn about that topic (Schraw, Flowerday, & Lehman, 2001). However, when talking about interest there are some other concepts that must be addressed in order to understand the relevance of interest while learning a second language. As explained by Ainley, Hidi & Berndorff (2002) "the relationship between interest and learning has focused on three types of interest: individual, situational, and topic".

2.2.1 Situational Interest

As explained previously, there are different concepts related to interest that must be considered. Situational interest is described as a short-term psychological state that comprises increased cognitive functioning, persistence, focused attention, enjoyment or affective involvement, and curiosity (Ainley & Hidi, 2002; Hidi, 2000; Renninger, 2000). Thus, it is a short state that is affected by multiple individual's psychological factors. Nonetheless, Silvia (2006) stated that "it is more preferable to conceptualize situational interest as an emotion and not as a more vaguely psychological state" .Additionally, situational interest can be generated by specific environmental stimuli and it is essentially transitory,

which means that it can be triggered by features of the immediate situation such as unusual sounds, sights or words (Ainley, Hidi & Berndorff, 2002). In other words, situational interest is not considered a permanent state since there are external factors that may affect not only positively, but negatively as well. Therefore, situational interest may include some negative feelings such as frustration and anxiety because of the immediate reaction generated by an external source (Hidi & Harackiewicz, 2000). Some other studies explain that there is a close relation between situational interest and education due to the fact that situational sources of interest may positively affect students' learning without preexisting individual interests (Hidi & Berndorff, 1998; Hidi & Harackiewicz, 2000). It means that individuals may be influenced by school activities in order to learn more.

2.2.2 Individual interest

Individual interest is also considered an important aspect to mention when defining interest since it is related to individuals' personal experiences. Several studies agree on the idea that individual interest involves a deep personal connection to the domain, activity, or content and an eagerness to re-engage in the object of interest over time (Hidi & Renninger, 2006; Renninger, 1992, 2009; Schiefele 2001, 2009). It can be related to the interest each individual has depending on their personality and relation of the topic to their reality. Also, individual interest can refer to psychological aspects of an individual since it is related to their likes and life experiences (Prenzel, 1988; Renninger, 1990; Schiefele, 1990). As it was mentioned before, this type of interest means that a person wants to learn about a specific topic for its own benefit. In spite of the fact that both situational and individual interest have an influence in terms of education, it has been said that situational interest is associated with factors that teacher can control such as the objective, topic and design of the class as well as the methods that will be used, while individual interest seems to be less potential since every student has different interest in which they want to focus on during a

class (Bergin, 1995; Schraw & Dennison, 1994). Therefore, the influence of situational interest is apparently higher than individual regarding learning.

2.2.3 Topic interest

Another category related to interest is Topic interest which has been regarded by some authors as containing aspects from both individual and situational interest (Ainley, Hidi, & Berndorff, 1999).

Trend (2007) argued that topic interest did not have a general definition, but it can be described as a fluid amalgam of individual and situational interest. Following the same idea, Ainley et al. (2002) proposed that “topic interest is essentially problematic and that it arises from the interaction of individual and situational interest.” Regarding teaching, there are many aspects that must be considered in order to provide students with a good learning environment. One of the factors that is usually left aside by teachers when teaching English as a second language is topic interest. Topic interest is an important aspect to consider when teaching, and it can be defined as feelings associated with a certain topic and significance attributed to that topic by an individual (Schiefele and Krapp, 1996). Even though there are different perceptions of what topic interest is, it is clear that this concept, as mentioned before, includes two important definitions, individual and situational interest (Hidi, 1990).

Topic interest is particularly relevant in educational research since, through different research on either situational or individual interest, teachers can raise awareness about the importance of implementing techniques or contents related to students' reality. Research in learning theory has found that topic interest can have an effect not only on the amount of information retained, but also on the quality of learning since it has been found to facilitate emotional engagement (Krapp, 1999; Schiefele and Krapp, 1996; Ryan, Connell and Plant, 1990).

2.2.4 L1 research on topic interest

Research on L1 has demonstrated how important and significant topic interest can be when learning English through reading. Elley (1989) found that on short and long-term measures, learners remembered twice the number of words in more appealing stories. However, according to Stevens (1980), “the significance of topic interest in L1 can be seen only in readers who are more proficient in the language, showing null or no difference in less proficient readers”. This is because less proficient readers may understand neither high topic interest passages nor low topic interest passages. In addition, no differences in comprehension due to topic interest were obtained for less proficient readers. This has been confirmed by Endo (2010), who sought to assess the effect of topic interest on vocabulary learning and reported a significant relationship between reading proficiency and topic interest. That is to say, participants will learn more vocabulary when reading texts related to their interest. In line with Stevens’ (1980) findings, only the more proficient readers gained more vocabulary from the high-interest condition. However, Endo’s study has some methodological limitations as only one aspect of vocabulary knowledge (word-recognition) was assessed, and translation production and translation recognition were not taken into account.

2.2.5 L2 research on topic interest

In terms of L2 research regarding topic interest, studies have reflected finding a significant effect of topic interest on vocabulary learning. Iangroudi, Nasab, and Shariati (2014) conducted a study in which they found a positive relationship between males and females’ high topic interest and the vocabulary learned by providing reading texts to four different groups with topics previously ranked by the participants. In order to assess vocabulary, the researcher used a modified version of Nation’s Vocabulary Levels Test (1990). The results of the mentioned study shown that there was significant relationship between interest topics and vocabulary related to those topics. Additionally, Lee and Pulido (2016) revealed a significant effect of topic interest on L2 vocabulary learning through

reading, specifically on word-form recognition and translation recognition. In their study, 135 Korean middle-school students were asked to read a high and a low topic interest passage and then do three posttests (word-form recognition, translation recognition, and translation production). The results of the study evidenced that the participants learned significantly more words from the more amusing story and that there were not any differences between the amount of vocabulary learned in the less and more proficient readers. Because of the results found in the study, Lee and Pulido stated that topic interest is worth considering in both classroom practices and theoretical research, as the engagement in the topic leads to reading-based vocabulary building.

Cognitive and affective factors are also connected to topic interest and reading comprehension ability as they are really hard to separate because it is difficult to identify which factors affect particular aspects; that is, a reader may have positive attitudes towards a text because he/she is interested in the topic, but it can also be that the high interest in the topic caused the positive or intense attitude towards the text (Lee, 2009).

Even though interest is one of the strongest motivations for learning English (Kusmaryati and Amertaningrum 2017), it cannot be regarded as an independent factor. There are other factors such as learner's proficiency and prior knowledge that are interconnected with topic interest. Most studies have focused on school-age subjects and the control of students' reading ability. However, few studies involving prior knowledge have shown results in which there is no strong relation between topic interest and prior knowledge. On the one hand, some studies state that interest affects reading comprehension independently of prior knowledge (Baldwin et al., 1985; Osako & Anders, 1983). On the other hand, other studies have denoted that prior knowledge mediates the effect of topic interest (Entin & Klare, 1985; Hare & Devine, 1983). Therefore, the relationship between topic interest and prior knowledge, has not been clearly stated. Moreover, future study linking the two aforementioned factors and learners' proficiency should be taken into account.

2.3 Vocabulary learning

The impact of vocabulary knowledge on language performance has been assessed by a great deal of studies. It is crucial to understand what the concept of vocabulary entails in order to understand its importance for research and for the purpose of the present study. Vocabulary is defined as “all the words known and used by a particular person, or all the words that exist in a particular language or subject” (Cambridge Dictionary, 2018). In line with this, Alfaki (2015) explains that “*Vocabulary* can be defined as the words of a language, including single items and phrases or chunks of several words which [convey] a particular meaning” (p.1). Additionally, in terms of the importance of vocabulary learning, Ur (2014) indicates that “*Vocabulary* is the most important component of language knowledge; it is one of the best predictors of language performance”. Therefore, vocabulary plays an essential role when developing language skills because it increases language knowledge. When learning a second or a foreign language, it is thought that knowing around 95% of vocabulary in a text is necessary for learners to understand a text (Laufer, 1989), or even 98% of the words (Hu & Nation, 2000). Nation (2001) and Alqahtani (2015) agree in describing “the relationship between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge” (p.22). This means that the more vocabulary of a language we manage, the more we are able to use that language, and the more we use a language, the more vocabulary we can learn from it. For this reason, vocabulary learning is a fundamental process for language students when trying to overcome obstacles occurring in their language performance due to the lack of vocabulary knowledge. Thus, understanding what knowing a word really means is very important at this point. Zhang (2016) concludes that “when you know a word’s form, meaning, semantic and syntactic information, you know the word”. More specifically, Nation (2001) argued that “*meaning* encompasses the way that form and meaning work together, in other words, the concept and what items it refers to”. Moreover, it is important to mention that there are two main types of

vocabulary learning, intentional and incidental vocabulary learning (Medianeira and Leal, 2014, p. 53). In terms of vocabulary learning, it must be clarified that the focus of the present study will be placed on the concept of incidental vocabulary learning. Nonetheless, before explaining the importance and the relevance incidental vocabulary learning has in the present study, it is essential to understand the concept of vocabulary depth and vocabulary breadth in order to comprehend one of the aims of this investigation.

2.3.1. Vocabulary Depth and Vocabulary Breadth

Vocabulary depth and vocabulary breadth involve different levels of knowledge of vocabulary. On the one hand, vocabulary depth implies the profound degree of knowledge of a word that a person can have. Qian's (2002) developed a framework in which several concepts were explained. Firstly, it is explained that vocabulary depth involves all lexical characteristics related to phonetics, grammar, morphology, syntax, semantics, and collocation. Additionally, vocabulary depth includes characteristics related to register and frequency. All of these characteristics mentioned help the learners to have a clearer idea of the language he or she is learning as a whole and in context, and what each word represents isolated too. On the other hand, vocabulary breadth implies the quantity of words a person knows in a very superficial manner which can be beneficial for learners when reading and understanding the meaning of a whole text (Shen, 2008).

2.3.2. Incidental vocabulary learning

Erlandsson and Gutierrez (2017) state that incidental vocabulary learning “occurs unexpectedly and unintentionally, whereas intentional learning occurs in a planned and purposeful way. This means that it is possible to learn words even though one never had the intention to do so”. That is to say, it is a process that implies learning new content, in this case words, without focusing on the words themselves but through developing different activities that require knowledge about certain words in order to achieve the purpose of those activities such as

reading, listening, writing and speaking. Similarly, Hulstijn (2001) explains that the literature on L1 and L2 in vocabulary learning shows that “most vocabulary items are acquired ‘incidentally’, that is, as a by-product of the learner being engaged in a listening, reading, speaking or writing activity, and that few words are acquired by an act of ‘intentional’ learning”. That is to say, learning vocabulary through an incidental process based on developing the language skills cannot be left aside due to the fact that it can provide different results than vocabulary learning through intentional processes.

The close relationship between reading and incidental vocabulary learning has been underscored by Krashen (2003), who argues that reading for pleasure can lead to vocabulary learning and the provision of engaging literature can help students in this process. Therefore, based on what was previously stated, it might be expected that more interesting passages will make learners learn more words and less interesting passages will make them learn fewer words. Consequently, all the different factors surrounding incidental vocabulary learning can modify the results of the process itself and it involves not only the meaning of a text but also the topic of a text and the presentation of it. This is why several authors (Nassaji, 2003; Hulstijn and Laufer, 2001; Knight, 1994; Gardner, 2004), have concluded that reading tasks, the type of texts, and the impact of dictionary usage are factors that influence the process of incidental vocabulary learning.

2.4. Dictionary look-up behavior

In relation to the benefits of using dictionaries as a method for learning new vocabulary in L1, research conducted by Xu (2010) clarifies that many investigations carried out in order to study this topic were comparison studies between guessing from context and using a dictionary in order to see which promoted more vocabulary learning. He also explains that even though contextual guessing obtained better results than dictionaries, results were confounded because many texts for the context-guessing condition provided examples or definitions for the target words.

The use of dictionaries in the process of learning a foreign language is a matter that has not been thoroughly researched. Some researchers (Laufer, 2000; Xu, 2010) believe that the use of dictionaries when learning a language can, in fact, be very beneficial. For example, Laufer (2000) argued that using a dictionary will likely make learners learn more words as opposed to reading without looking-up the unknown words. This happens because people tend to guess the meaning or to ignore the words they do not know, so the words ignored are rarely remembered (Laufer, 2000). For this reason, the use of this tool during the learning process of a language can be an important factor that should not be left aside.

Moreover, Xu (2010) reported that teachers, textbook authors, and researchers have encouraged students in recent years to use guessing or inferencing as a strategy when they do not know a word. However, looking up unknown words in a dictionary as the first choice strategy has several advantages, such as providing students with more information on the words they do not know.

Regarding the effect of the type of dictionary used, Alharbi (2016) investigated these effects on the improvement of reading comprehension and vocabulary learning of EFL students. Results indicated that pop-up dictionaries (According to de Schryver (2003), “dictionaries with which, once one has downloaded a small piece of software, one can move the mouse over words online, upon which the relevant articles pop up in dedicated screens.”) are the ones that best help the learning of vocabulary and reading comprehension of a foreign language.

Additionally, Liu & Lin (2011) investigated the performances and possible behaviors of the learning process when working with computer-mediated dictionaries. Results after thorough examination of the data collected demonstrated that vocabulary learning was more effective when using pop-up type of dictionaries.

Consequently, findings from these investigations demonstrate that the use of a dictionary when learning vocabulary can be an important factor, and it can increase the processing of the words to be learned by the participant. Previous research on the matter evidenced that even though researchers may have different results when learners use dictionaries in the learning process of vocabulary, the process itself shows that regardless of what type of dictionary is used, there will be more word gains when using this instrument than when not using it. Because of the importance of using dictionaries in the vocabulary learning process, it is necessary to understand which procedures are involved in processing a word. Thus, the Involvement Load Hypothesis will be introduced next in order to explain how the way a word is processed can contribute to vocabulary learning.

2.4.1 Involvement Load Hypothesis

One hypothesis that has been related to vocabulary learning and to how that process can be affected is the Involvement Load Hypothesis. It is explained by Hossein and Hsueh-chao (2015) that this hypothesis conceives depth of processing and elaborative learning in terms of three important task components: need, search, and evaluation. Furthermore, it is explained that each of the three components differ in terms of its strength. First, the component ‘Need’ may be recognized as moderate or strong. As presented by Hossein and Hsueh-chao (2015):

Need is considered to be moderate if it is externally imposed by the teacher (eg., The teacher wants the learner to find the meaning of a word). However, need is strong when it is intrinsically motivated or self-imposed by the learners (eg., the need to look up the meaning of a word in a dictionary when reading a text). (p. 29)

Second, the component “Search” may be identified as moderate when the person involved in the learning process has to look for the meaning of a word, and the condition of strong is given when the learner needs to find the form of a particular word (Hossein & Hsueh-chao, 2015). Finally, in the case of ‘Evaluation’

it is moderate if the learner needs to bring into comparison the specific meaning of a word with different meanings, and it is strong if the learner needs to evaluate if the meaning of a word fits a specific linguistic context (Hosseini & Hsueh-chao, 2015). Thus, adding to what has been previously presented, it could be inferred that every component from the mentioned hypothesis would play an important part in this study. Components at a strong level, especially the 'Search' component at its strong degree believed to be more related to this investigation because of the exposure that participants will have to the use of dictionaries in order to learn vocabulary, may be recognized due to the exposure to a high and low conditions during the process in which participants will process, learn, and retain incidentally new vocabulary items, which is one of the main purposes of the present study.

In general, a number of authors mentioned in this chapter agree on the relevance of topic interest, incidental vocabulary learning, and dictionary look-up behavior. However, from the point of view of this study, it is necessary to gather these concepts and explore the possible connections between them in order to yield results that can advance knowledge in the field.

CHAPTER 3

Methodology

3.1 Introduction

The main purpose of this study is to assess the impact of topic interest and dictionary look-up behavior on incidental vocabulary learning, and the relationship between dictionary look-up behavior and incidental vocabulary learning in two different topic interest conditions. In order to reach the main purpose of the study, the following research questions will be answered:

RQ1: Does topic interest have an effect on dictionary look-up behavior?

RQ2: What is the impact of topic interest on incidental vocabulary learning in terms of vocabulary depth?

RQ3: What is the impact of topic interest on incidental vocabulary learning when dictionary look-up behavior is taken into account?

Research Question 1 focuses on assessing dictionary look-up behavior in two different topic interest conditions. In this case, this question tries to determine whether there is a difference between the number of looked-up words in a high topic interest (HTI) and a low topic interest (LTI) condition. Research Question 2 intends to assess whether vocabulary depth is influenced by the level of interest participants may have on a certain topic. Finally, Research Question 3 will seek to assess the impact of topic interest on incidental vocabulary learning when dictionary look-up behavior - i.e. the frequency with which participants look up words in the dictionary - is factored in. This chapter presents the design of the study, the context, the participants, the materials and instruments, the procedures, the methods of data analysis, and the ethical issues involved in conducting this investigation.

3.2 Overall Study Design

The present study has a longitudinal, within-subjects quasi-experimental design. The participants included in the study were 23 Chilean EFL learners who are native speakers of Spanish and who are currently studying in a Private University in Santiago, Chile. The main study consisted of two sessions which were carried out in two consecutive weeks. In a within-subjects design, a single group of participants was exposed to each condition. In the present study, every student read two texts with different conditions of topic interest (high and low), which provided more valid evidence on how topic interest and dictionary look-up behavior affect incidental vocabulary learning, and was assessed by means of two instruments assessing vocabulary gains. The texts were delivered in a counterbalanced manner, to reduce that the order of treatments influence the results. The study has a longitudinal design because the data will be collected at more than one time (pre-post test design). Regarding validity considerations the instruments and materials used in the study were based on the work of different authors and modified corresponding to the necessities of our participant and the context of the study.

3.3 Context and participants

At the beginning, the participants of the study were around 60 Chilean students from a private University at an intermediate-advanced level of English. They were part of different programs in their fourth semester from a private University in Santiago, Chile. The selection of participants from the programs was based on the organization of the program and its courses regarding the English language. Additionally, the participants had similar language proficiency in the L2 since they are part of the same course level at the University. Moreover, the tests applied in the first session of the main study helped the researchers to have a baseline for participants' general proficiency level. In spite of the fact that the dates for conducting the study were arranged, there were external factors that reduced the number of participants in each section. Therefore, it was necessary to look for

more participants in order to continue with the study. For that reason, two sections of 25 students each approximately, from a different faculty at the same University whose level of English was intermediate, were included in the group for participating in our study. In spite of the fact that the number of participants increased, it was necessary to reorganize the amount of participants through different procedures which will be explained in the following chapter. Therefore, the total number of participants who were considered for the analysis of our study was 23.

3.4 Materials and Testing Instruments

Different materials and testing instruments were modified based on several studies and administered throughout this study in order to collect data. It is important to mention that all the materials and testing instrument were given in a translated form (Spanish) to the participants. Below, each material and testing instrument will be described and the reason behind the selection of them will be justified.

3.4.1 Vocabulary Levels Test

The Vocabulary Levels Test (VLT) was first developed by Nation (1983) in order to measure knowledge regarding vocabulary (Appendix 1), and then updated by Schmitt, Schmitt, & Clapham (2001). Webb, Sasao, and Ballance (2017) presented a study in which they included new forms for testing vocabulary through five different levels of knowledge. The aim of the updated vocabulary levels test is to assess the level of knowledge participants have regarding vocabulary. The instrument includes words from levels 1000 to 5000, it means that the first level includes the most frequent 1000 words written and spoken in English. In order to answer this test, participants are asked to read either definitions or synonyms that allow them to select the correct word. The VLT was administered during the first session of the study with the purpose of measuring the level of knowledge that the participants have in terms of vocabulary in order to know if their level is even.

3.4.2 Reading Comprehension Test

The Reading Comprehension Test (Appendix 2) aims to provide general information regarding participants' reading comprehension level. This test determines participants' ability and level of English regarding reading comprehension. The main purpose of the reading comprehension is to make students focus on the test in order to make vocabulary incidental. In other words, students are not paying attention to the words they are learning but to the content of the text since they have to answer a reading comprehension test. Additionally, this test will make it possible to include participants with similar reading comprehension ability in the analysis and control for the variable. There are two main texts that students are asked to read (High Topic Interest and Low Topic Interest). After each text the Reading Comprehension Test is applied, one for each text. The Reading Comprehension Tests are composed by three multiple choice questions which. Each question included four alternative answers which were related to the topic of the text. In the following paragraph will be explained properly how the two main texts were selected by a group of participants.

3.4.3 Topic Interest Selection Activity

The purpose of the Topic Interest Selection Activity (Appendix 3) was to determine the two main topics texts that were used in the main study (Appendix 4). Eight short paragraphs with general interesting topics were delivered to the participants. The eight paragraphs covered a wide range of topics and were delivered in Spanish, which included titles related to technology, investors fostering the inclusive growing, the importance of water in our lives, the right to privacy, weird hotels around the world, pollution, New Zealand's culture, and the role of science in human development. Through the use of this material, high and low topic interest texts were expected to be selected by a group of students from the same sample of the main study since their preferences were supposed to be similar. After reading the short paragraphs, the participants were asked to rank them from most interesting to least interesting. The participants were given 20 minutes to read each paragraph and rank them. The topic ranked 1 (most interesting) by most of the

participant was *The Importance of Water* (42,8%). In fact, the 64,2% of the participants ranked that topic in the Top 3 most interesting paragraphs. On the other hand, the topic ranked 8 (least interesting) was *New Zealand’s Brand Transformation: A focus on the kiwi Spirit* (32,1%). and 60,6% of the participants ranked this topic as the Top 3 least interesting. In table 1 below, frequency results for the eight topics surveyed are provided.

Table 1. Frequency Table for the Topic Interest Survey

	Inclusive Growth		Water		Human trafficking		Right to privacy	
Ranking	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
1	1	3,5	12	42,8	2	7,1	2	7,1
2	3	10,7	3	10,7	3	10,7	1	3,5
3	1	3,5	3	10,7	6	21,4	6	21,4
4	3	10,7	3	10,7	2	7,1	5	17,8
5	6	21,4	1	3,5	7	25	6	21,4
6	7	25	4	14,2	2	7,1	3	10,7
7	2	7,1	2	7,1	4	14,2	3	10,7
8	5	17,8	-	0	2	7,1	2	7,1
Total	28	100	28	100	28	100	28	100
	Hotels		Pollution		New Zealand		Science and Technology	
Ranking	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
1	10	35,7	-	0	1	3,5	-	0
2	3	10,7	9	32,1	5	17,8	1	3,5
3	1	3,5	4	14,2	4	14,2	3	10,7
4	1	3,5	6	21,4	1	3,5	7	25
5	1	3,5	4	14,2	-	0	3	10,7
6	1	3,5	3	10,7	3	10,7	5	17,8
7	6	21,4	-	0	5	17,8	6	21,4
8	5	17,8	2	7,1	9	32,1	3	10,7
Total	28	100	28	100	28	100	28	100

3.4.4 Topic Interest Questionnaire

In order to identify and confirm participants' preferences when reading the texts in the main study, a topic interest questionnaire was adapted from Schiefele and Krapp (1996). This instrument included a short extract from the selected high and low topic interest texts (done in the topic interest selection activity) and participants had to complete a Likert scale type questionnaire with four categories (Completely false, False, True, and Completely true respectively) (Appendix 5) asking how the participants would feel if they had to read a larger text with those two topics. Participants were given a number of adjectives to complete the task. As Schiefele and Krapp (1996) state, the first group of adjectives sought to express opinion regarding how they would expect to feel (bored, indifferent, immerse, involved, etc) if they continued reading on the topic and the second group aimed at eliciting answers regarding the value of the topics in the extracts (significant, irrelevant, useful, valueless).

3.4.5 Topic Interest Task

This task contained the treatment that was administered to the paired sample, and it was divided into two parts. All of the participants were exposed to the treatments which consisted on working with two texts with high and low conditions. However, the group was divided in order to separate them and expose them to the conditions in a counterbalanced manner to avoid order effects. The topic interest task included the main two texts with two different conditions selected by Topic Interest Selection Activity and a Reading Comprehension Task related to the main texts. The two conditions from the texts were the following. High topic interest text *Importance of clean water in our life*. Low topic interest text *New Zealand brand transformation: A focus on the Kiwi spirit*. In this respect, it is worth mentioning that the data collected in the Reading Comprehension Task was not related to vocabulary learning and was announced before participants were given both texts so they could remain focused on meaning throughout the reading process. Furthermore, participants were asked to utilize a bilingual dictionary when reading both texts and to underline every word they look up in order to assess how

many target words they would look up and remember in both conditions (High and Low Topic Interest). The topic interest task can be found in Appendix 4. The way in which the target words for the present study were selected is explained below.

3.4.6 Target Words

Before choosing the 20 Target words it was assured that most of the words in the high and low texts were part of the 1000 and 2000 levels of vocabulary knowledge. LexTutor, a computer program, was utilised to know at what level each word from both texts belonged (BNC/COCA was used). Moreover, the high and low text were balanced in terms of cognates (between 50-60 on each text). Afterwards, 10 content words (adjectives, nouns, verbs, adverbs) were selected and changed to a synonym which belonged to the 4000 and 5000 levels of vocabulary knowledge. The list with target words for the high and low topic interest texts is described in table 2 below.

Table 2. High Topic Interest and Low Topic Interest words

High topic Interest Text	Low Topic Interest Text
Embrace	Ponds
Badge	Barely
Outlook	Outskirts
Cloak	Scarce
Outing	Grasp
Swiftly	Halve
Buoyant	Drought

Cozy	Ghastly
Fond	Obey
Clerks	Attain

3.4.7 Vocabulary Knowledge Scale

A Vocabulary Knowledge Scale (VKS), which was developed to identify different stages in learner's knowledge of a particular word (Paribakht & Wesche, 1993, 1996), was completed by participants once the Topic Interest Task was completed. The VKS consists of a 5-point scale with self-report and performance items that seek to test L2 vocabulary depth from reading (Bruton, 2009) (see section 2.3.1). Thus, the VKS was first used in the present study as a baseline test to confirm that the target words were not known to the participants (Appendix 6). Then, it was used as an instrument assessing vocabulary depth (Appendix 7). Thirty low-frequency words were presented to the participants throughout the first session of our study. These words were taken from the 4000 and 5000- word families to ensure that the participants would not know the majority of them due to their proficiency level, and all the words were content words (nouns, adjectives, adverbs, and verbs). These types of word items were selected because, according to Paribakht and Wesche (1996), learners often ignore the meaning of unknown words unless they are essential for achieving the desired level of text comprehension. Furthermore, Paribakht and Wesche (1996) argue that in order to be able to understand the meaning of a text it is needed to focus on content words (words that carry the meaning of the sentences). The purpose here was to identify and confirm that 20 low-frequency words (10 words in each condition) were not known by the sample. This measure showed that the target words were unknown to the participants a 94% of the time. After the 20 words were selected, they were included in the high and low topic interest texts. Thus, ten words were included in the high topic interest text, and another ten were included in the low topic interest text, each word appearing only once.

3.4.8 Passive Recognition Test

Given the nature of the target word exposure of the participants (they appeared only once in both texts), it was necessary to use a receptive vocabulary measure that could be more sensitive to quantitative gains. Thus, in order to collect data on participants' receptive knowledge of meaning, a passive recognition Test was administered (Appendix 8). The test version used for the present study was adapted and translated from the versions of Laufer & Goldstein (2004) and Lee & Pulido (2017), which included the 20 target words and its correct translations and consisted in each target word having four multiple-choice answers, all of which included the following options:

- a) The correct meaning of the target word.
- b) A distractor contextually proximate to the target word.
- c) A distractor phonologically or orthographically close to another know word in the L1 or L2.
- d) A distractor semantically unrelated to the target word.

Consequently, participants had one target word in English and to select the correct word among the distractors corresponding to the correct translation to the word.

3.4.9 Bilingual Dictionary

For the topic interest task, each participant was provided with a standard bilingual dictionary. Thus, every participant had the same source of information when reading the texts. The researchers made sure that the target words appeared in the dictionaries and that they included suitable synonyms. Holi Ali (2012) state that dictionaries “are an indispensable tool for mastering vocabulary and learning a foreign language in general. It provides learners with access to a vast amount of information about words and their usage” (p.2). According to an investigation conducted by Shamshirian (2015), monolingual and bilingual dictionaries have an effect on vocabulary learning, but it is the use of bilingual dictionaries that showed more significant results than the use of monolingual dictionaries. In the study, although both uses showed positive results, the use of bilingual dictionaries

reported higher vocabulary gains. Although teachers prefer their students to use monolingual dictionaries, most students prefer to use bilingual dictionaries because they are easier to use and are time-saving during lessons (Holi Ali, 2012). Additionally, students reported that monolingual dictionaries are confusing and difficult to use for them. Therefore, bilingual dictionaries will be used in the present study.

3.5 Procedures

3.5.1 Administering the Topic Interest Selection Activity

Three weeks before the main study, the topic interest selection activity was conducted with a group of students from the same program as the study sample. These students were selected to be part of this procedure because they had similar prior knowledge and interests to those of the participants in the main investigation. The main objective of this procedure was to identify which two topics were considered to contain the highest and the lowest levels of interest, respectively. To achieve this goal, the participants read eight short paragraphs of different topics in order for them to select the most and the least interesting. After reading the texts, they had to rank each paragraph using a ranking scale from 1 to 8, in which 1 was the most interesting topic and 8 was the least interesting topic. As stated by Dornyei, "It is a common human mental activity to rank order people, objects, or even abstract concepts according to some criterion". Therefore, the participants were supposed to be familiarized with an activity of this kind. As Then, these two topics were used in the two conditions for the treatment in the main study. After the selection of both, the high and low topic interest paragraphs, the researcher modified the full texts. In order to develop high and low topic interest texts, Lextutor website was used, so that they were similar in terms of cognates (50-60) in each text, and abstract and concrete words. Therefore, both texts had mainly words from the 1000 and 2000 word families.

3.5.2 Pilot Study

One week after the Topic Interest Selection Activity, and one week before the main study, a pilot study was conducted in order to assess a number of technical and practical aspects in the administration of the instruments. The participants selected for this part of the research did not belong to the sample of participants in the main study since the purpose of the pilot study was to assess factors that might affect the results of the investigation. Some of the factors that were assessed were the time needed to complete the tasks, the language in which the instruments should be written, and the possible misunderstandings that students might have while receiving instructions. In the pilot the study, the reading comprehension tests were delivered together after the participants read and worked with the high and low topic interest texts. For the main study that procedure was changed so that after reading and working with each text, the participants had to answer the corresponding reading comprehension test.

3.5.3 Main Study

3.5.3.1 First Session

The first session of the main study sought to explain the purpose of the investigation to the participants and to begin with the first procedures to conduct the investigation, mainly related to baseline data. The session started by asking the participants to read an information sheet that specified general aspects of the study, and to sign a consent form that confirmed they agreed to participate in the study. Then, the Updated Vocabulary Levels Test (VLT) was administered in order to gather baseline data regarding the lexicon of the participants. Next, the Topic Interest Questionnaire was applied, which included both texts (HTI and LTI). A counterbalancing design was used; that is, one half of the group answered the HTI part of the questionnaire first, while the other half answered first the LTI part of it. This was done in order to avoid factors that may influence the results because of the order of the treatments. As Shuttleworth (2009) states, “[i]n a normal experiment, the order in which treatments are given can actually affect the behavior of the subjects or elicit a false response”. Thus, in order to counteract this effect,

the researchers used a counterbalanced design. Finally, the Target Words Vocabulary Test (Vocabulary Knowledge Scale- VKS) was administered as a pre-test in order to identify 20 low-frequency words that were not known to participants.

3.5.3.2 Second Session

The second session was conducted one week after the first session of the main study. Participants were separated in two groups and had 40 minutes to work on the Topic Interest Task. First, the bilingual dictionaries were administered to the participants. Then, the participants were given 15 minutes to read the high and low topic interest texts, each containing the 10 selected target words selected in the Vocabulary Knowledge Scale applied during the first session. They were told to focus on meaning rather than specific lexical items, as they would have to complete a reading comprehension test afterwards. They were also asked to underline each word they looked up in the bilingual dictionary. After working with each text, participants were given 5 minutes to do the Reading Comprehension Test related to the topic they just read. The same procedures were conducted with the second text. Then, participants were exposed to a 5 minutes interlude where they watched a video that had no relation to the investigation (Youtube video). This interlude was necessary to remove the target words from short-term memory. Then, the Vocabulary Knowledge Scale (VKS) was administered as a post-test in order to measure the number of target words that participants had learned incidentally. Finally, the participants did a Passive Recognition Test, which represented another measure to assess incidental vocabulary learning. Table 3 summarises the procedures undertaken in the present study.

Table 3. Procedures

Procedure	Schedule	Participants	Duration	Objective
<p>1. <u>TI Selection activity</u> → Topic Interest Selection → Ranking scale</p>	<p>Three weeks before the main study.</p>	<p>Group of students from the same population, but not part of the sample.</p>	<p>30 min.</p>	<p>Selection of high and low-interest topics.</p>
<p>2. <u>Pilot Study</u> → High topic interest & low topic interest text. → Reading comprehension task. → Post tests (VKS & Passive recognition test)</p>	<p>A week before the main study.</p>	<p>A group of students from the same population, but not part of the sample.</p>	<p>60 min.</p>	<p>Confirm feasibility of procedures and time limits.</p>

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<p>3. <u>Main study</u> (<u>Session one</u>)</p> <p>→ Info sheets / Consent form</p> <p>→ VLT</p> <p>→ Topic interest questionnaires (High and Low)</p> <p>→ VKS (Pre-test)</p>	<p>Two weeks before the second session</p>	<p>All the participants in the study (around 60 participants)</p>	<p>60 min.</p>	<p>-Assess general proficiency.</p> <p>- Asses participants' preferences when reading High and Low texts.</p> <p>-Assess target word knowledge.</p>
<p>4. <u>Main study</u> (<u>Session two</u>)</p> <p>- Topic Interest Task Group 1</p> <p>→ HTI text</p> <p>→ Reading comp. test.</p> <p>→ LTI text</p> <p>→ Reading comp. test.</p>	<p>Final session: two weeks after the first session.</p>	<p>All the participants in the study (around 60 participants)</p>	<p>90 min.</p>	<p>-Assess and confirm topic interest.</p> <p>-Assess Reading comprehension.</p> <p>-Assess incidental vocabulary learning.</p>

<p>Group 2</p> <p>→ LTI text</p> <p>→ Reading comp. test.</p> <p>→ HTI text</p> <p>→ Reading comp. test. (VIDEO- 5 <i>minutes break</i>)</p> <p>→ Post tests (VKS & Passive recognition test)</p>				
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3.6 Method of Data Analysis

This quasi-experimental study has topic interest, dictionary look-up behavior and vocabulary learning as its variables. Topic interest and dictionary look-up behavior are the independent variables, and vocabulary learning is the dependent variable. In RQ1, the independent variable is topic interest and the dependent variable is dictionary look-up behavior as the aim is to know under which condition (high and low topic interest) the participants looked-up more words. The independent variable for the RQ2 is topic interest with two levels (HTI and LTI), and the dependent variable is incidental vocabulary learning promoted by dictionary look-up behavior since the researcher's purpose is to know if there is a different impact on incidental vocabulary learning in the two topic interest conditions. In RQ3, the dependent and independent variables are the same ones than RQ2, but dictionary look-up behavior is taken into account.

Regarding the methods of data analysis, paired t-tests will be used to answer RQ2, and the first part of RQ3, which is divided into two parts. For RQ1, a Wilcoxon Signed Ranks Test since the data was not parametric, will be used in order to know under which condition the participants looked-up for more words. RQ2 will require a paired t-test and will seek to assess the effect of topic interest (HTI and LTI condition) on vocabulary depth. RQ3 will require both paired t-test and a Wilcoxon signed ranks test. First, the paired t-test is required in the first part of this question since the researchers' purpose is to determine the effect of topic interest on incidental vocabulary learning (normally distributed). Second, the next part of this question requires a Wilcoxon signed ranks test to be done because the purpose is to identify the effect of topic interest on incidental vocabulary learning taking dictionary look-up behavior into account.

A paired t-test is used to compare two groups means, in which measurements from one sample can be paired with measurements from the other sample (Shier, 2004). In this study, paired t-tests will be utilized to compare the participants mean differences and know the impact of topic interest on vocabulary learning. The other method of analysis that will be used is Wilcoxon Signed Ranks Test. Breslow (1970) defines the test as a non-parametric test in which the population data does not have a normal distribution. The variables and the statistical tests carried out are presented in table 4 below.

Table 4. Variables and Method of Data Analysis

Research Question	Variables	Method of Analysis
1.Does topic interest have an effect on dictionary look-up behavior?	Independent: Topic Interest Dependent: Dictionary look-up behavior	Wilcoxon Signed Ranks Test
2.What is the impact of topic interest on incidental vocabulary learning in terms of vocabulary depth?	Independent: Topic Interest (High and Low conditions) Dependent: Incidental Vocabulary Learning	Paired t-test
3.What is the impact of topic interest on incidental vocabulary learning when dictionary look-up behavior is taken into account?	Independent: Topic Interest (High and Low conditions) Dependent: Incidental Vocabulary Learning	Paired t-test Wilcoxon Signed Ranks Test

3.7 Ethical Issues

Before the main study was conducted, all the participants received an information sheet (Appendix 9) which included the purpose of the study, the reasons for selecting the sample, the risks, and what would be done with the collected data. Although participants were not told that they would have to complete vocabulary tests (due to the nature of incidental learning) they knew that their participation in the study was voluntary and that they could withdraw at any time without consequences. After explaining what the participants had to do and how the data were going to be used, the researchers delivered the consent forms (Appendix 10) which were signed by the participants. Finally, the researchers told the participants that they could ask for extra information or contact the researchers in

case they had any doubts regarding their participation in the study. To maintain the confidentiality of the information collected, the participants were told that only the investigators would be able to see and identify their responses. Additionally, the participants' anonymity was assured as well as their personal information (name, address, program) which was used only to organise the results.

CHAPTER 4

Results

4.1 Overview

The present investigation had as one of its purposes to study if topic interest had an effect on dictionary look-up behavior (RQ 1). In like manner, it intended to explore to what extent topic interest can have an impact on incidental vocabulary learning in terms of vocabulary depth (RQ 2). Finally, as a third purpose, this study sought to assess the impact of topic interest on incidental vocabulary learning when dictionary look-up behavior is taken into account (RQ3). In this chapter, the analyses of the collected data will be presented. It is necessary to mention that the procedure to obtain the final 23 participants whose data was included in this investigation was developed as follows. Out of the 32 participants who completed the study, only the participants who showed a preference for the HTI text over the LTI text were taken into consideration for the analysis in this study. That preference was expressed as a difference of 0,3 or more points in the ratings given to both High and Low Topic Interest Questionnaires. For example, if one participant had a score of 4,5 in the HTI text in the Topic Interest Questionnaire, and a score of 4,3 in the LTI text, that participant was excluded from the analysis since this difference is lower than 0,3. Therefore, out of the 32 participants who completed the study, 23 expressed their preference for the HTI text with a difference of 0,3 or more points in relation to the LTI text. Additionally, the updated version of the Vocabulary Learning Test (Webb et al., 2017) was administered to have a notion of the level of English vocabulary they possessed. Thus, the mean obtained in the VLT from the 23 participants showed that participants knew 77.8% of the words in the 2000 most frequent words level. Moreover, results in this test showed that participants knew 64.7% of the words in the 3000 most frequent words level. This helped ensure that these learners had a basic level of vocabulary knowledge at their proficiency level. In this chapter, the data obtained for the selection of the HTI and LTI texts will be shown first. Then, descriptive statistics from the different instruments will be presented. Finally, statistical tests will be reported.

4.2. Data for HTI and LTI texts

In order to confirm that the two texts used in the present study were in fact identified as HTI and LTI by participants, a topic interest questionnaire was administered to determine their preferences for both texts. The mean obtained in the HTI Questionnaire was 3.278 while the mean obtained in the LTI Questionnaire was 2.352. A paired t-test was run with the data, which showed that the difference between the two conditions (HTI and LTI conditions) was statistically significant ($t=8.53$, $p=.000$). This means that the two texts were perceived by participants as being HTI and LTI texts. Therefore, the difference between the means confirmed there were two conditions for the study (Tables A and B, Appendix 11).

4.3 Descriptive Data

4.3.1. Descriptive data for dictionary look-up behavior in both conditions

Table 5 reports descriptive data for the amount of total words participants looked-up in the bilingual dictionaries. Means, standard deviations, the total number of looked-up words, a minimum and a maximum number of looked-up words in each condition are reported. As it can be observed in the table, the minimum number of looked-up words were 2 in the HTI text, and the maximum were 15. Whilst, in the LTI text, the minimum number of looked-up word was also 2, but the maximum was 17. The means in terms of the number of words participants looked-up in the dictionary show there was slightly higher in the LTI condition. Therefore, it is understood that the number of looked-up words was higher in the LTI text, although this difference is very small.

Table 5. Descriptive data for dictionary look-up behavior in both High and Low conditions

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
HTILUW*	23	2	15	7.04	3.183
LTILUW**	23	2	17	7.74	4.605
Valid N (listwise)	23				

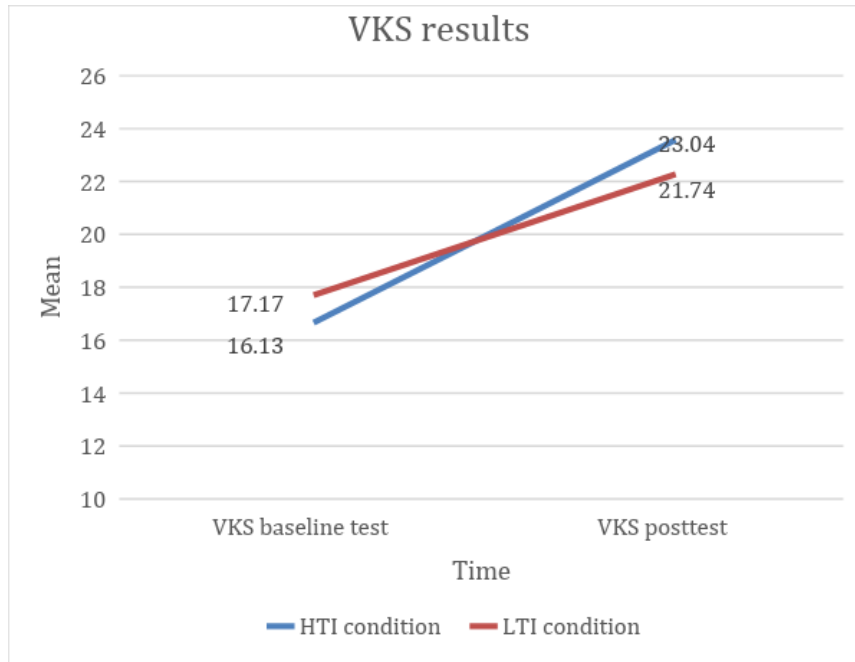
*HTILUW: High Topic Interest Looked Up Words

**LTILUW: Low Topic Interest Looked Up Words

4.3.2 Descriptive data for the VKS instrument

Figure 1 shows the means for the VKS pre-test (baseline) and posttest in the high topic interest condition (16,13 and 23.04, respectively) and the means for the VKS pre-test and posttest in the low topic interest condition (17.17 and 21.74, respectively). These results suggest that there was more progress in the HTI condition than in the LTI condition in terms of vocabulary depth.

Figure 1. VKS mean scores in relation to vocabulary depth gains



In order to assess depth of knowledge in high and low interest conditions, a mean difference for scores before and after the treatment was obtained to assess any gains in this respect. The mean differences in both conditions show the progress participants had in terms of vocabulary, as can be seen in table 6 below.

Table 6. Descriptive data for the VKS instrument

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
MDTSHTI*	23	15	-1	14	6.91	4.089
MDTSLTI**	23	11	0	11	4.57	3.188
Valid N (listwise)	23					

*MDTSHTI: Mean Difference for Total Scores in High Topic Interest condition

**MDTSLTI: Mean Difference for Total Scores in Low Topic Interest condition

4.3.3. Descriptive data for the Passive recognition instrument

4.3.3.1. Total scores

Table 7 presents descriptive data for the total scores of the Passive Recognition instrument in both conditions. Means, standard deviations, the minimum and maximum number of correct answers, and the range as the difference between them in each condition are reported. As presented in the table, the analysis showed that the minimum amount of correct answers in the HTI condition was 4 and the maximum amount was 10. The minimum amount of correct answers in the LTI condition was 1 and the maximum 9. Consequently, the mean of correct answers in the HTI condition is higher than the mean of correct answers in

the LTI condition with an average score of 6.87 and an average score of 4.70, respectively.

Table 7. Descriptive statistics for the Passive Recognition instrument

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
MChPRecHTI*	23	6	4	10	6.87	1.914
MChPRecLTI**	23	8	1	9	4.70	2.494
Valid (listwise)	N 23					

*MChPRecHTI: Multiple Choice Passive Recognition High Topic Interest

**MChPRecLTI: Multiple Choice Passive Recognition Low Topic Interest

4.3.3.2. Scores mediated by Dictionary look up behavior

In order to account for dictionary look-up behavior, the difference between looked-up Target Word posttest scores (in the VKS) and the number of TWs that were looked-up was factored in. This difference was expressed as percentages so as to obtain a ratio that includes the number of times a participant would look up a TW in the dictionary. Table 8 shows that the mean percentage number of TWs looked-up in the HTI condition that were remembered by the participants was 66.325% of the total amount of TWs, while the mean percentage of TWs looked-up in the LTI that were remembered was 46.663%. This indicates that participants were able to remember more looked-up TWs in the HTI condition.

Table 8. Descriptive statistics for scores mediated by dictionary look-up behavior*Descriptive Statistics*

	N	Rang e	Minimu m	Maximu m	Mean	Std. Deviation
%TWLUHTI*	23	100.0	.0	100.0	66.325	33.6513
%TWLULTI**	23	100.0	.0	100.0	46.663	38.4675
Valid N (listwise)	23					

*%TWLUHTI: Percentage of Target Words Looked-Up in the High Topic Interest condition

**%TWLULTI: Percentage of Target Words Looked-Up in the Low Topic Interest condition

4.4. Effect of Topic Interest on Frequency of Dictionary Use

In order to answer RQ1, namely, the effect of topic interest on dictionary look-up behavior, a Wilcoxon Signed Ranks Test was applied because the data collected were deemed non-parametric. Results reflected no significant differences of looked-up words in both conditions (High Topic Interest and Low Topic Interest) ($Z = -1.115$, $p = 0.265$). In the case of HTI the mean was 7.04, whereas in the LTI condition the mean was 7.74 (see section 4.3.1.). Therefore, the results show that the difference between the dictionary look-up behavior of these participants in the two topic interest conditions was not significantly different (Table C, Appendix 11).

4.5. Effect of Topic Interest on Incidental Vocabulary Learning: Vocabulary Depth

In order to answer RQ2, namely, the Effect of Topic Interest on Incidental Vocabulary Learning in terms of Vocabulary Depth, a paired t-test was applied since the data collected were considered to be parametric. The scores measuring depth of knowledge in participants demonstrated an improvement in HTI condition with a mean difference of 2.34 words learned with respect to the LTI condition (see section 4.3.2). This difference was found to be statistically significant ($t= 2.52, p= .019$) (Table D, Appendix 11). Once this difference in terms of vocabulary depth between the groups was identified, it became necessary to assess how topic interest and dictionary look-up behavior affected incidental vocabulary learning in relation to quantitative gains, aspects that will be covered in the next section.

4.6. Effect of Topic interest on Incidental Vocabulary Learning: Quantitative Gains

In order to answer RQ3, data analysis was separated in two aspects. First, total scores in the passive recognition test were compared in the two topic interest conditions (section 4.6.1.). Second, dictionary look-up behavior was included, so only the known words that had been looked up in the dictionary were taken into account for analysis (section 4.6.2.). A Paired-T Test and a Wilcoxon Signed Ranks Test were performed on the data. The purpose of the Paired-T Test was to identify the total number of words gained by the participants. The Wilcoxon Signed Ranks Test was run to determine the number of target words (TWs) looked-up and remembered by the participants.

4.6.1. Total scores

As data were parametric (normally distributed) for the total scores in this measure (see section 4.3.3.1), a Paired-samples T-test was run with the data. Results showed that the difference between the means in both HTI and LTI conditions (6.87 and 4.70, respectively) was statistically significant ($t=5,358$, $p=.000$) (Table E, Appendix 11).

4.6.2. Scores mediated by dictionary look up behavior

The mean percentages of the number of TWs looked up and remembered by the participants in the HTI and LTI conditions were used to answer RQ3 (see section 4.3.3.2). As has been mentioned, these mean percentages expressed the difference between the TWs looked up and remembered by the participants in the two conditions. A Wilcoxon Signed Ranks Test was run with these data since they were non-parametric. The results evidenced that the difference between the mean percentages of TWs looked up and remembered by the participants in the high and low topic interest conditions (66.325% and 46.663%, respectively) was statistically significant ($p=.029$) (Table F, Appendix 11).

CHAPTER 5

Discussion

5.1 Overview

In this chapter, results on the data collected for each research question will be discussed. Firstly, for research question 1, analysis demonstrated that topic interest had no effect on dictionary usage. Secondly, for research question 2, analysis reflected that topic interest had an effect on incidental vocabulary learning in terms of vocabulary depth. Thirdly, for research question 3, topic interest was found to have an effect on incidental vocabulary learning when total vocabulary gains are included and also when dictionary look-up behavior is taken into account.

5.2 Research Question 1: Does topic interest have an effect on dictionary look-up behavior?

In order to ascertain if there was an effect of topic interest on dictionary look up behavior a Wilcoxon Signed Ranks Test was applied as the data were not parametric. This statistical test compared the two means representing the average number of looked up word in the HTI and LTI conditions. Results showed that the difference in scores regarding dictionary look up behavior in the two conditions was not significant. Therefore, topic interest was not found to have an effect on dictionary look up behavior, which suggests that learners do not feel more compelled to use dictionaries when they're more interested in a topic. This may be explained from the learners' point of view. Since participants were asked to complete different tasks, they may have thought that looking up words in the dictionary was compulsory, as they were told they would have to complete a reading comprehension task.

Although topic interest was not found to have an effect on dictionary use, dictionaries may have an effect on other processes such as incidental vocabulary learning. As Alharbi (2016) states, using dictionaries is always more advantageous than using none. This aspect will be discussed in section 5.4 below.

5.3 Research Question 2: What is the effect of topic interest on incidental vocabulary learning in terms of vocabulary depth?

In order to assess gains in terms of vocabulary depth a paired t-test was performed on the data. Results of the paired t-test for the VKS Tests (baseline and assessment) in both topic interest conditions (HTI and LTI) reflected that there was a significant difference between the gains in vocabulary depth achieved in both conditions. In fact, the data analyzed showed significant results ($t= 2,52$, $p= 0,19$). Therefore, there is an effect of topic interest on incidental learning in terms of vocabulary depth since participants' gains in the high topic interest condition was significantly higher than the participants' gains in the low topic interest condition. In other words, participants made more gains regarding the degree of knowledge about a word in the HTI condition than in the LTI condition, which highlights the impact that topic interest can have on vocabulary depth.

Shen (2008) found that the knowledge of vocabulary plays a very important role in the process of learning new words through different levels, which is linked to depth of vocabulary knowledge. In line with this, vocabulary depth was measured by means of a VKS instrument in the present study and was found to be influenced by topic interest.

In terms of topic interest, these results are also similar to the ones reported by Lee and Pulido (2017), whose findings support the idea that topic interest has an effect on incidental vocabulary learning, showing that learners gained significantly more new vocabulary from the story they found more interesting. In order to get those results, 135 ninth grade Korean students participated in the study. The participants were asked to read two texts that were previously identified by the researchers as high (PSY- Gangnam style) and low (Medieval history) topic interest texts, which contained 15 target words each, selected by advanced non-participants students before the main study. The study was conducted in four different sessions in which participants applied background knowledge tests, prior knowledge topics tests and three different vocabulary tests

used as pre and post tests. The results showed that the mean scores for gain in word-form recognition in the HTI and LTI texts were 13.51 out of 15 words (90.10%) and 7.93 out of 15 words (52.87%), respectively, suggesting a high level of word gain in the HTI text. In this study, participants were not mentioned about the incorporation of a post vocabulary test neither the assessment of vocabulary in order to work with incidental vocabulary learning. However, the incorporation of a background test and prior knowledge topic assessment may have influenced the results in terms of vocabulary learning since the researchers were informed about students' previous knowledge. In the case of our study, the incorporation of prior knowledge was not included due to the difficulties in the data collection. However, it was intended to be controlled by using texts with topics related to the contents seen by the participants in their program.

Another study conducted by Endo (2010) intended to investigate the impact of topic interest on vocabulary learning. However, this study was conducted in the context of intentional vocabulary instruction, aspect that differs in the present study. In spite of the differences, the procedures for Endo's study were similar in terms of high and low topic interest texts in which a passage of Harry Potter was selected for the high, and Ancient Mesopotamia was the low topic interest text. This study was experimental, in which 40 students from third grade were separated depending on their level of reading proficiency. After reading the texts, through a Power Point presentation, the participants learned 12 unfamiliar words from each text, followed by a vocabulary post test (multiple choice). The results showed that topic interest had a significant effect on high-proficiency students' vocabulary gain. However, topic interest did not significantly facilitate low-proficiency students' vocabulary gain. Regarding the results, both studies confirm the significant effect of topic interest on vocabulary gain with different variables to be considered.

In spite of the fact that there are many aspects that may affect the impact of topic interest on vocabulary learning, the present study has reported a significant effect of topic interest on vocabulary acquisition in the high topic interest condition. The impact of topic interest in the process of learning vocabulary

incidentally can also be influenced by dictionary look-up behaviour, which will be discussed in the next section.

5.4 Research Question 3: What is the effect of topic interest on incidental vocabulary learning when dictionary look-up behavior is taken into account?

Firstly, as the study intended to identify the effect that topic interest had on the process of learning vocabulary incidentally in relation to quantitative gains, a Paired-T Test was performed with the total scores in the passive recognition test for both topic interest conditions, which showed that topic interest had a significant effect on the total number of target words participants remembered. These findings are in line with Erçetin (2010), who found that participants recalled significantly more information from high-interest passages compared to low-interest passages.

Secondly, dictionary look-up behavior was taken into account to assess how topic interest would affect incidental vocabulary learning when the number of words remembered that were also looked up in the dictionary by learners was factored in. The Wilcoxon Signed Ranks Test revealed that the difference between the mean percentages of target words looked-up and remembered by the participants in the high and low topic interest contexts (66.325% and 46.663%, correspondingly) was significant. Given these results, it can be suggested that although participants looked up a similar amount of vocabulary items in both conditions, the use of dictionaries by participants during the completion of high-topic interest tasks to learn vocabulary in an incidental way, increased the gains of looked-up TWs that were remembered when compared to the low topic interest task.

In general terms, it can be stated that according to the results of the study, participants made significant gains in relation to vocabulary depth in the high topic interest condition (see section 4.5.) and obtained more gains in the high topic interest condition out of the total amount of target words they learnt (see section 4.6.1.). This finding reinforces the impact that topic interest can have

on incidental vocabulary learning. This is in line with Krapp (1999), who found that it is possible for topic interest to have not only an impact on the amount of information retained by the learner, but also on the quality of the process of learning. Similarly, the effect that topic interest had on incidental vocabulary learning was confirmed even when the number of remembered looked-up words was taken into account (see section 4.6.2.). It must be noted that participants looked-up a similar number of words in both high and low topic interest conditions (see section 4.4.), which implies that a high topic interest test may not prompt learners to look up more words, but its effect can be measured in the way that those words are processed and remembered in both conditions. It is relevant here to recall the Involvement Load Hypothesis, developed by Hulstijn and Laufer (2001), previously mentioned (see section 2.4.1), and particularly the components 'Need' and 'Search'. These components contributed to the understanding of how participants were able to process the vocabulary items. These participants had a similar 'need' to look for the items, and that this was self-imposed, and strong when they looked up the target words. Similarly, their 'search' component was moderate, as they used the dictionary to find a particular meaning. What is relevant here, is the fact that these participants had the same level of need and search, but performed differently in both topic interest conditions. This suggests that there may be an interaction between topic interest and the way words are processed in the brain.

Given these points, and after discussing the main reasons behind the results of the present study, conclusions and implications will be drawn in the next section.

CHAPTER 6

Conclusions and Implications

6.1 Conclusion

The present study aimed to explore the effect of topic interest on incidental vocabulary learning in terms of vocabulary depth and quantitative gains, as well as dictionary look-up behavior. A secondary goal was to examine the effect of topic interest on dictionary use when learners read more interesting and less interesting texts. In order to answer the research questions proposed, a number of data collection measures were administered. After reading two texts previously identified as being of high and low interest (“The importance of clean water in our life” / “New Zealand’s brand transformation: A focus on the Kiwi spirit”, respectively) participants were asked to complete a vocabulary knowledge scale and a passive recognition test in order to measure incidental vocabulary learning in terms of vocabulary depth and quantitative vocabulary gains, respectively. There are a number of conclusions that need to be addressed.

First, the variable of topic interest was found to be significant in terms of vocabulary depth gains, and also in terms of quantitative gains. Results were significant in both tests, VKS and Passive Recognition test (vocabulary depth and quantitative gains, respectively), because the scores in these tests were higher in the high topic interest condition, and this difference was found to be significant. That is to say, learners obtained better incidental vocabulary learning results when being exposed to texts they found interesting.

Second, the factor of dictionary look-up behavior in this study had a significant effect on incidental vocabulary learning not because of the use of dictionary in isolation as shown in the data analyzed in section 4.4., but because of its use in the high topic interest condition. Additionally, it is possible to identify a connection between the Involvement Load Hypothesis and topic interest due to the growth of vocabulary items retained by the participants in the high topic interest condition promoted by the ‘Search’ component at a strong degree. That is to say, participants were somehow highly involved in finding the form of target vocabulary

items in the high topic interest condition rather than in the low topic interest condition, which may have affected their vocabulary learning scores in the two conditions.

Third, the effect of topic interest on dictionary look-up behavior was not significant because the data showed that participants looked-up words in the dictionary in both conditions. Nonetheless, the use of dictionaries was found to have a stronger effect on incidental vocabulary learning, as learners remembered more words in the high topic interest condition.

6.2 Limitations

The present study has tried to remain vigilant of all the possible shortcomings that may have occurred in the design or during the data collection procedures. Firstly, researchers were expecting to have more participants. However, the availability of participants, the schedules and time constraints hindered the planned course of events. Due to the situations previously mentioned, the number of participants had to be reduced. Additionally, at the beginning of the study, researchers wanted to conduct the investigation only with men to control the variable of gender, based on Lee and Pulido (2016), who argued that females are more likely to continue reading lower interest texts and become engaged with them than males, who sometimes tend to discontinue reading in such conditions. However, due to the aforementioned problems the study was conducted with both women and men. Moreover, even though paper dictionaries were used for this study, results on previous research (Liu & Lin, 2011; Alharbi, 2016) demonstrated that digital resources such as pop-up dictionaries were more effective in vocabulary learning than traditional book dictionaries. More updated versions of dictionaries would have given more ecological validity to the present study.

6.3 Implications for Pedagogy

The implications for pedagogy that arise from these findings may be considered by teachers when planning classes, as well as the way in which textbooks are written when the pedagogical purpose is related to vocabulary

learning. According to the results in the present study, when a text is interesting for learners, the chances of learning vocabulary incidentally increase. Thus, by incorporating more interesting topics in a course, learners will be more engaged with the tasks and they will make more vocabulary gains, as they seek to understand a text and make the necessary steps to understand it. When textbooks are written, they do not always include engaging topics for the audience since in many cases they are sold in different countries. In other words, when textbooks include general topics which are not based on each country's reality, they do not recall students' interest. Therefore, the contents are not appealing for specific countries' contexts or realities. Nevertheless, this current situation may be modified to learners' benefit by asking them about their likes and preferences before exposing them to materials that will indeed have an effect on their learning. Although interest has been found to be a dynamic construct, teachers and practitioners can benefit from contextualising topic interest to the needs of their students.

6.4 Recommendations for future research.

Topic interest has been shown to contribute to incidental vocabulary learning. Nevertheless, there is a lack of research linking topic interest to vocabulary learning. The present study has found a link between these two variables, but it needs to be addressed in further studies that can include a larger sample. Although the use of paper dictionaries was useful for the purpose of this study, it would be convenient to take advantage of technological resources when administering tasks that require the use of dictionaries. Also, it is advisable that the factor of prior knowledge be included when assessing incidental vocabulary learning, as it could play a role in the interaction between topic interest and vocabulary gains. This aspect was not included in the present study due to time constraints, but should be included in further research. Finally, further research assessing topic interest in language classrooms should be encouraged, in order to understand its contextualised effect on L2 learning.

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APPENDICES

Appendix 1

The Updated Vocabulary Levels Test

Esta prueba busca medir el nivel de conocimiento de diversas palabras en inglés. Tendrás 25 minutos para responder la prueba. Pon un tick bajo la palabra que corresponda al significado. A continuación se muestra un ejemplo.

This is a test that looks at how well you know useful English words. You will have 25 minutes to answer the test. Put a check under the word that goes with each meaning. Here is an example.

	Game	island	mouth	movie	song	yard
Porción de tierra rodeada de agua		x				
Parte de tu cuerpo que usas para comer y hablar			x			
Pieza musical					x	

THE EFFECT OF TOPIC INTEREST ON INCIDENTAL VOCABULARY LEARNING

La prueba debe ser contestada de la siguiente manera.

It should be answered in the following way.

	game	island	mouth	movie	song	yard
Porción de tierra rodeada de agua		x				
Parte de tu cuerpo que usas para comer y hablar			x			
Pieza musical					x	

2,000 Word Level

	Circle	reward	knife	onion	partner	blame
Forma redonda						
Algo usado para cortar						
Galardón						

	Pride	cap	envelope	lawyer	speed	Choice
Contenedor para cartas						
Tipo de sombrero						
Exceso de estimación hacia uno mismo						

	Argue	melt	quit	seek	thread	Wrap
Cubrir estrecha y completamente						

THE EFFECT OF TOPIC INTEREST ON INCIDENTAL VOCABULARY LEARNING

Derretir						
Buscar						

	Avoid	hide	murder	search	switch	Trade
Mantener fuera de la vista						
Asesinato						
Evitar hacer algo						

	Bump	complicate	hire	organize	receive	Warn
Obtener algo						
Golpear						
Contratar						

	Available	pave	row	dust	proud	super
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THE EFFECT OF TOPIC INTEREST ON INCIDENTAL VOCABULARY LEARNING

Sentirse bien con lo que se ha logrado						
Estupendo						
Cubrir un trozo de suelo con cemento.						

	Environmental	junior	pure	rotten	smooth	wise
Podrido						
Suave						
El más joven						

3,000 Word Level

	Angle	apology	behavior	bible	herd	pond
Acciones						

THE EFFECT OF TOPIC INTEREST ON INCIDENTAL VOCABULARY LEARNING

actitudes						
Manada						
Disculpa						

	Asset	heritage	silk	poverty	prosecution	suburb
Tener poco dinero						
Tela fina y suave						
Algo útil						

	audience	crystal	slice	outcome	pit	welfare
Rebanada						
Lugar profundo						
Salud y bienestar de una persona grupo						

THE EFFECT OF TOPIC INTEREST ON INCIDENTAL VOCABULARY LEARNING

	Agree	enforce	exhibit	retain	specify	outcome
Estar de acuerdo con algo						
Hacer cumplir algo						
Mostrar en público						

	accomplish	heritage	debate	impose	target	prohibit
Conjunto de bienes y derechos que se heredan de una persona tras su muerte						
Avanzar en un proceso						
Objetivo						

	Wealth	decline	bounce	link	nod	ribbon
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THE EFFECT OF TOPIC INTEREST ON INCIDENTAL VOCABULARY LEARNING

Cinta						
Rebotar						
Riqueza						

4,000 Word Level

	Cave	leaf	sergeant	stitch	drown	wax
Morir debajo del agua por falta de aire						
Apertura en el suelo o al lado de una colina						
Parte de una planta						

	Crust	incidence	ram	senator	venue	prior
Parte exterior dura						

THE EFFECT OF TOPIC INTEREST ON INCIDENTAL VOCABULARY LEARNING

Anterior						
Lugar						

	Alley	embassy	hardware	nutrition	threshold	marble
Edificio de un gobierno						
Roca que se emplea como material de construcción y escultura						
Pequeña calle entre edificios						

	Fling	forbidding	harvest	shrink	simulate	vibrate
No permitido						
Reducir en tamaño						

THE EFFECT OF TOPIC INTEREST ON INCIDENTAL VOCABULARY LEARNING

Lanzar						
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	Bundle	disclose	hug	intimida e	plunge	weep
Llorar						
Decir una información						
Paquete						

	entangle	crude	fond	stitch	spherica	swift
Enredar						
Puntada que se da con la aguja e hilo sobre un tejido						
Rápido						

THE EFFECT OF TOPIC INTEREST ON INCIDENTAL VOCABULARY LEARNING

	withstand	bulky	upset	greasy	magnificent	optical
Enojado						
Aceitoso						
Soportar						

5,000 Word Level

	Gown	maid	nun	crook	pastry	vinegar
Mujer que sirve su religión						
Persona que no es honesta						
Comida horneada						

	asthma	chord	rove	monk	trench	vase
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THE EFFECT OF TOPIC INTEREST ON INCIDENTAL VOCABULARY LEARNING

Contenedor para flores cortada						
Viajar						
Foso						

	batch	peel	hum	weep	tailor	scripture
Llorar						
Sonido bajo constante						
Sastre						

	amnesty	claw	earthquake	strap	mourn	wizard
Cinturón						
Hombre con poderes mágicos						

THE EFFECT OF TOPIC INTEREST ON INCIDENTAL VOCABULARY LEARNING

Lamentar						
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	weave	erase	jog	intrude	fuel	wrestle
Material para crear energía						
Entrar sin permiso						
Remover						

	bribe	bald	immerse	moist	pursue	shred
Cortar en pequeñas piezas						
Sin pelo						
Un poco húmedo						

	distorted	growl	ignite	pierce	lavish	swap
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THE EFFECT OF TOPIC INTEREST ON INCIDENTAL VOCABULARY LEARNING

Prender fuego						
Intercambiar						
Traspasar algo						

Appendix 2
Reading Comprehension Test

Comprensión de lectura

Texto: Importance of clean water in our life / Importancia del agua limpia en nuestra vida

Por favor marque la alternativa correcta acerca del texto que acaba de leer.

1. ¿Qué se requiere para administrar el acceso de agua a todos?
 - a) Educación y políticas públicas
 - b) Tratados con otros países
 - c) Esfuerzos, costos y tiempo
 - d) Ayuda de quienes tienen más agua y la desperdician

2. ¿Cuál es la principal fuente de agua dulce?
 - a) El océano
 - b) El agua subterránea
 - c) Ríos y lagos
 - d) Los campos de hielo

3. ¿Qué factores harán aumentar la demanda de suministro de agua limpia en las próximas décadas?

- a) El crecimiento de la población, la agricultura y la industria.
- b) Conflictos políticos a nivel mundial
- c) Las altas temperaturas en temporada de verano
- d) El alto precio que tomará el agua limpia

Comprensión de lectura

**Texto: Transformación de marca en Nueva Zealand/ New Zealand's Brand
Transformation: A Focus on the Kiwi Spirit**

Por favor marque la alternativa correcta acerca del texto que acaba de leer.

1. De acuerdo al texto, ¿Qué es lo primero que viene a la mente de la mayoría de los viajeros al pensar en Nueva Zelanda?
 - a) La trilogía de “El señor de los anillos”
 - b) Sus impresionantes paisajes y belleza natural
 - c) Su cultura e historia
 - d) La importancia de la cultura Kiwi

2. ¿Con qué objetivo “Tourism New Zealand” ha comenzado a desarrollar una campaña?
 - a) Mejorar la relación entre el gobierno y la población Kiwi
 - b) Dar la oportunidad a cineastas de grabar más películas

- c) Mejorar la economía del país
 - d) Ampliar la imagen envidiable del país
3. ¿A qué se refiere el termino Manaakitanga?
- a) Al cálido saludo y sentido de pertenencia que los Kiwis ofrecen a sus viajeros
 - b) Al nombre de uno de los líderes más importantes dentro de la cultura Kiwi
 - c) Al baile típico de la cultura Kiwi
 - d) Se refiere al nombre de la campaña desarrollada por "Tourism New Zealand"

Reading Comprehension

Text: Importance of clean water in our life (Translation)

Circle the correct alternative about the text you just read.

1. What is required to administer the Access of water to everyone?
- a) Education and public
 - b) International treaties
 - c) Eforts, time and money.
 - d) Help from the ones who have more access to water

2. Which is the main source of sweet water?
 - a) The ocean
 - b) Underground water
 - c) Rivers and lakes
 - d) Ice fields

3. Which factors will increase the demand of clean water the following decades?
 - a) The increase of population.
 - b) Political conflicts around the world
 - c) High temperatures on summer
 - d) High price that clean water will have

Reading Comprehension

Text: New Zealand's Brand Transformation: A Focus on the Kiwi Spirit (Translation)

Circle the correct alternative about the text you just read.

1. According to the text, What is the first that comes to people's mind when thinking of New Zealand?
 - a) "The Lord of the Rings" trilogy
 - b) Its amazing beauty and impressive landscapes

- c) Its history and culture
 - d) The importance of Kiwi's culture
2. Why "Tourism New Zealand" has become to develop a campaign?
- a) To improve the relation between the government and Kiwis
 - b) To give cineast the opportunity to record new movies
 - c) To improve country's economy
 - d) To extend the view of the country
3. What does it mean Manaakitanga?
- a) The warm greeting and feeling of belonging that Kiwis offer travelers
 - b) To the name of one of the Kiwi's leaders
 - c) To the typical Kiwi's dancing
 - d) To the name of the campaign made by "Tourism New Zealand"

Appendix 3

Topic Interest Selection Activity

1. Read and understand the eight paragraphs from different topics of interest.
2. Rank the eight paragraphs on a scale from '1' (very interesting) to '8' (not at all interesting). That is, the topic of the text that you find most interesting should be ranked number 1, while the topic that you find the least interesting should be ranked number 8. The scale is supposed to measure the level of general interest that you have in the topics, and not the difficulty of the text.

_____ How Investors Can Promote Inclusive Growth.

_____ Importance of Clean Water in our Life.

_____ Using Tech to Combat Human Trafficking.

_____ The Right to Privacy.

_____ The World's Most Unusual and Incredible Hotels.

_____ Pollution and its Causes.

_____ New Zealand's Brand Transformation: A Focus on the Kiwi Spirit.

_____ The Role of Science and Technology in Development.

a. How Investors Can Promote Inclusive Growth

A 2015 survey of millennials around the world found that growing economic and social inequalities were their top concern. And it isn't only millennials: The "JUST Capital Roadmap for Corporate America" organization has found for three years in a row that the number one public concern of corporate behavior of persons of all ages, income levels, and political parties is worker treatment, including fair wages and non-discrimination.

b. Importance of Clean Water in our Life

71% of the earth surface is covered with water. It is vital to all forms of life found on the earth. Nowadays, we lack clean drinking water in many areas of the country. Slowly, it is being hard to manage the quality of water for the people who lack from it. In some areas, lack of water is the daily problem. It takes a lot of efforts, costs and time to manage the access to water for everybody, and it has become a big issue for many countries worldwide. People having sufficient water do not understand the importance of water and waste a lot of it on a daily basis in many unnecessary activities.

c. Using Tech to Combat Human Trafficking

A growing number of organizations and initiatives are working to tackle forced labor and human trafficking, which affects 40 million or more people around the globe. Given the widespread nature of this crime and the complexity of tackling it, increased engagement from all stakeholders, including and especially the private sector, is vital. A coalition of global technology companies, civil society organizations, and the UN have come together to launch “Tech Against Trafficking,” a collaborative effort to further support the eradication of forced labor and human trafficking.

d. The Right to Privacy

When the Universal Declaration of Human Rights (UDHR) was adopted in 1948, there were around 10 million telephone lines in the world. Nowadays, there are more than 8.3 billion mobile connections (including “machine to machine” connections) and almost 5.1 billion unique mobile users. The Internet is expected to connect around 30 billion objects by 2020. By any measure, the nature, scale, and complexity of the challenges companies face to respect the human right to privacy is growing substantially since there is not a single company in the world today untouched by the privacy challenge.

e. The World's Most Unusual and Incredible Hotels

Feel the excitement and joy of a trip since the moment you check in. From a desert palace constructed of salt, or a room under water, to an upcycled Boeing 727, these unique lodgings will redefine how you think of hotels. At these unique destinations, your hotel is the adventure. Sleep under the magical glow of the northern lights, cozy up in a traditional Kyrgyz village, or live out your childhood dreams in a rain forest tree house.

f. Pollution and its Causes

Inhaling poisonous air is as hazardous as smoking. It is not only the humans who are affected from this polluted environment but also the animals. These dangerous gases in environment are released by the power industries that burn fossil fuels, industries that dispose wastes in the water, farmers using pesticides, etc. Any use of natural resources at a higher rate than the nature’s capacity to restore itself can result in pollution. However, Natural activities like such as volcanic eruption, or dust wildfires can also generate pollution.

g. New Zealand's Brand Transformation: A Focus on the Kiwi Spirit

When most travelers think of New Zealand, the first thing that comes to mind is stunning landscapes and unforgettable natural beauty. Those features have long been the hallmark of the country, a place so striking it even served as the backdrop for a number of movies. But “Tourism New Zealand” has recently begun working on a campaign based largely on “Manaakitanga”, which refers to the warm greeting and sense of belonging that Kiwis offer all travelers. That special hospitality and kindness, locals will tell you, is the true essence of the country, something that makes New Zealand unique from other places.

h. The Role of Science and Technology in Development

Science education helps to develop a scientific approach. A scientific approach involves the systematic study of observations and facts, and their analysis and understanding by conducting experiments. Scientific experiments may be conducted in the real world under real-world conditions. They may also be undertaken in laboratories under certain controlled conditions. A study is said to be scientific when the experiments in the subject can be conducted over and over again, and the results and theories can be verified repeatedly, which makes a scientific study objective and universal.

Actividad de Selección de Tópico (Translation)

1. Lea y comprenda los ocho párrafos pertenecientes a distintos tópicos de interés.
2. Ubique los ocho textos dentro de una escala de ‘1’ (Muy interesante) a ‘8’ (Para nada interesante). Es decir, el tópico del texto que encuentre más interesante debería tener el número 1, mientras que el tópico menos

interesante debería tener el número 8. La escala debe medir el interés general que usted posee en el tema, no la dificultad del texto.

- _____ Cómo los Inversionistas Pueden Promover el Crecimiento Inclusivo.
- _____ La Importancia del Agua en Nuestras Vidas.
- _____ Tecnología para Combatir el Tráfico Humano.
- _____ El Derecho a la Privacidad.
- _____ Los Hoteles más Raros e Increíbles del Mundo.
- _____ Contaminación y sus Causas.
- _____ El Enfoque en la Cultura Kiwi de Nueva Zelanda.
- _____ El rol de la ciencia y tecnología en el desarrollo humano.

a. Como Los Inversionistas Pueden Promover el Crecimiento Inclusivo

Una encuesta de 2015 de la generación del milenio en todo el mundo descubrió que las crecientes desigualdades económicas y sociales eran su principal preocupación. Y no es solo la generación del milenio: La organización “Capital Roadmap for Corporate America” ha encontrado durante tres años seguidos que la preocupación pública número uno del comportamiento de personas de todas las edades, niveles de ingresos y partidos políticos es el tratamiento de los trabajadores, incluida la equidad salarial y la no discriminación.

b. La Importancia del Agua en Nuestras Vidas

El 71% de la superficie de la tierra está cubierta de agua. Es vital para todas las formas de vida que se encuentran en la tierra. Hoy en día, carecemos de agua potable en muchas áreas de nuestro planeta. Poco a poco, es difícil administrar la calidad del agua, y en algunas áreas, la falta de agua es el problema diario. Se requieren muchos esfuerzos, costos y tiempo para administrar el acceso del agua a todos y se ha convertido en una de las principales preocupaciones de muchos países. Las personas que tienen suficiente agua no entienden su importancia y desperdician mucha agua a diario en actividades innecesarias.

c. Tecnología Para Combatir el Tráfico Humano

Un creciente número de organizaciones trabajan para combatir el trabajo forzoso y la trata de personas, que afecta a más de 40 millones de personas en todo el mundo. Dada la naturaleza generalizada de este delito y la complejidad de abordarlo, es vital una mayor participación de todos los interesados, incluidos, y especialmente, el sector privado. Múltiples compañías de tecnología global, organizaciones sociales y la ONU se unieron para lanzar "Tech Against Trafficking", un esfuerzo de colaboración para apoyar aún más la erradicación del trabajo forzoso y el tráfico humano.

d. El Derecho a la Privacidad

Cuando se adoptó la Declaración Universal de los Derechos Humanos (DUDH) en 1948, había alrededor de 10 millones de líneas telefónicas en el mundo. Hoy en día, hay más de 8,3 mil millones de conexiones móviles y casi 5,1 mil millones de usuarios móviles únicos. Se espera que para el 2020 el Internet conecte alrededor de 30 mil millones de objetos. La naturaleza, escala y complejidad de los desafíos que enfrentan las empresas para respetar el derecho humano a la privacidad está creciendo sustancialmente, ya que no hay una sola empresa en el mundo que no haya sido tocada por el desafío de la privacidad.

e. Los Hoteles más Raros e Increíbles del Mundo

Siente la emoción y alegría de tu viaje desde el momento en el que te registras en un hotel. Desde un palacio en el desierto construido con sal, a una habitación bajo el agua, hasta un Boeing 727 reciclado, estos alojamientos únicos redefinirán la forma en que piensas de los hoteles. En estos destinos únicos en el mundo, tu hotel es la aventura. Duerme bajo el brillo mágico de la aurora boreal, acurrúcate en un pueblo tradicional de Kirguistán o vive tus sueños de infancia en una casa en el bosque de la selva.

f. Contaminación y sus Causas

La inhalación de aire venenoso es tan peligrosa como fumar, y no solo afecta a los humanos sino que también a los animales y plantas. Estos gases peligrosos en el medio ambiente son liberados por las industrias de energía que queman combustibles fósiles, las industrias que eliminan los desechos en el agua, los agricultores que usan pesticidas, etc. Cualquier uso de recursos naturales a un ritmo mayor que la capacidad que tiene la naturaleza para restablecerse genera contaminación. Sin embargo, la Tierra también genera contaminación por si misma a través de erupciones volcánicas e incendios forestales causados por el clima.

g. El Enfoque en la Cultura Kiwi de Nueva Zelanda

Cuando se habla de Nueva Zelanda, lo primero que se viene a la mente son paisajes deslumbrantes y una belleza natural inolvidable. Esas características han sido durante mucho tiempo el sello distintivo del país, un lugar tan llamativo que incluso sirvió como telón de fondo para muchas películas. Pero "Tourism New Zealand" recientemente ha implementado una campaña basada en el "Manaakitanga", que se refiere al cálido saludo y sentido de pertenencia que los kiwis ofrecen a todos los viajeros. Esa hospitalidad especial y amabilidad, es la verdadera esencia del país, algo que hace que Nueva Zelanda sea única en otros lugares.

h. El Rol de la Ciencia y Tecnología en el Desarrollo Humano

La educación de la ciencia ayuda a desarrollar un enfoque científico. Un enfoque científico implica el estudio sistemático de observaciones y hechos, y su análisis y comprensión mediante la realización de experimentos. Los experimentos científicos pueden realizarse en el mundo real bajo condiciones del mundo real. También pueden realizarse en laboratorios bajo ciertas condiciones controladas. Se dice que un estudio es científico cuando los experimentos en el tema se pueden llevar a cabo una y otra vez, y los resultados y las teorías se verifican repetidamente lo que hace que un estudio científico sea objetivo y universal.

Appendix 4

High and Low Topic Interest Texts

Importance of Clean Water in our Life

71% of the earth surface is covered with water. It is vital to all forms of life found on the Earth. It is found below the ground, oceans, large water bodies, and small water ponds. Water is also available in diverse forms like vapor, clouds, rain, surface water, icebergs, polar ice caps, etc. The life cycle of water runs all around on the Earth continuously through evaporation, precipitation, rain, etc. Apart from this, we lack of fresh drinking water in many areas of the country. Water insufficiency is the lack of access to the safe water. Slowly, it is being barely impossible to manage the quality of water for the people who lack it. In some outskirts, drinking water is scarce which represents a very serious issue. People have to suffer a lot the lack of water. It takes a lot of efforts, cost and time to manage the access of water to all especially in the areas of water scarcity. It is a big issue for many countries around the world. People having access to clean water do not grasp the importance of water and they waste a lot water on daily basis in many unnecessary activities when they should halve their water consumption.

As you may know around 2 or less percent of water is freshwater on the Earth. Most of the water is locked up in glaciers, snow, ice and in the form of open source. The main source of freshwater is groundwater because of the natural filtering system. The matter of freshwater availability raises the question about water security as well as people's access to it at an affordable price. The depth of groundwater is increasing with the climatic changes in the environment. Clean water insecurity at many places has increased due to droughts and ghastly disasters without season. In the coming decades the demand for clean water will increase because of population's growth, agriculture and industry expansion, and negative climatic changes. International laws will be created and countries must

obey them so that people from all over the world can attain the objective of being provided with freshwater.

New Zealand's Brand Transformation: A Focus on the Kiwi Spirit

When most travelers think of New Zealand, the first thing that comes to mind is the stunning landscapes and unforgettable natural beauty. Those features have long been the badge of the country, a place so striking it even served as the outlook for a number of movies. But Tourism New Zealand has recently begun working to expand upon that enviable image, adding yet another cloak of attraction for travelers beyond the country's famed landscapes. To do this, they are swiftly developing a refined brand campaign based largely on Manaakitanga. For those not familiar, the term refers to the fond greeting and sense of belonging that Kiwis offer all travelers. That special hospitality and kindness, locals will tell you, is the true essence of the country, something that makes New Zealand unique from other places.

To help redefine the public's image of New Zealand, five new videos are being released by Tourism New Zealand, the first pieces of an extensive new campaign reflecting the brand evolution. The buoyant videos are focused on the theme of road trips and take viewers along for an attractive outing between some of the country's top destinations such as Napier to Whakatane; and Christchurch to Milford Sound; and Auckland to Mt. Maunganui. Designed to inspire, the new videos can't help but show the country's remarkable scenery, but the primary emphasis is on the cozy locals who guide visitors through their journey, and embrace those visitors like old friends. Tourism New Zealand is working with a range of collaborators to incorporate all of the country's people and culture into the updated brand messaging. With such an incredibly diverse and multifaceted citizenry, tourism clerks are aiming to capture the full picture of New Zealand as authentically as possible. The brand evolution will continue over and will be reflected in new content. The videos are to be used in the U.S., the UK, Japan, India and Brazil.

Appendix 5
Topic Interest Questionnaire

1. Imagina que vas a leer un texto relacionado a lo siguiente/ *Imagine you are going to read a text about:*

71% of the earth surface is covered with water. It is vital to all forms of life found on the Earth. It is found below the ground, oceans, large water bodies, and small water ponds. Water is also available in diverse forms like vapor, clouds, rain, surface water, icebergs, polar ice caps, etc. The life cycle of water runs all around on the Earth continuously through evaporation, precipitation, rain, etc.”

2. Indica cómo esperarías sentirte si tuvieses que leer más acerca de este tema/ *Indicate how you would expect to feel if you had to read more about this topic.*

Si tuviese que leer más sobre este tema, esperararía sentirme...	Completamente cierto	Cierto	Falso	Completamente falso
Aburrido				
Entusiasmado				
Interesado				
Indiferente				
Inmerso				

Involucrado				
Representado				
No representado				
Práctico				
Inepto				

Topic Interest Questionnaire (translation)

1. Imagina que vas a leer un texto relacionado a lo siguiente/ *Imagine you are going to read a text about:*

“When most travelers think of New Zealand, the first thing that comes to mind is the stunning landscapes and unforgettable natural beauty. Those traits have long been the badge of the country, a place so striking it even served as the outlook for mythical Middle Earth in the "Lord of the Rings" trilogy.”

2. Indica cómo esperarías sentirte si tuvieses que leer más acerca de este tema/ *Indicate how you would expect to feel if you had to read more about this topic.*

Si tuviese que leer más sobre este tema esperaría sentirme...	Completamente cierto	Cierto	Falso	Completamente falso
---	----------------------	--------	-------	---------------------

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Aburrido				
Entusiasmado				
Interesado				
Indiferente				
Inmerso				
Involucrado				
Representado				
No representado				
Práctico				
Inepto				

Appendix 6
Vocabulary

Knowl
Tes
(Base

Escala de conocimiento de vocabulario
Esta es una prueba para medir su vocabulario en diferentes niveles de conocimiento. Por cada palabra dada, existen 5 opciones para saber qué tan bien

Las 5 opciones son las siguientes:
 Opción I: No recuerdo haber visto esta palabra antes
 Opción II: He visto esta palabra antes pero no sé qué significa
 Opción III: He visto esta palabra antes, y creo que significa _____ (Escriba un sinónimo o la traducción)
 Opción IV: Conozco esta palabra u significa _____ (Escriba un sinónimo o la traducción)

Nº	Palabra	No recuerdo haber visto esta palabra	He visto esta palabra antes pero no sé qué significa	He visto esta palabra antes y creo que significa:	Conozco esta palabra y significa:	Puedo usar esta palabra en una oración
16	Buoyant					
17	Halve					
18	Cozy					
19	Cobble					
20	Ghastly					
21	Embrace					
22	Creche					
23	Droughts					
24	Groan					
25	Clerks					
26	Obey					
27	Limb					
28	Outing					
29	Attain					

Appendix 7

Vocabulary

Knowledge Test (Assessment)

Las 5 opciones son las siguientes:
 Opción I: No recuerdo haber visto esta palabra antes
 Opción II: He visto esta palabra antes pero no sé qué significa
 Opción III: He visto esta palabra antes, y creo que significa _____ (Escriba un sinónimo o la traducción)
 Opción IV: Conozco esta palabra y significa _____ (Escriba un sinónimo o la traducción)
 Opción V: Puedo usar esta palabra en una oración. (Escriba una oración. Por favor, si hace esta opción, también haga la opción IV)

Nº	Palabra	No recuerdo haber visto esta palabra	He visto esta palabra antes pero no sé qué significa	He visto esta palabra antes y creo que significa:	Conozco esta palabra y significa:	Puedo usar esta palabra en una oración
1	Ponds					
2	Grasp					
3	Clerks					
4	Barely					
5	Embrace					
6	Outing					
7	Outskirts					
8	Cozy					
9	Buoyant					
10	Scarce					

THE EFFECT OF TOPIC INTEREST ON INCIDENTAL VOCABULARY LEARNING

Nº	Palabra	No recuerdo haber visto esta palabra	He visto esta palabra antes pero no sé qué significa	He visto esta palabra antes y creo que significa:	Conozco esta palabra y significa:	Puedo usar esta palabra en una oración
11	Halve					
12	Outlook					
13	Swiftly					
14	Ghastly					
15	Fond					
16	Badge					
17	Droughts					
18	Cloak					
19	Obey					
20	Attain					

Appendix 8
Passive Recognition Test

Passive Recognition Test (Multiple Choice)

En esta prueba encontrará 30 palabras. Para cada una de ellas, seleccione la traducción correcta y encierre la alternativa. / *In this test you will find 30 words. For each word, select the correct translation and circle the alternative.*

1.- Traits

- a) Personalidades
- b) Trenes
- c) Características
- d) Estadísticas

2.- Badge

- a) Bolso
- b) Emblema
- c) Esquema
- d) Condecoración

3.- Outlook

- a) Paisaje
- b) Montaje
- c) Mirada
- d) Viaje

4.- Cloak

- a) Cubierta

b) Mapa

c) Reloj

d) Capa

5.- **Fond**

a) Único

b) Afectuoso

c) Fraterno

d) Ambicioso

6.- **Outing**

a) Equipaje

b) Pasajero

c) Llavero

d) Viaje

7.- **Buoyant**

a) Alegre

b) Esperanzado

c) Real

d) Alejado

8.- **Cozy**

a) Considerado

b) Cómodo

c) Amigable

d) Envidiable

9.- **Embrace**

- a) Asumir
- b) Visibilizar
- c) Acortar
- d) Aceptar

10.- **Clerks**

- a) Portones
- b) Empleados
- c) Trabajos
- d) Elevados

11.- **Ponds**

- a) Aguas
- b) Tierras
- c) Tanques
- d) Estanques

12.- **Barely**

- a) Concentrado
- b) Apenas
- c) Cadenas
- d) Mínimo

13.- **Outskirts**

- a) Roedores
- b) Lugares

c) Alrededores

d) Cicatrices

14.- **Scarce**

a) Escaso

b) Pequeño

c) Espacio

d) Cárcel

15.- **Grasp**

a) Enseñar

b) Partir

c) Emprender

d) Entender

16.- **Halve**

a) Consumir

b) Reptar

c) Reducir

d) Inducir

17.- **Drought**

a) Rebaño

b) Sequía

c) Calor

d) Anarquía

18.- **Ghastly**

THE EFFECT OF TOPIC INTEREST ON INCIDENTAL VOCABULARY LEARNING

a) Horrible

b) Bestial

c) Doloroso

d) Tangible

19.- **Obey**

a) Enriquecer

b) Obligar

c) Apagar

d) Obedecer

20.- **Attain**

a) Vencer

b) Alcanzar

c) Atar

d) Rechazar

Appendix 9

Information Sheet

Tópico de Interés y Uso de Diccionario en el Aprendizaje Incidental de Vocabulario

Invitación

Está siendo invitado a formar parte de esta investigación. Antes de que decida hacerlo, es importante que entienda por qué la investigación se está llevando a cabo y qué conllevará aquello. Por favor tome el tiempo necesario para leer cuidadosamente la siguiente información y discutirla con pares si así lo desea. Por favor, pregunte si hay algo que no está claro o si requiere de más información. Tome su tiempo para decidir si quiere formar parte o no de esta investigación. Gracias por leer esto.

¿Cuál es el propósito del estudio?

El propósito principal del estudio es investigar si el tópico de interés y el uso de diccionario pueden tener algún efecto al momento de aprender vocabulario perteneciente a otro idioma. Las implicaciones pedagógicas a las que se lleguen pueden afectar la forma en que los profesores y administradores deciden qué tipos de texto usar con sus alumnos y el rol de diccionarios bilingües en clases.

¿Por qué he sido elegido?

El estudio se enfoca en el desarrollo de la segunda lengua de alumnos chilenos que estudian Inglés como lengua extranjera que tengan un determinado manejo de la misma. Se espera que la información obtenida en este estudio sea generalizable a otros grupos.

¿Tengo que participar? ¿Cuáles son los riesgos?

La decisión de participar es suya. Si decide participar, usted podrá tener copia de esta hoja de información y deberá indicar su participación en el formulario de consentimiento. Los detalles personales y resultados que se obtengan se manejarán confidencialmente. Su nombre no aparecerá en la tesis, y sus datos

no serán identificados. Si decide participar, estará ayudando a entender en qué forma el tópico de interés y el uso de diccionarios pueden afectar el aprendizaje de una segunda lengua. Usted puede terminar su participación en cualquier momento, y no necesita dar un motivo.

¿Qué sucederá con los resultados de la investigación?

Los resultados de la investigación serán parte de una tesis de Pregrado en la Universidad Nacional Andrés Bello. Si desea una copia de la tesis, puede contactar a los investigadores.

Contacto para mayores informaciones

Si tiene dudas o consultas sobre la investigación, puede contactar al profesor supervisor:

Doctor Marco Cancino Ávila (marco.cancino@unab.cl)

Gracias por su participación.

Information Sheet for Participants

The Impact of Topic Interest and Dictionary Usage on Language Learning

Information for Participants (Translation)

Invitation

You are being invited to take part in this research project. Before you decide to do so, it is important you understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask us if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to

take part. Thank you for reading this.

What is the purpose of the study?

The main purpose of this study is to investigate whether topic interest and the usage of dictionaries can have an effect on vocabulary learning of a second language. The pedagogical implications that can be drawn from the results may affect the way in which teachers decide on which types of texts learners should be exposed to and the role of bilingual dictionaries during the lessons.

Why have I been chosen?

This study focuses on the language development of Chilean learners of English as a foreign language who have a certain level of proficiency. It is expected that the information obtained in this study will be generalizable to the population.

Do I have to take part? Are there any risks?

It is your decision to take part in the study. If you do decide to take part, you will be able to keep a copy of this information sheet, and you should indicate your agreement to the consent form. Every effort will be made towards protecting the confidentiality of your personal details and study results. Your name will not appear in the dissertation, and the data collected will remain unidentified. If you decide to participate, you will be helping those who try to understand how topic interest and the usage of dictionaries affects second language development. You can withdraw from the study at any time, and you do not have to give a reason.

What will happen to the results of this research?

The results of this research will form the basis of an Undergraduate dissertation at Universidad Nacional Andrés Bello. If you wish to obtain a copy of the dissertation, please inform the researcher.

Contact for further information

Should you have any further questions about this research, please feel free to contact the supervisor teacher :

Doctor Marco Cancino Ávila (marco.cancino@unab.cl)

Appendix 10

Consent form

Hoja de Consentimiento

El Impacto del Tópico de Interés y el Uso de Diccionarios en el Aprendizaje Incidental del Vocabulario

Éste estudio busca investigar si el tópico de interés y el uso de diccionarios pueden tener un efecto en el aprendizaje de vocabulario en una segunda lengua. Esta es una tesis de pregrado realizada por Ana Donoso, Daniela Duarte, Gabriela Herrera, Victor Isla and Gabriel Riveros, estudiantes del Departamento de Educación de la Universidad Andrés Bello.

1. He leído y comprendido la información acerca de este estudio y he tenido la oportunidad de consultar dudas. He considerado todos los aspectos involucrados con la investigación.
2. Comprendo que puedo retirarme del estudio en cualquier momento y sin ninguna consecuencia, simplemente informando al investigador de mi decisión.
3. Entiendo quién tendrá acceso a mis datos personales y lo que pasará con los datos al final de la investigación.
4. Sé a quién contactar si tengo más preguntas acerca de mi participación en el estudio.
5. Entiendo que este proyecto ha sido revisado y aceptado por profesor supervisor del Departamento de Educación de la Universidad Andrés Bello.

Acepto participar en este estudio.

Su nombre: _____

Fecha: _____

Firma: _____

Study Consent Form (Translation)

The Impact of Topic Interest and Dictionary look-up Behavior on Incidental Vocabulary Learning

This research study aims to investigate whether topic interest and the usage of dictionaries can have an effect on vocabulary learning. This is an Undergraduate dissertation undertaken by Ana Donoso, Daniela Duarte, Gabriela Herrera, Victor Isla and Gabriel Riveros, students at the Department of Education, Andres Bello University.

1. I have read and understood all the information about this study and have had the opportunity to ask questions. I have considered all the aspects involved with this research.
2. I understand that I can withdraw from the study without any consequences at anytime simply by informing the researchers of my decision.
3. I understand who will have access to identifying information provided and what will happen to the data at the end of the project.
4. I am aware of who to contact should I have questions following my participation in this study.
5. I understand that this project has been reviewed and received by the supervising teacher at the Department of Education, Andres Bello University.

THE EFFECT OF TOPIC INTEREST ON INCIDENTAL VOCABULARY LEARNING

I agree to participate in this study.

Your Name: _____

Date: _____

Signature: _____

ANDRES BELLO UNIVERSITY
DEPARTMENT OF EDUCATION
Supervisor: Dr. Marco Cancino

Appendix 11
Statistics Tables

Table A : Data for HTI and LTI texts

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	HTIInterest	3.278	23	.4285	.0893
	LTIInterest	2.352	23	.4708	.0982

Table B: Data for HTI and LTI texts: Paired Samples Test

Paired Samples Test

		Paired Differences						t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
					Lower	Upper				
Pair 1	HTIInterest - LTIInterest	.926	.5207	.1086	.7009	1.1512	8.530	22	.000	

Table C: Effect of Topic Interest on Frequency of Dictionary Use

Test Statistics^a

	LTILookedu
	p -
	HTILookedu
	p
Z	-1.115 ^b
Asymp. Sig. (2-tailed)	.265

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Table D: Effect of topic interest on vocabulary depth

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
Pair					Lower	Upper			
1	TOTALSCOR ESVKSMEAN DIFFERENC EHTI - TOTALSCOR ESVKSMEAN DIFFERENC ELTI	2.348	4.468	.932	.416	4.280	2.520	22	.019

Table E: Passive recognition test total scores

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
Pair					Lower	Upper			
1	MChPRecHTI - MChPRecLTI	2.174	1.946	.406	1.332	3.015	5.358	22	.000

Table F: Passive recognition test scores mediated by dictionary look up behavior

THE EFFECT OF TOPIC INTEREST ON INCIDENTAL VOCABULARY LEARNING

Test Statistics^a

	percentageT WLULTI – percentageT WLUHTI
Z	-2.179 ^b
Asymp. Sig. (2-tailed)	.029

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.