UNIVERSITY OF EDUCATION, WINNEBA

USING EXTENSIVE READING TO ENHANCE THE VOCABULARY

ACQUISITION OF GHANA SENIOR HIGH SCHOOL STUDENTS

ALAZA LABARAM

2019

UNIVERSITY OF EDUCATION, WINNEBA

RESEARCH TOPIC: USING EXTENSIVE READING TO ENHANCE THE

VOCABULARY ACQUISITION OF GHANA SENIOR HIGH SCHOOL

STUDENTS

ALAZA LABARAM

(7170080029)

A thesis in the Department of Applied Linguistics, Faculty of Foreign Languages

Education and Communication, submitted to the School of Graduate Studies, in

partial fulfilment of the requirements for the award of the degree of

Master of Education

(Teaching English as a Second Language)

in the University of Education, Winneba

AUGUST, 2019

DECLARATION

STUDENT'S DECLARATION

I, **Alaza Labaram** hereby declare that except for quotations and references made to other people's studies which have been duly cited and acknowledged, this research work is the results of my own work and that it has not been submitted either in part or whole for any other degree.

Signature ……………………………

Date …………………………………

SUPERVISOR'S DECLARATION

I hereby declare that the presentation of this research work was supervised in accordance with the guidelines for supervision of research work as laid down by the University of Education, Winneba.

SUPERVISOR'S NAME: Dr. Mrs. Rebecca Akpanglo-Nartey

Signature …………………………………..

Date …………………………………….

DEDICATION

I hereby dedicate this work to my son, Khamis Labaran for being the first child to be

blessed with by Almighty Allah. Khamis. I love you so much.

ACKNOWLEDGEMENT

I have the singular honour to express my profound gratitude to the Almighty Allah for his wonderful favour, protection and travelling mercies to enable me finish my studies and this work successfully.

I equally wish to acknowledge with profound gratitude my indebtedness to m y able supervisor, Dr. Mrs. Rebecca Akpanglo-Nartey of Applied Linguistic Department for without her timeless guidance, assistance and countless suggestions, this work would not have been completed.

I wish to also acknowledge the tremendous efforts of my parents, relatives and my friends for helping me with the necessary support, advice and information needed to complete this work.
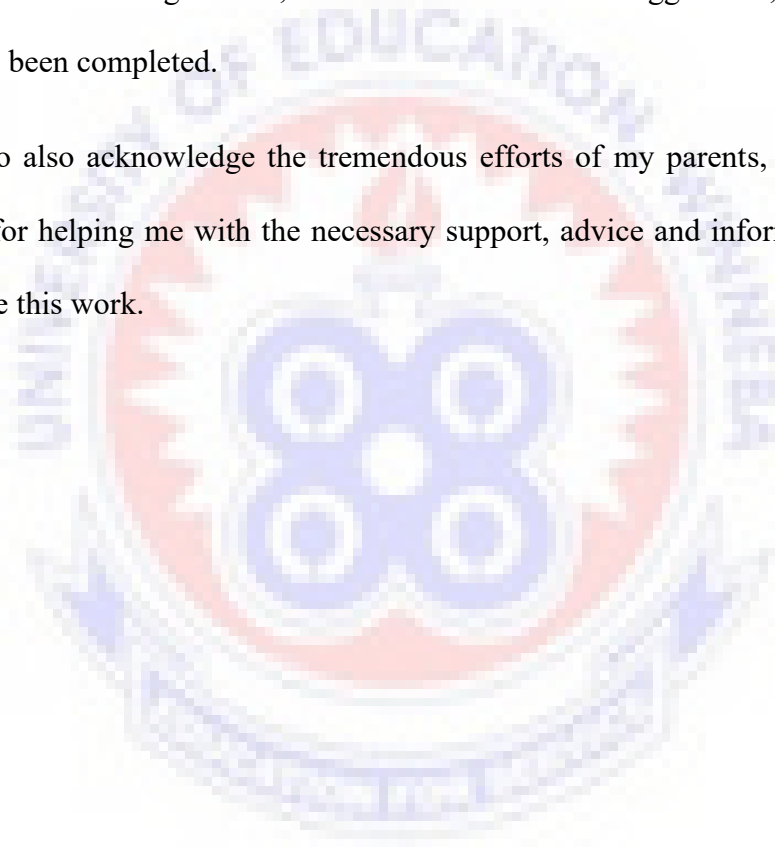
TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ABSTRACT

Despite the constant efforts made by teachers, stakeholders in education and parents to develop English education in Ghana, it is still obvious that students cannot express themselves in speaking Standard English, write meaningful essays or read with comprehension. This canker is attributed to low vocabulary acquisition. That is why this study sought to use extensive reading to enhance the vocabulary acquisition of students of senior high schools, particularly Ghana Senior High School, Tamale. The researcher used oral interview, pretest, posttest, questionnaire and other interventional activities to collect data on the study. From the pre intervention activities' results, it was clear that students had vocabulary problems. Most of their difficulty was in a form of grammatical errors in writing, reading speaking and spelling. Interventional methods such as extensive reading activities among others were used to address the vocabulary problems in students. The findings established that, some of the causes of students' vocabulary problems were interlingual and intralingual interference. It was also realized that students were not interested in reading, particularly, extensive reading. Most importantly poor teaching style of teachers was another cause. Therefore, the researcher suggests that a lot of reading books should be made available both at home and school for students by parents and school authorities. Stakeholders and for that matter parents must always show interest in supporting and supervising their children in their day to day learning activities, especially, inculcating in them the interest and spirit of engaging in extensive reading.
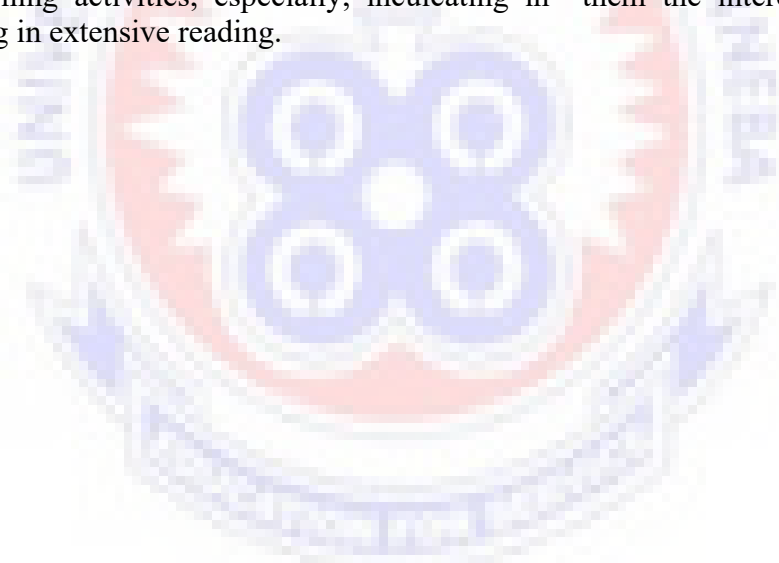
CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter provides an overview of the research by highlighting and explaining clearly the importance of the following related headings: background to the study, statement of the problem, purpose of the study, research questions, and significance of the study, research objectives, limitation and delimitation.

1.1 Background to the Study

Vocabulary is defined as a set of familiar words within a particular language used by a person for effective communication. Many authors have similar definitions about vocabulary. For instance, Schmitt (2000) prefers vocabulary as a word. To him, word meaning consists of the link between the word and its referent, and the latter means the person, thing, action, and situation. The dictionary meaning of a word is the basic meaning. However, a word can have extra meanings in different texts. In addition, there are some associations between words. According to Aitchison (2003), there are four categories of associations. The first one is coordination: words cluster together on the same level of details. For example: boxing, skateboarding, football are stored together, belonging to the group of sports, opposites also belong to this kind, for example: lazy and smart. The second one is super-ordination: some words cover other words which are subordinate to the upper ones. For example: when people mention the word animal, others can easily associate to cat, goat, horse, dog, and so on. The third one, synonymy: words having the same or similar meanings are stored together. For example, happy and glad, surprise and shock tend to appear together. The last one, collocation: some words are usually stored together to collocate with each other. For example, black and

white, salt water, bright red are usually matched together based on people's habit of actual use. Based on what has been said about the nature of vocabulary, it can be concluded that all of those which are concerned somehow with language teaching or learning should develop methods to have a full command of vocabulary on the part of learners. This shows that people can do nothing in communication if they do not know the word or vocabulary. Similarly, it is more paramount to build in students the desire to inculcate the habit of reading story books and other more essential reading materials to acquire more vocabulary items for the purpose of effective communication. So, Vocabulary acquisition has been a major topic of discussions by prominent stakeholders in education. Research studies in applied linguistics, especially in English as a second and foreign language has shown that the main challenge for teachers and language instructors is that learners cannot easily learn new words, use them accurately in different context, familiarize with their pragmatic use, and retain them in their long-term memory due to the absence of extensive reading programs. Extensive reading is commonly refers to reading story books and other written texts for pleasure, obtaining of very important information and acquire more vocabulary items. Research conducted in other schools on the effectiveness of extensive reading shows that students of senior high school benefit tremendously in developing interest and building reader confidence in them. If extensive reading is effectively implemented, it will allow learners to acquire the target language, English and the appropriate use of lexical items in different communicative situations. This as a matter of fact, should equally be encouraged and be used at senior high school level.

Notwithstanding the immerse contributions of English in the field of communication and technology worldwide, it has also become the most core and popular elective subject among several foreign countries in the world and so it is regarded as the

language for international communication and one of the world's most important languages ..English is an important tool for communication and as a key for advanced technology.

From the submission above, it behooves on the researcher to investigate the problems of vocabulary acquisition and the need to use extensive reading to assist students of senior high school, particularly, Ghana Senior High School students improve on their vocabulary acquisition and usage so that, they communicate effectively, read with maximum comprehension and write good essays.

1.2 Statement of the Problem

The study investigates the effects of extensive reading on the students of Ghana Senior High, Tamale in the Northern Region of Ghana. The researcher has observed with great concern that the falling standard of expressing English in a written form and speaking fluently by students of senior high schools is a serious canker and worry to parents, stakeholders in education and most importantly, the researcher. In most cases, the lukewarm attitude of students towards reading which is the primary source of acquiring vocabulary items, contributes greatly to their inability to express themselves in speaking and writing skills of English language. This is attributed to the problem of vocabulary acquisition. Most of the students luck interest in reading because they do not know what to look for when reading texts. Besides, they find it difficult to even understand what they read because they are unable to recognize some of the words they read. These problems identified above do not really instill interest in the students to take up extensive reading activities seriously.

Moreover, the primary aim of teaching extensive reading is to increase the ability to understand and interpret written texts and acquire new vocabulary items. However, this

3

fundamental goal is actually defeated. This is because, most of the teachers of English Language do not use appropriate methods in introducing reading to the students. Instead of taking students through various pre-reading activities to assist them build predictions and expectations for the written texts they are going to read, the teachers just distribute the reading materials to the learners and ask them to read on their own. Besides most of the teachers also spend more of their time on students to decode whatever written texts they read instead of assisting them to comprehend what they read. Especially, comprehension activity which could be used effectively to facilitate comprehension in reading is usually ignored.

Also, large class size affects the smooth running of extensive reading. Especially, due to overcrowding. As a result, movement of the teacher to all parts of the class to assist students, especially those who actually need special needs and attention becomes very difficult.

The researcher has again observed that research studies conducted in other senior high schools using extensive reading technique has yielded positive results in improving the vocabulary acquisition of students. In those Senior High Schools where the research was conducted, the students were able to acquire more vocabulary items to their advantage. They used these words acquired appropriately in their daily construction of simple sentences. Therefore, it became necessary for the researcher to also use the same extensive reading technique to assist students of Ghana Senior High School, Tamale to improve on their vocabulary acquisition.

Additionally, time allotted for engaging students in English lesson and the absence of time for library reading on the school time table also undermines the effective running of extensive programs in my school. That is why in the 2017 Chief Examiner's Report

in English Language, there is a strong suggestion that teachers of English Language should guide students and give them more time to read in order to overcome their reading difficulties. As a result, this would equally help them to acquire the needed vocabularies, especially during their reading activities.

It is based on the aforementioned problems that, the researcher intended using the extensive reading approach to enhance the vocabulary acquisition of students of senior high school, particularly, Ghana Senior High School, Tamale. Using extensive reading technique, the students can also express themselves in communication and writing in both their everyday activities and examinations.

1.3 Purpose of the Study

The purpose of this study is designed to investigate the problems associated with vocabulary acquisition of students of Ghana Senior High School, especially the lack of adequate vocabulary problems which has brought about students' inability to effectively communicate in English with their peers in the house and on campus, write comprehensive essays, ask questions freely in class and read texts well with maximum understanding of what they read.

Also, this study is to design appropriate measures, strategies and effective innovation in using extensive reading technique to help the students develop maximum interest in extensive reading activities to build their mastery of vocabulary for effective communication and essay writing.

Finally, the usefulness of extensive reading cannot be over emphasized at the secondary level of education and so, this study investigates the effectiveness of using extensive reading at senior high school, particularly, Ghana Senior High School.

1.4 Research Objectives

The study is organized to achieve the following objectives:

1. Identify problems of vocabulary acquisition

2. Causes of problems with vocabulary acquisition

3. Effects of extensive reading on vocabulary acquisition

4. Examine methods for developing vocabularies through extensive reading.

1.5 Research Questions

The research seeks to address the following research questions:

1. What are the problems of vocabulary acquisition?

2. What are the causes of problems with vocabulary acquisition?

3. What are the effects of extensive reading on vocabulary acquisition in language learning?

4. What are the methods to be used to develop extensive reading in students?

1.6 Significance of the Study

The study is very significance for the purpose of assisting students, teachers of English language, the researcher and other very important stakeholders in education in various ways. To start with, students stand the chance to benefit tremendously on the very importance of extensive reading by exposing them to new variety of vocabulary items needed for fluency in speech production and comprehensive essay writing. It also increases the interest level in students to read all manner of written texts with speed, confidence and comprehension.

Also, teachers who are supposed to be the reservoir of knowledge use extensive reading extensively because it helps them to acquire a very comprehensive teaching techniques and read widely and also acquire requisite information which may not be embedded in

the curriculum and student's textbooks but very necessary and important to the effective teaching and learning of specific and important topics in the classroom, especially, reading comprehension.

Additionally, other researchers after spending so much time with their students and interacting with them would be abreast with basic information about the students, particularly those who have special problems and need special attentions. So, this would help other researchers to offer their best by helping students overcome the problem of language acquisition.

Finally, this study helps stakeholders in education to adopt comprehensive measures and policies to guide students. This when adopted, will guide both teachers and parents in the provision of needed support and necessary reading books to practically enhance on students' acquisition of vocabularies.

1.7 Limitations

The researcher conducted the study at Ghana Senior High School, Tamale where the researcher teaches to deal with the problem of time. The time available for the researcher was very limited and so could not extend the study to other schools far from the location of the researcher. So, based on the lack of availability of time at his disposal, the researcher took the study at Ghana Senior High School, Tamale.

Also, the study did not capture the aspect of intensive reading and other related topics in reading because the researcher actually intended to concentrate on the effective use of extensive reading to enhance the vocabulary acquisition of Students of Senior High School. Student absenteeism hindered the smooth conduct of the research work because

the intended intervention process faced some setbacks as some of the students were always not regular in class.

The issue of financial challenges limited the frequent movement of the researcher to some of the parents for the interview session. Provision of adequate research materials, printing of interview materials and other supportive items posed another challenge in executing the research as a result of financial constraints.

1.7 Delimitation

The study was carried out at Ghana Senior High School, Tamale in the Northern Region of Ghana. The researcher acknowledged the numerous advantages of extensive reading in language learning and the need to extend the study to cover more students. However, due to limited time available, the researcher limited the study to only the form two Arts B.
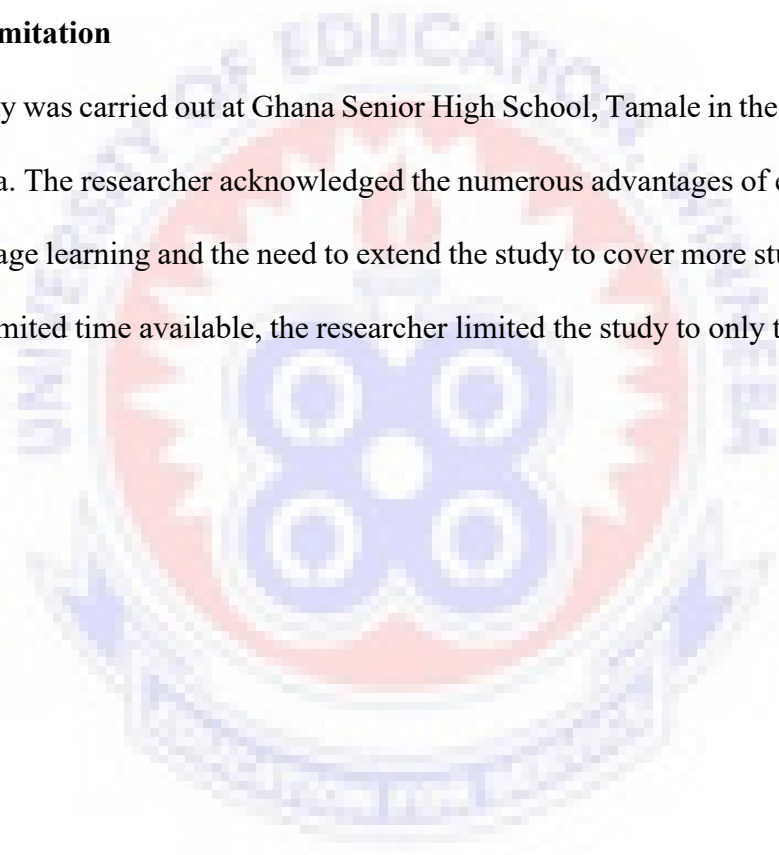
CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter discusses the core literature review related to the research topic. The following relevant areas on the literature are clearly stated below

- The concept of vocabulary

- Factors that influence vocabulary acquisition

- Importance of vocabulary in language learning

- Problems of vocabulary acquisition in students

- Causes of problems of vocabulary acquisition in students

- Meaning of Extensive reading

- The effects of extensive reading on vocabulary acquisition

- Methods of developing extensive reading

2.1 The Concept of Vocabulary

Vocabulary acquisition is very important in the teaching and learning of language, Particularly, English. Vocabulary is the heart of foreign language learning and very essential because, to be able to master a language, you must automatically have to master its vocabulary. However, it is very necessary to first establish what vocabulary means in language learning.

Vocabulary as earlier explained is a set of familiar words within a particular language used by a person for effective communication. One of the elements which learners need in order to be able to function in a second language is vocabulary. It has always been an essential element of language teaching, and after a long period of relative neglect, it is now widely recognized as such. This has partly been due to a period of sustained

9

attention and research which picked up momentum in the early 1990s. From this time, a number of influential books focusing on vocabulary were published (Bogaards & Laufer, 2004; Coady & Huckin, 1997; Folse, 2004; Nation, 1990, 2001; Schmitt, 2000; Schmitt & McCarthy, 1997). In their view, vocabulary is not only about the meaning of words but also centers on adequate knowledge of words. This means that without first developing a strong vocabulary base, comprehension and use of a language will not be achieved. In addition, the student should be able to recognize words, and know their meanings as well. Thus, when a student is effectively able to recognize and use a word in different contexts, speaks, writes, pronounces the word well, she/he has the knowledge and meaning of that word.

Aitchitson (2003) also agrees with the assertion above by further giving a precise meaning of a vocabulary. He says vocabulary is seen as words of a particular language that is known to a speaker. . It would be quite unfortunate to learn a language without words to support it. This means that people can do nothing in communication if they do not know the vocabulary of the language they use.

From the above definitions, it is clear that vocabulary is the quantum of words that are necessary to communicate ideas and express the speakers' mind. In short, what the definitions have in common is the fact that vocabulary knowledge requires not only word meanings knowledge, but it also requires the usage of the words in the appropriate context and in a natural way and also includes the relationship between new words acquired and the ones already acquired. Therefore, teachers should use strategies that teach the meaning of words in context and help students associate the new vocabulary learned and what they already knew and help students memorize the words and their meanings.

The knowledge of word meanings and the ability to access that knowledge are efficiently recognized by the second language learners. This demonstrates why vocabulary is very important in language learning hence the need to briefly discuss the concept of words in language learning.

2:1:1 Vocabulary Types

Vocabulary items as used in texts are classified into types based on their various meaning within the context used. Again, it is equally very important to look at the major distinctions that must be made in vocabulary acquisition to evaluate words based on knowledge proficiency and type. Researchers and scholars have conducted studies on the various kind of words and the roles played in language learning. For instance, Hammer (1991) classified vocabulary into active and passive vocabularies needed in language learning. He said Active vocabulary refers to all the vocabulary students are taught and are expected to learn and use while passive vocabulary refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce or use them.

Similarly, Haycraft (1978), quoted by Hatch and Brown (1995), agrees to the above two distinct types of vocabulary and so suggested more detailed two kinds of vocabulary: Receptive vocabulary and productive vocabulary.

2.1.1.1 Receptive Vocabulary

Receptive vocabulary refers to words that learners recognize and understand when they are heard, seen or used in context, but which they cannot produce. These words may range from well-known to barely known. In each case, both Receptive and passive vocabulary types work effectively in speech productions than composition writing. This is because learners are able to easily identify words but are not able to use those words

11

in composition. However, Webb (2008) thinks differently. According to Webb, though learners are able to recognize words when heard or seen may not be able to produce them in both speaking and writing. This means, some of these words might be familiar to students. However, they might not be able to use them because of their contextual and structural differences. In one context, a particular word can be used, but that same word might not express complete meaning in a different context. So, Webb says receptive vocabulary is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing. Nation (2001, p.24) also supports the earlier submission by Webb (2008). Nation defines receptive vocabulary as "perceiving the form of a word while listening or reading and retrieving its meaning".

2.1.1.2 Productive Vocabulary

Productive vocabulary is one of the two types of vocabulary identified by Haycraft, (1978) quoted by (Hatch and Brown, 1995) as words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others. For example, learners may be able to obey commands and understand appreciable portion of the language to which they are introduced to. So, the children's receptive vocabulary are likely in hundreds and thousands. Similarly, Nation (2001, p.25) agrees that productive vocabulary is "wanting to express a meaning through speaking or writing and retrieving and producing the appropriate spoken or written form." From the submissions on receptive and productive vocabulary elaborated above, it is agreed that these terms are also used synonymously with the terms active and passive vocabulary, (Hammer, 1991).

12

Vocabulary is the backbone of language learning and so, it is also categorized based on the basic skills of language learning. This means students should be able develop in themselves the ability to listen, speak, read and write comprehensively in the learning process.

2.1.2 Vocabulary Mastery

In order to understand a particular language, vocabulary is crucial to be mastered by the learner. Vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings. The word mastery as explained means the authority to master, or display dominion in a contest or competition. For example, the ability of the learner to show superiority, ascendancy and a great skill, technique or knowledge that makes one a master in a particular subject. From the above explanation on the word mastery, vocabulary mastery could be understood as the ability of a speaker to have a maximum possession and control of words as used appropriately in context either in written text or speaking.

The specificity of any individual's vocabulary knowledge depends on the person and his motivation, desires, and need for the words (Hatch and Brown, 1995). Vocabulary mastery refers to the great skill in processing words of a language. It is a person's achievement and possession for that reason, the biggest responsibility in increasing the knowledge is in the individual himself. The success in increasing the vocabulary mastery requires their own motivation and interest on the words of a language. From the definition above, we can conclude that vocabulary mastery is an individual's great skill in using words of a language, which is acquired based on their own interests' needs and motivation. Vocabulary mastery plays an important role in the four language skills

and it has to be considered that vocabulary mastery is one of the needed components of language

2.2 Factors that Influence Vocabulary Acquisition in Students

A number of research works on factors affecting vocabulary acquisition has pointed out several factors that constitute a source of variation in learners' ability to acquire vocabulary items. Generally, the factors that influence second language learning are age, aptitude, intelligence, cognitive style, attitudes, motivation and personality (Ellis, 1985).

2.2.1 The level of Motivation

Motivation could mean the internal or external factors which influence an individual willingness to do something which may or may not have direct effect on him or her. As a result, motivation has been identified by prominent scholars as one of the most important factors which influence vocabulary acquisition. For instance, when learners understand the interest and importance of a language and the effects the language, particularly, English language has on their lives as students, they turn to learn the vocabulary of the language faster.

Prominent researchers also support the principle of motivation as a factor which affects language acquisition. For example, Richards (1985, p. 185) believes in "motivation as a factor that determines a person's desire to do something". It is obvious from the above assertion that learners who want to learn are likely to achieve more than those who do not. However, other renowned researchers have different view about the effect of motivation on language learning. For instance, The role of attitudes and motivation in language acquisition has been investigated by Gardner and Lambert (1972), who define motivation in terms of 'the learner's overall goal or orientation', and attitude as 'the

persistence shown by the learner in striving for a goal' Ellis (1985) and Patsy Lightbown et al. (2000), also in their attempt to further explain the effects of motivation on the influence of language acquisition distinguished two types of motivation relative to the development of vocabulary acquisition, namely: integrative and instrumental motivation.

In integrative motivation, a learner studies a language because he is interested in the people and culture of the target language or in order to communicate with people of another culture who speak it. Even in our senior high schools, students who as a result of attending schools outside their communities turn to learn the language of that particular community.

With instrumental type motivation, learners' goals for learning the second language are functional and useful. For example, they need the language to get a better job, to pass tests, to enable him to read foreign newspaper and so, it more paramount for students of senior high school, especially Ghana Senior High School to inculcate in them this type of motivation in order to help them acquire more vocabulary items for the purposes of communicating effectively in both speech and writing of comprehensive essay.

It has been stated that learners can be influenced by both types of motivation. However, there are situations when one can be more effective than the other. Integrative motivation plays a major role where L2 is learned as a 'foreign language', while an instrumental motivation is more important where L2 functions as a 'second language'. Gardner (1979) links an integrative motivation to 'additive bilingualism' which means that learners add a second language to their skills with no harm to their mother tongue.

15

Instrumental motivation is more likely to be linked to 'subtractive bilingualism', where the learners tend to replace the mother tongue by the target language Ellis (1985).

Motivation can also be distinguished into intrinsic and extrinsic motivation

Intrinsic motivation is highly inherent and gives students a sense of satisfaction. Especially, when they perform very well in their field of study. Research scholars equally share the same believe about intrinsic motivation. For instance, Brown (1994, p. 155), also has this to say about intrinsic motivation "Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding results in students, namely, feelings of competence and self-determination" Extrinsically motivated behaviors expect a reward, for example money, a praise or positive feedback.

2.2.2 Attitude of Learners

Attitude which refers to the state of mind of a person or the position taken by a person or learner about a particular issue is another very important factor that influences the acquisition of vocabulary items. For example, students of senior high school who take a stance on the fact that learning of English language as a second language is difficult and so once that impression is created in their minds, it would be difficult for them to actually learn the language with the maximum interest needed. On the other hand, those students who believe English language is not difficult, would have the maximum interest to learn the language.

Ellis (1985, p. 292) for instance, also agrees to the above assertion about attitude. According to Ellis, "attitude is sets of beliefs of the target language culture, learners belief on their own culture and also the case of classroom learning and finally the belief

16

of their teachers, and the learning task they are given to them." From the assertion by Ellis, Language attitudes are then the attitude which speakers of different languages have toward other's languages or to their own language. Expression of positive or negative feelings toward a language would definitely reflect impression of linguistic difficulty or simplicity, ease or difficulty of learning, degrees of important, social status.

From the above submission on attitude as a factor which influences vocabulary acquisition, it is clear that students of senior high school would learn with ease based on the positive attitude of learners and teachers in their teaching techniques. Similarly, the positive attitude of the speakers of the target language and the maximum interest of attitude displayed by students in the learning process make it very easy for maximum participation of learners in the learning process.

2.2.3 Age Influence on Vocabulary Acquisition

Age is another very important factor that influences second language learning. It is generally believed that children are better at language acquisition than adults. However, only the studies conducted in naturalistic learning settings provide the evidence that supports this assumption. Critical period hypothesis by Lenneberg (1967) proposes that in child development there is a period during which language can be acquired more easily than that at any other time. According to him, the critical period lasts until puberty and is due to biological development. He adds that language learning may be more difficult after puberty because the brain lacks the ability and adaptation.

Similarly, Richards (1985, p.68) has also proved that "learners who start learning a foreign language as children achieve a more native-like accent than those who start as adolescents or adults". However, Patsy (2000, p. 60) has this to say' Patsy states that "the route of vocabulary acquisition is not influenced by the starting age, but there is a

relationship between the rate of learning and the age of the learners". Adolescents learn faster than adults and children as far as grammar and vocabulary are concerned. Although young learners do not learn as fast as older ones, they are prompt to gain a higher overall success because of a longer exposure to the language.

2.2.4 Aptitude as Determinant of Vocabulary Acquisition

Aptitude as a factor responsible for the influence of vocabulary acquisition refers to specific ability a learner has for learning a second language, Ellis, (1986). Similarly, Richards (1985, p. 154) also explains that "aptitude is natural ability to learn a language". He further adds that language aptitude is thought to be a combination of various abilities, such as the ability to identify sound pattern in a new language, the ability to recognize the different of grammatical functions of words in sentences, etc. Students need aptitude - some specific abilities, which are responsible for learning languagesLater studies conducted by Skehan (1986) also concentrated on the underlying complexity of language aptitude and its relation to first language acquisition and second language learning. He has shown two predictors of the language aptitude: 'a general language processing capability' and an 'ability to use language in a decontextualized way.' Skehan's findings show that aptitude consists of abilities identified by earlier researchers and the ability to deal with context-free language, which is connected with learning academic skills and intelligence (Ellis, 1994). It is still not known whether intelligence is a part of attitude or they are separate notions. Language learning abilities could be categorized into two: cognitive/academic language proficiency (CALP) and basic impersonal communication skills (BICS). It could be suggested that CALP might be related to general intelligence while BICS to aptitude. 2 The studies, which were concerned with formal classroom learning and measured academic language proficiency, found aptitude as a predictor of second language

18

achievement. The researchers agree that it is necessary to improve and develop new aptitude tests, which will measure not only cognitive abilities but also communicative competence.

2.2.5 The Level of Anxiety of Learners

Anxiety is another important aspect of personality that affects learning a foreign language. Brown (1994, p. 141) describes anxiety as a state of mind connected with "feelings of uneasiness, frustration, self-doubt and worry." Anxiety can be distinguished into two: trait anxiety, when some people have some general predisposition to be anxious and state anxiety, which can be experienced in a particular situation. They also identify three components of foreign language anxiety: communication apprehension, fear of negative social evaluation and test anxiety. Although anxiety is regarded as a negative factor which must be avoided, the concept of facilitative anxiety, is a little nervous tension in the process is a positive factor. It must be remembered that "both too much and too little anxiety may hinder the process of successful second language learning" (Brown, 1994, p. 143).

2.3. Importance of Vocabulary Acquisition in Language Learning

The idea of Vocabulary acquisition is usually considered as a very important machinery for second language learners because, without adequate vocabulary in a second language, it will hinder effective communication. Schmitt (2000, p. 55) emphasizes that "lexical knowledge is central to communicative competence and to the acquisition of a second language"

Nation (2001) also identifies 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.

The importance of vocabulary is usually displayed in the school because the achieving students possess the most sufficient vocabulary.

Scholars like Laufer and Nation (1999), Maximo (2000), Gu (2003), Marion (2008) and Nation (2001) have all stipulated that the acquisition of vocabulary is essential for successful second language use and plays an important role in the formation of complete spoken and written texts. In English as a second language (ESL) and English as a foreign language (FFL) learning vocabulary items plays a vital role in all language skills; listening, speaking, reading, and writing. Rivers and Nunan (1991), (Nation, 2011). Again, argued that the acquisition of adequate vocabulary is very important for successful second language use because without an extensive vocabulary, we will not be able to use the structures and functions of vocabulary knowledge we have learned for comprehensive communication.

Research has again stressed on the importance of vocabulary in language communication without which learners cannot learn the L2. For instance, in second language acquisition, learners usually rely heavily on vocabulary knowledge and the lack of that knowledge is the main obstacle for L2 readers to overcome (Huckin, 1995). In words production, when there is a particular concept that learners wish to express, they need to have in stock particular words from which they can select to express this meaning or concept. This assertion is backed by (Krashen (1989) as cited in Lewis, 1993, p25) ''When students travel, they do not carry grammar books, they carry dictionaries''. Similarly, many researchers argue that vocabulary is one of the most important components in learning a foreign language, and foreign language curricula must reflect this. For example, Wilkins (1972, p97) in supports of the above states that: ''There is not much value in being able to produce grammatical sentences if one has

not got the vocabulary that is needed to convey what one wishes to say … while without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed' 'Other scholars such as Richards (1980, p 121) and Krashen (1989, p88), as cited in Maximo (2000) state many reasons for devoting attention to vocabulary. "First, a large vocabulary is of course essential for mastery of a language. Second language acquirers know this; they carry dictionaries with them, not grammar books, and regularly report that the lack of vocabulary is a major problem''.

2.4 Problems of Vocabulary Acquisition in Students

In relation to the problems of vocabulary acquisition in students, there are two important concepts without which the problems of vocabulary as a topic in language learning cannot be discussed completely. These concepts which include; Difficulty and Error would be discussed briefly.

Difficulty may be explained by a student or possibly a teacher in terms of the effort needed to complete a task. Similarly, Cronbach (1984) as cited in Levine (2006) understands difficulty in terms of the zeal in a person to overcome psychological trauma. Based on the above argument, the concept difficulty will always be in our minds. With this in our minds, most students have always had problems in vocabulary acquisition, and so, they are very poor understanding grammar, finding it more difficult to communicate with their friends and family and getting difficulties in doing their writing tasks. There are many errors that these students make, when they speak, read or do their writing. Thus, error then, can be one of the forms of difficulties in vocabulary acquisition.

Basically, there are various definitions presented by experts on error. These definitions have the same meaning while the difference is realized only on how the researchers

formulate them. Two definitions of errors are given here. Firstly, an error is "a systematic deviation when a learner has not learnt something and consistently gets it wrong" James (1998: 77). Secondly, an error is "a systematic deviation from the norms of the language being learned" Corder (1978) as cited in Gass & Selinker (2001: 78). The definitions above clarify that error analysis is an activity which identify, classify and interpret or describe the errors made by someone in vocabulary usage and it is carried out to obtain information on common difficulties faced by students in reading, speaking, spelling and writing English sentences. These learning difficulties and problems are as a result of errors committed by learners. Selinker (1972) as cited in Richards (1977: 37) identifies five sources of errors namely: language transfer, transfer of training, strategies of second language learning, strategies of second language communication, and overgeneralization of linguistic material of target language.

Based on this submission, the problems of vocabulary can completely be discussed by looking at the various errors or difficulties of vocabulary acquisition in the areas of reading, writing, and spelling. In reading, Most of the students usually have problems of identifying or recognizing words. They take long pauses between words when they meet unfamiliar words. Some even employ word attack strategies, others too waited for assistance at that particular time. Mispronunciation of words by students is another form of vocabulary problem in reading. This is because, students pronounce words wrongly when reading aloud. This problem owns to the fact that either the students are careless or due to poor instructional teaching by their teachers. Students' inability to identify words that are similar in spelling is another instance of vocabulary problem. Usually, students spent their time on speed that they pay less attention to the meaning of the words. As a result, some of these students even read a whole paragraph without understanding the content of what has been read. Poor phrasing in writing is yet another

problem of vocabulary in writing. Students are unable to break up sentences into meaningful phrases. This is as a result of poor grammatical skills. Reversals in reading is a serious vocabulary problem. This happens when students confuse letters and words for another. For instance, a reader might confuse 'p' for 'q' and 'was' for 'saw'.

Also, there are other vocabulary problems in writing which hinders the development of writing skills of students. Among these vocabulary problems in writing are; the misuse of articles and absence of articles (a, an, the) in phrases and sentences. Absence of article occurs when an article is not used before a noun, especially common nouns, count nouns and concrete nouns. For instance, '*Ibrahim short lion'*. The noun *'lion'* must have an article 'a'. Misuse of articles occurs when an inappropriate article is put before a noun. For example, '*They sat under the tree*. Immediately, they saw a bird on the tree'. The article 'the' before noun *'tree'* in the first sentence is not suitable because that is first time *'tree'* is mentioned in the text. The overuse preposition, preposition misuse, and redundant preposition use is another vocabulary problems in writing. Firstly, in a preposition over-use, a preposition is used more than it should be required in a sentence. The following are examples of this kind: (1) *the put a ladder to near the tree;* (*2*) *they put* to on the table. Secondly, in a preposition misuse, a preposition is used wrongly in a sentence. A preposition is sometimes put before a noun, but it is a wrong preposition. Some examples of this kind are: (1) *Labosky got up for get the cat. (2) They saw the cat* above a tree. In the first sentence, the preposition 'for' is wrongly used, and in the second sentence, the preposition 'above' is inappropriately used. In a redundant preposition use, a preposition is usually used needlessly in a sentence. The example of this kind is they go to home every.

23

Another serious vocabulary difficulty type is errors in tenses. These type of errors are grouped into five types (Richards, 1974). These are *be-verb stem for verb stem + ed*, *be-verb stem for verb stem + ed*, *verb stem for verb stem + ed, wrong form after do*, and *wrong form after modal*. In the first type, be-verb stem for verb stem + *ed*, errors occur when the basic form of a verb is wrongly used with to-be. An example of this is (a) '*They are played football'* which should have been '*They <u>played</u> football'*. In the second type, the verb stem is used with past tense sentences. An example of this is (b) '*She take a ladder'* which should have been '*she <u>took</u> a ladder'*. The third type of verb errors is concerned with the wrong use of a verb following do. This occurs, for example, when the past form of a verb is used after do. An example is (c) 'They *didn't <u>saw</u> something'*. The sentence should have been '*they didn't see something'*. The fourth type of verb errors is concerned with the wrong use of verb forms after auxiliaries. An example of this is (d) *Abua can getting and give to Aisha'* which should have been '*Abua could get the cat and gave it to Stephen'*.

Moreover, errors in capitalization also very common. Three kinds of capitalization errors were found in the use of capital letters. First, a sentence was supposed to have begun with a capital letter. But here, sentences begun with a small letters. Examples such as: (i) <u>*when*</u> *they came, they saw her*. The word '*when*' should have been written with a capital letter at the beginning as '*When*'. (ii) <u>two</u> *boys were sent to call him*. The word 'two' should have started with a capital letter as '*Two boys were sent to call him'*. The Second type of capitalization error occurs when students begins a proper noun with a small letter a capital letter is not used to begin a proper name. An example of this error type is: (ii) *the mother gave the money to stephen*. The proper noun '*stephen'* should have been written as '*Stephen'*. The third type resulted in students' failure to begin the names of the days of the week with a capital letter. An example of this error

is: '*Every sunday Stephen plays football'*. The word *'sunday'* should have been written as 'Sunday' as in '*Every Sunday Stephen plays football'*. day. Other vocabulary problems in writing include wrong use of apostrophe, conjunction problems, wrong choice of words just to mention a few.

Additionally, there are many other common vocabulary problems in spelling students face which makes learning every subject especially English language more challenging.

In spelling, there were two types of errors found. The first errors occur when inappropriate suffix for example ('–ed') is added to a verb to form a perfect verb or past tense. An example of this is *(1) suddenly they heared a voice'*. Moreover, the suffix '-ed' is also added to an adjective intended to form a perfect verb. An example of this error is (2) '*They were happed'*. Adjective 'happy' is added with '-ed' to be 'happed'. Another example is prefixes like *(-in, and -im)* may be difficult for a student to use in spelling a words like (*impossible and inappropriate*). A student who is ignorance of the rules of prefix and suffix may use 'in' to spell *'impossible'* and vice versa.   Secondly, another spelling error is in the form of a wrong spelling of a word. An example of this error is 'After one hour, they stopped pleying football'. The verb 'pleying is wrongly spelt. It should rather be spelt as 'playing.   Usually students confuse one word that is similar in sounds but with a different spelling and meaning for the other. For example, students may take words like 'hour' for 'our', and 'four' for 'for'. Another instance of spelling problem is the lack of knowledge in prefixes and suffixes in word formation. One type of spelling problem occurs when the word produced contains a wrong choice of letter, such as in the word '*ticher* for teacher and 'skhool' for school.

In conclusion, the vocabulary problems and errors in grammar, writing, spelling and speaking have been discussed above. However, below is a recap of the various errors

and general problems associated with vocabulary acquisition. These are two types of errors relating to the use of articles, namely: misuse of articles and absence of articles. Also, there are three kinds of the preposition errors, namely: overuse, misuse, and redundant use. Punctuation errors also constitute the vocabulary problems. It consists of two kinds namely: apostrophe and comma. Three types of errors relating to the capital letter are noted, namely: the first word of a sentence, the first letter of proper names, and the names of days. Two kinds of errors were found relating to spelling namely: a wrong addition of suffix '–ed' to past form of verb and a wrong spelling of a word, example, wend, lader, Sanday and so on. Again, five types of errors were found relating to verb tenses. The five types are to be-verb stem for verb stem + ed, be-verb stem + ed for verb stem + ed, verb stem for verb stem + ed, wrong form after do, and wrong form after modal, (g) two types of errors were found relating to word form (parts of speech) such as: a wrong word class and a wrong prepositional phrase, and (h) three kinds of errors were found relating to missing words namely: be omission, verb omission, and object or subject omission.

2.5 Causes of Problems of Vocabulary Acquisition in Students

Problems of vocabulary acquisition in students is usually influenced by series of errors committed by them in their writing course, reading activities and during their communicative engagement with friends. There are quite number of factors which contribute to the errors committed by students and generally, the problems of vocabulary acquisition in learning English as a second language. Selinker (1972) as cited in Richards (1977: 37) identifies five causes of errors namely: language transfer, transfer of training, strategies of second language learning, strategies of second language communication, and overgeneralization of linguistic materials of target language. Brown (2000:223-227) on his part, "classifies sources of error into,

interlingua transfer, which refers to the negative influence of the mother tongue of learner and intralingua transfer, which also means the negative transfer of items within the target language." The Interlingual factors apply to adverbs, copulative verbs, word orders, and tense forms. Intralingua factors comprise overgeneralization, ignorance of rule of restriction, and incomplete application of rules.

For example, in Interlingua transfer, 'Adverb interference' may appear when adverb patterns of the native language (Indonesian) are transferred into the foreign language (English). An example of this is '*He give it his friend under the tree with so careful'*. This sentence is typically Indonesian. This is in fact, a direct literal translation from Indonesian to English. Also, 'Copulative verb interference' occurs because of the differences in the grammatical structures between the foreign language and the native language. Learners tend to miss the copulative verbs (to be verbs) in the sentences. A sentence of the native language '*dia begitu takut'* is to be equated with a sentence of the foreign language 'he so scared be.' 'Word Order Interference' occurs because of the differences in the composition of words, especially, noun phrases and adjectival phrases, between the foreign language and the native language. In the native language the modifier should be placed after the modified word, but, in the foreign language, the modifier word should be put before. For example, in the native language, the word '*takut' (afraid)* is placed after the word '*kucing' (cat)* to become '*kucing takut'*.

The tense form of interference occurs as a problem of vocabulary acquisition because the native language does not have verb forms related to tenses. Learners tend to use the same verb forms for all sentences. It seems that they apply the wrong tenses of the verbs in all sentences. Three examples are given namely: (1) Yesterday, Jacob and Labosky go to park for played football. The verb 'go' in the sentence should be changed to

27

'went'. It looks as if learners regard that the verb 'go' is static for present, past, and future tense. Whereas, the foreign language verb 'go' is dynamic. It means that verb 'go' will be changed based on its tense. '

Overgeneralization is also caused by the tendency of learners to use their common senses to come to the generalization of certain sets of grammatical rules. It seems that they mostly use analogies of thoughts. While doing so, they are unaware of the fact that their analogies do not always work in the right directions. They simply apply the newly-created rules in most circumstances resulting in overgeneralization. For example, (1) '*They were happed'*, and (2) '*They heared a voice'*. The use of the '–*ed* marker' in these sentences indicates overgeneralization. This means that, learners generalized the –*ed* marker for all verbs, even for adjectives.

Ignorance of rule of restriction is also another factor that contributes to errors committed by students. It is closely related to the generalization of deviant structures. In this case, learners fail to observe restriction of existing structures, that is, the application of rules to contexts where they do not apply. Richards (1974). As a result, they apply the rules in all cases without paying attention to their limitations. Example, 'He hope Rahiana will do that'. The omission of -s to the third person singular verb (hope) is ignorance of rule restriction for the same zero verbal ending.

Incomplete application of rules poses yet another difficulties in vocabulary acquisition. This happens when learners do not apply all the rules they have learned, due to incomplete learning. In other words, they do not completely master the rules and their application, and therefore they do not implement these rules in accordance with the circumstances. (1) Rashad so happy', (2) 'He so scared to do it', and (3) 'The cat very afraid' are example of this incomplete application of rules. The use of these sentences

28

s shows that learners do not completely understand completely predication in the foreign language (English). In the Indonesian language, adjective constructions can be predicted but, in English they cannot. In these examples, Rashad so happy should be Rashad is so happy.

Finally, there are other indirect factors which cause problems in vocabulary acquisition. These factors include students, the teacher, and parents. Students' factors include the low motivation in them to learn. The teacher's factors cover lack of use of media and low frequency of the writing and reading instruction. Parents' factors also include lack of parents' interest in supporting and supervising their wards to learning.

2.6 The Meaning of Extensive Reading

Extensive reading involves learners reading texts for enjoyment and to develop general reading technique. Extensive reading could also refer to students reading long texts or large quantities of story books, news items, journals articles and other reading items for general understanding, with the intent desire of enjoying the text.

Extensive reading as an approach to teaching reading may be thought of in terms of purpose or outcome. However, Krashen (1993) describes it as free voluntary reading, he further explains that learners who do pleasure reading, are better writers, better communicators and have greater vocabulary and grammar competence. He concluded by stating that teachers should give students time for in-class Sustained Silent Reading (SSR) -- a period of maybe 30 minutes, for instance, when students and teacher quietly and independently read self-selected material, their vocabulary and competence level would be enhanced drastically.

29

Also, researchers, educators and reading specialists have all contributed immensely to the comprehensive explanation to the meaning of extensive reading. The first person to use the term 'extensive reading' in foreign language pedagogy (Louis 1969 cited in Day and Bamford 1998: 5) was Harold Palmer (1936), one of the most prominent applied linguists in British twentieth-century language teaching (Richards and Rodgers 2003), who defined extensive reading as rapidly reading book after book where the reader's attention should be on the meaning, not the language of the text. He chose the term 'extensive reading' to distinguish it from intensive reading (IE) which often refers to (a) the careful reading (or translation) of shorter, more difficult foreign language texts with the goal of complete and detailed understanding, and (b) the teaching of reading in terms of language skills by studying reading texts intensively in order to practice reading skills such as distinguishing the main idea of a text from the detail, finding pronoun referents, or guessing the meaning of unknown words (Bamford and Day 1997).

Michael West, who designed the methodology of extensive reading, calls it 'supplementary reading' (1926). But, Elley (1981) calls it 'book flood'.

Finally, Maley (2008) states that extensive reading involves reading a large quantity text of interest in the relatively short time, usually for pleasure and for obtaining general information or having general impressions and not for the purpose of detailed study.

2.7 Effects of Extensive Reading on Vocabulary Acquisition

The effects of extensive reading on vocabulary acquisition cannot be overlooked.

One of the most important effects of extensive reading on vocabulary is that, it increases one's knowledge and mastery of vocabulary, Bell (1998）. Studies reveals that it is not

effective for teachers to attempt teaching vocabulary to students through direct instruction. That even though, direct instruction may equip learners with knowledge of vocabulary, the result is often short-term, in that very few words can be retained in the learners' minds. To ensure that learners' acquire long-term acquisition of vocabulary, extensive reading has been used successfully. As Grabe （2009） explains, extensive reading facilitates vocabulary growth because it builds and develops the cognitive skills of learners. This means, through extensive reading, individuals develop the capability to remember new words and assign meanings to them. In addition to this, extensive reading allows learners to create conceptual space in order to accommodate new words. This way, the learner in a natural manner acquires a quantum collection of new vocabulary, and this is important in second language acquisition in terms of reading and writing fluency. Regarding the effects of extensive reading on vocabulary growth, Grabe (2009) again adds that about 10% of all new vocabulary is learnt through reading exposure. This is because, as a student comes across a new word when reading a book or any other material, he or she acquires new vocabulary. The more books the student reads, his/her vocabulary collection is enriched substantially. This clearly explains the connection between extensive reading and improved vocabulary growth within English as a Foreign Language （EFL). It is important to note that vocabulary acquisition is not only crucial to ESL learners, it also very important to students who are learning English as their first language.

Additionally, with a massive collection of vocabulary, students' comprehension of texts becomes very easy. So, Day and Bamford (2005) agreed that it is easy to understand texts if one has knowledge of as many words as possible, irrespective of whether the language they are learning is their first language or a foreign language. This is to say that comprehension of any language is largely determined by one's vocabulary.

31

Although new vocabulary is sometimes learnt through guesswork （guessing the meaning of a given word as it is used within a particular context）, research shows that the easiest way of acquiring vocabulary is incidental learning, which takes place during reading (Day & Bamford, 2005). Based on this finding, extensive reading is particularly encouraged for all language learners in order to provide them with the massive vocabulary they require to become fluent in language.

Also, it is equally important to note that the effects of extensive reading on vocabulary are quite tremendous. This is because, it helps to improve students' proficiency in spelling. Based on findings from an investigation conducted among ESL learners in the United States, Day and Bamford （2005） stated that students who read more tend to be better spellers. Similar findings were made among Japanese students studying English: reading for pleasure exposes students to a variety of target words that help in boosting one's spelling ability. From these findings, it is accurate to conclude that extensive reading is an approach through which individuals can improve their spelling skills Linguistic Proficiency.

Furthermore, it is worth acknowledging, to add that extensive reading contributes immensely to the improvement of writing fluency. Stotsky (1983) and Krashen (1984) reviewed a number of second language studies that appeared to show the positive effect of reading on subjects' writing skills, indicating that, students who are prolific readers in their pre-college years become better writers when they enter college. Second language studies by Hafiz & Tudor (1989) in the UK and Pakistan, and Robb &Susser (1989) in Japan, revealed more significant improvement in subjects' written work than in other language skills. These results again support the case for an input-based, acquisition-oriented reading program based on extensive reading as an effective means

32

of fostering improvements in students writing. It is worth refreshing to note that in appreciating writing extended texts, much classroom reading work has traditionally focused on the exploitation of shorts texts, either for presenting lexical and grammatical points or for providing students with limited practice in various reading skills and strategies. However, a large number of students in the EFL/ESL world require vocabulary for academic purposes, and therefore needs training in study skills and strategies for using vocabulary in longer texts and books. Kembo (1993), points to the value of extensive reading in developing students' confidence and ability in facing these longer texts. Similarly, Day and Bamford （2005）also added that it is quite impossible for one to learn how to write without learning how to read. In fact, the authors postulated that one can develop writing skills without necessarily enrolling in a writing class, or having obtained special instruction about writing. This is understandable if one considers that as an individual reads widely, he or she comes across new words, while becoming exposed and familiar with crucial concepts of grammar and sentence structure. There is development in understanding what "feels" correct from repeated exposure to the target language. As a result, the individual boosts his/her writing skills through reading.

Finally, it is indeed very important to stipulate that extensive reading increases the reading rate of language learner, which is generally used to measure reading fluency. Findings from multiple different studies, Day et al. （2016） state that students who read more are capable of reading faster than those who read less. This has a positive impact on language acquisition because of the reality that one cannot become a fluent reader unless he or she can read at a fast rate. Similarly, research has shown that people who can read fluently are also better readers as compared to slow readers. In the context of language learning, reading fluency is the capability of reading and processing words

rapidly and correctly. With reference to this definition, it can be said that extensive reading produces fluent readers from a number of perspectives, the key one being individuals who have a good command of sight and general vocabulary.

2.8 Methods of Developing Extensive Reading in Students

The basic method of running extensive reading is to get the students involved in reading English texts and liking it. An increased level of vocabulary, reading for pleasure and reading fluency should be the primary objectives of extensive reading among students. And so, these can be achieved through extensive reading programs and activities.

2.8.1 Planning and Setting up of extensive reading program and activities

Implementing an extensive reading program and activities is the fundamental safer road towards developing extensive reading in students. Most extensive reading courses engage students choosing their own book and interest on what they want to read based on their own fluent reading level. This means all students read something different, and in their own comfort zone. This could be referred to as individualized reading, or self-selected reading and this is sometimes also called Sustained Silent Reading (SSR) or Drop Everything and Read (DEAR). It is usually appropriate for students to select their books from the library often with guidance from the teacher to ensure that they are reading at the right level and at an appropriate speed and either read it in a silent reading time in class, or take it home to read. Some courses may also have students read the same book either together in class or as homework, often, chapter by chapter over several lessons. In this kind of extensive reading activity, the teacher prepares the students for the reading with pre-reading activities such as predicting the content or maybe teaching a few key words. The reading is often followed by comprehension

questions, discussion and maybe some language work or other activities with appreciable level of enjoyment and interest.

Another important technique of developing extensive reading is planning and setting up small library for the students and providing time for them to read. However, before the teacher sets the library for the students, the following questions must be considered;

- How much do students need to read, and how often?

- Should class time be allocated for this exercise? If so, how much and when?

- How many books do we need to cover different levels of abilities and interests?

- Should we integrate extensive reading into an existing class, or have a special extensive reading class?

- Where should we keep the books? How should we manage the library?

- When, and how often, do students change their books?

- How do we assess the students?

- How do we find money for this?

- Who is responsible for running this program?

By answering the above questions, teachers must maximize the amount of reading time by asking students to read both out of class and in class. Some teachers set aside a whole class, or part of a class as a silent reading time so they can monitor the students' reading. If class time is not available, students can read at home, or wherever they like. A little class time is needed to allow students to change their books and for the teacher to monitor the reading. Teachers should set a certain time every day or week when the library is open for students to change their books. It is usually a good idea to start extensive reading in class making sure that learners do it and learn how to do it properly and eventually can also be done as homework.

Usually, students should be encouraged to read one book for a week. For example, a school with four extensive reading classes each with 30 students, each of them will need 3 books to select from 360 books. Students need to be encouraged by teachers to learn how to use the extensive reading library. The library must contain books that meet the interest requirement.

Additionally, teachers should engage students to role play on issues and stories read from the story books. This will help to inculcate in students the value of oral work in class by exchanging of information about books they have read. Research conducted by Waring (2000), reveals that most students' choice of a particular books was as a result of recommendations made by friends but not by teachers. This shows that given the right preparation, support, sense of possession and belonging, extensive reading program will achieve a direction and momentum governed by learners themselves. Besides, the most important part of this aspect is that, teachers must invest appreciable time and resources in entertaining the students by making use of multimedia materials such as video, audio, film, and projector and to mention just a few. Teachers should also make use of the power of anecdote by telling students about interesting titles of interesting and captivating films and movies. To even sustain the interest of students in the extensive reading activities, teachers should take students out to watch plays and movies based on books, exploiting posters leaflets, library resources and even invite resource persons to give talk in class on books they have recently read. With these entertaining extensive reading activities, students' interest, motivation and involvement in reading would be enhanced.

Also, the teacher should serve as a role model to students in the extensive reading activities. If students see their teacher also as a reader, naturally, they will be encouraged to also read. The teacher should tell students about the number of books that he or she has read. Mostly, these books should be recommended by the teacher to students to read as well. As a role model, the teacher should always do a model reading and aloud to students as a means of introducing students to the difficult aspects of the text.

Furthermore, reading can be considered extensive, only when the students are reading quickly, with high levels of understanding without necessarily stopping to look up for the meaning of words from the dictionary. This is because, using dictionary while reading interrupts the flow off reading. So, teachers should encourage students to avoid using dictionary. They should rather encourage students to write down the words they come across in vocabulary notes book so that later look up for the meaning after the reading exercise.

As part of the extensive reading activities, the teacher should encourage silent reading activities among students. Students should be given fifteen minutes period for silent reading in the class. This will help create structural awareness, promote vocabulary acquisition and promote confidence in their learning process.

Again, Adams (1990) proposes that motivation is a very important way of developing extensive reading in students. Reading materials available to students if interesting, will capture the interest of students to take active part in reading. The books available must not be too difficult to students .they should rather be within their level and reading abilities. The motivating factor in students helps them to discover what they can read.

Finally, the most important aspect of developing extensive reading is by effective monitoring and supervising of students on whether they are actually reading or not and whether they are doing the right reading. Teachers often feel they should check students' understanding of their reading directly through tests and quizzes or even just to assess whether the reading has been done. In extensive reading, as long as students are reading a book at their level, there is then no need to test their comprehension. This is because part of the decision about which book to read involved making sure they could understand most of the book before reading it. Extensive Reading is not about testing. It is about helping students to build their vocabulary acquisition, reading speed and fluency, and also become more confident readers in English.

2.8.2 Introducing Extensive Reading – Step-by-Step

Another easiest and surest of developing extensive reading in students is by introducing it step- by-step. It behooves on all teachers to introduce the extensive reading program well so that it starts well. Students are usually busy who may have other classes, a full-time job, or a family and may not have much time for this reading. Also, most students may have never read a whole book in English or do not like reading at all and so may be reluctant to read. So, below is a suggested method for introducing extensive reading smoothly to students. There are two main steps. That is introducing extensive reading with class readers, and then moving on to self-select reading. These steps are designed to motivate students to initially and gradually build self-selected reading.

The first step is whole class reading.one. This first stage involves asking students to do some reading as a class so they get used to the idea of reading a longer text. The teacher starts by choosing a very easy book that even the weakest and slow student can read so that all students will be able to grasp the idea of extensive reading. You will need

38

multiple copies of the same book, at least one for every two students. The primary objective at this stage is to make the reading easy and focus on enjoyment and quick reading so that the teacher can later introduce the more difficult reading they might probably do in their textbooks. For example, on the first day of the exercise, the teachers shows the book to the students. Ask them to look at the book and points out any important features of the book. Students may be asked to predict what the book may talk about and ask them to read a few pages silently to a pre-set point to the end of the first chapter. They close their books and give them to the teacher. Alternatively, the students could listen to the story being read aloud from the audio recording. Write some simple questions on the board even in the students' first language such as 'Who are the characters?' 'Where does the story takes place?' 'What is happening?' 'What will happen next?' and so on. Ask them to answer the questions with their partners, and then answer them as a class. On the second day, remind students of the story from the previous class. They predict what will happen next. Read a few more pages with them, and follow up with a few simple questions. On the third day, continue this for a few classes until the book is finished. Then ask what they thought of the story and how this reading is different from the reading passages in their textbook. Explain to them that the basic objective of this type of reading is not to study language but for them to practice reading for the purpose of promoting vocabulary acquisition and build reading speed. Repeat these steps with other books until the students get the idea of easy reading.

The second step is self-selected reading. This stage is usually introduced when students are used to their easy reading as a class, and so, it is now very important to introduce them to self-selected reading. First of all, take them through reading orientation. The teacher should explain to students why this type of reading is important. This is a good

time to emphasize that the textbook and the extensive reading should work together, and remind them that they need to read for fun so that they can put the language they have learnt in their textbook into practice. Secondly, the teacher should guide students in the selection of the appropriate and easiest books from your library on a table for students to look at, and let them look through them. Explain to the students that they can choose any book they want to read but it should be at their ability level. Once students have decided their reading level and chosen a book, they read silently in a silent reading time for about 10-15 minutes while the teacher goes around the class quietly asking questions. For example, 'How is the book?' 'Is the level OK for?' 'Is it easy for you?' 'Is it enjoyable?' 'Do you understand it?' and so on. If it's not suitable, allow them to change their book.

Then ask students to check out the book. They can bring it to every class. You may find a few minutes at the end or beginning of a class which you can use as a silent reading time. Finally, after students have read a few books in class, explain that they need to read out of class too. Initially, this can be for a very short period, for example 20 minutes a week. Slowly increase the amount of reading each week over the course or even a full year until they are reading one book a week. When students finish their book, they should discuss it with other students or do follow-up activities.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter looks at the research design, population, sample and sampling technique. The intervention, pre and post-test are also looked in this chapter.

3.1 Research Design

The research design employed in this study was a qualitative research where the researcher identified particular learning difficulties of students of senior high school and attempted providing measures through appropriate intervention and monitored results. Commonly, Action research refers to a wide variety of evaluative, investigative, and analytical research methods designed to diagnose problems or weaknesses whether organizational, academic or instructional and help educators develop practical solutions to address the problems quickly. Similarly, Owu- Ewie (2011, citing Lewin, 1938 cited in Stringer, 2004) also thinks "action research is seen as cyclical, dynamic and collaborative process in which people address issues affecting their lives" he further explained that through cycles of planning, acting, observing and reflecting, participants will go through a positive changes in their lives. He Information is gathered with the goal of gaining insight, developing reflective practice and affecting positive changes in the school environment on educational practices in general and improving students' outcome. The researcher used this design because the problem identified directly involves the learner and classroom oriented.

41

3.2 Population and Sample

Population is any group of things or person that has certain features in common that are of interest to the researcher. Similarly, Owu-Ewie (2011), citing (Bet and Kahh 2016 also thinks population refers group of people, that one or more characteristics in common and of interest to the researcher. Therefore, this study was conducted at Ghana Senior High School, Tamale with the form two Arts B students. The total population of the class was seventy (50) with twenty (15) females and fifty (35) males. However, the students who took part in the study were twenty (20). The researcher chose this class for the study because the class population is characterized with students who have low level of vocabulary. Those with appreciable level of vocabulary find it difficult to use these words appropriately in a given context in their written and oral aspect of communication. Most of the students also have challenges in reading written texts. The school is located in the Tamale Metropolis which is equally the capital of the Northern Region of Ghana. Tamale also consist of two districts, Tamale Metro and Sagnarigu Municipality. The inhabitants of Tamale are generally farmers and business people. Others are also Public servants. The most common languages spoken in Tamale is "Dagbani" and English as the official language of Ghana.

The sampling technique adopted was highly purposive. The researcher had taught that particular class for a semester and had observed that most of the students in the class had low level of vocabulary, owing to their wrong spelling and pronunciation of words, inappropriate use of words and tenses and most importantly, students could not express themselves freely in English with their mates in class. So, because of lack of time and too much financial commitment, the research used maximum of twenty students for the study. This appreciable number represents the entire students with similar vocabulary problems. The selection was done based on class exercises given to them on reading,

essay writing and dictation session. This enables the researcher to find appropriate intervention to help enhance the vocabulary acquisition of the students through the use of extensive reading .The researcher also consulted stakeholders in education in the Tamale Metro, who matter in this study, the headmistress and most of the parents of the students who took part in the research work. The researcher equally prepared Questionnaires for the personalities stated above.

3.3 Research Instruments

The researcher used observation, interview, Pre-test, post-test and questionnaire to gather information for the analysis of the problem. Even before the official start of the study, the researcher observed the students as they communicated among themselves in the form of usual argument in both the classroom and outside the classroom, it was observed that 20% of the students spoke grammatical English in the class while 70% spoke 'Dagbani' (a local language spoken in Tamale in the Northern part of Ghana). The remaining 10% spoke other Ghanaian languages. It was also observed that those students outside the classroom who spoke Standard English was 25% with 70% speaking 'Dagbani'. The remaining 5% spoke other local languages   Pre-test was appropriately chosen and administered because it assisted the researcher to get basic knowledge of students' performance. For example, through reading, writing and dictation activities at the pre interventional test, students inability to use words appropriately, wrong spelling of words, punctuation errors, inappropriate use of articles and prepositions and wrong pronunciation of words among others were identified and appropriate interventional approach employed to solve the vocabulary problem. The pre interventional test was used because it helped in evaluating the extent to how the intervention had played role in solving the vocabulary problems among students. Knowing the performance of students, the researcher was able to identify appropriate

intervention required. The post-test was however used to assess the improvement of students' vocabulary acquisition and performance as a result of the intervention employed.

The questionnaire used was of two parts. One part was a pre-intervention questionnaire used to access information from students regarding their attitudes toward extensive reading, communicating freely with their mates, and their perception about reading before implementing the intervention. The post intervention questionnaire on the other hand, was employed to access information from students on whether there had been a change in attitude towards reading, increase in interest in extensive reading improvement in the level of vocabulary acquisition and the perception about English language in general.

The researcher aimed at improving reading in general and inculcating in students of form two Arts B of Ghana Senior High School, the interest to always engage in extensive reading activities in order to increase their vocabulary acquisition base in English language. The data collected for the research was obtained through administered test. The research was based on pre-test, intervention and post-test. Considering the pre-test, students were asked to read short stories from the Junior Graphic. The reading practice or exercise was aimed at helping the student to achieving fluency. The exercise lasted for two hours. Also, students went through writing pre-test on the topic 'Describe yourself.' This exercise lasted for thirty minutes,

The pre- intervention questionnaire contains twenty five (25) items. The first four items required the background information on students. The next sixteen items consisted of statement to which the students were to agree or disagree to reflect their feelings and attitudes toward reading and extensive reading and whether they usually feel at ease

speaking English with their mates and teachers. The remaining five (5) items demanded that students be able to list courses they would like to pursue at the tertiary institution, reasons for choosing the courses and the career they intend taking in future. There was also an item which asked students to list areas which were difficult for them.

The researcher sought to find the content areas in literature which posed problems to students in order to employ the necessary intervention to address the problem.

The post- intervention questionnaire consisted of sixteen (16) items. Fifteen of the items were as the same as the last fifteen items in the pre- intervention questionnaire. They seek information about whether students have had a new feeling towards reading in general or the old thinking persists. The last item sought the views of students on whether they liked the extensive reading, especially, reading short stories as means of increasing vocabulary items and improving their academic work as employed by the researcher.

Students responses for the questionnaire were coded in such a way that the responses to a statement, for example, (agree or disagree), was marked 1 and the total number of responses calculated for each statement. The percentages for each attitude responses were found on the part of the students.

3.4 Pre- Intervention

The researcher tried to identify the vocabulary problem areas of students, and so before the official start of the study, the researcher observed the students as they communicated among themselves in the form of usual argument in both the classroom and outside the classroom, it was observed that 20% of the students spoke grammatical English in the class while 70% spoke 'Dagbani' (a local language spoken in Tamale in

the Northern part of Ghana). The remaining 10% spoke other Ghanaian languages. It was also observed that those students outside the classroom who spoke Standard English was 25% with 70% speaking 'Dagbani'. The remaining 5% spoke the researcher also conducted a pre- intervention dictation test, vocabulary test, reading test and writing test. Each test was scored out of ten (10) marks for the reading, the vocabulary test and the ten vocabulary (10) words were used for the dictation test. Samples of errors of difficulties were also record in table and chart form. One mark was allotted for each word spelt correctly and the writing test was scored (30). Observations made after the pretest on writing indicated that students had errors in the use of articles and prepositions. Others too could not punctuation marks and conjunctions appropriately. Under the pre-test reading exercise, the students were made to read passages from their English text books and other reading materials such as newspapers and magazines. The following observations were made from the reading exercise; students were not able to read and use words appropriately by linking words such as conjunctions, adverbs such as also, besides, furthermore, moreover, however, nevertheless, nonetheless, still, though, accordingly, consequently, therefore, thus, equally indeed, likewise, similarly. Other students too read with unnecessary pauses and also failed to understand sentences and passages read aloud. Some of the students could not identify and pronounce words correctly.

3.5 Intervention

In all, seven weeks were used for the intervention activities. The researcher supported students reading with copies of stories from The Junior Graphic and other sources as shown in appendix B. during the first week, the researcher made the students to go through the casual reading.

3.5.1 Casual reading

The researcher made students to go through casual reading activity. The casual reading was done by allowing the students to read a selected novel to the class without been forced. The purpose of this type of reading was to allow the students to read for pleasure and to acquire new vocabulary items. The researcher allowed every student to read at his or her own pace so that each student could enjoy the reading.

It was done after the students were instructed to bring story books of their own choice for the exercise. The students were allowed to assume any reading position. For example sitting or standing in the class. Students were also tasked to take note of new words they came across while reading. The researcher called them out to write on the marker board the new words each of them has learned while doing the exercise.

3.5.2 Extensive reading

In the second week of the intervention procedure, the researcher took the students through extensive reading.

In this exercise, the researcher instructed students who took part in the research to read different materials. He provided adequate simple library books, interesting articles from newspaper and magazines. He made the students to go through the extensive reading process so as to include in them the love for reading. In view of this he made available a wide range of interesting reading materials that would make them want to read all the time. The exercise was also carried out to train students to adopt reading speed to different reading materials.

3.5.3 Study reading

The study reading requires careful attention to what is being read. In this type of reading, all distractions are avoided. It is usually slower than other reading techniques since the reader needs critical appraisal of what has been read.

Another very important technique that was used in study reading is called the "SQ3R" where: S=survey, Q= Question or Query, R= Recall or Recite and R=Review or Revise

3.5.3.1 Survey

Thirty minutes were allocated to the above activity. The students were given the opportunity to look for titles, table of content, index, chapters, summaries, topic, sub-topics like I skimming. The exercise was to enable the students to have or get a general overview of what the texts were about. All were gathered from books they were told to bring from their various homes

3.5.3.2 Question or query

Here the researcher asked the students questions on the reading activities. The researcher wrote the questions down by using some of the topics and sub-topics about the content and purpose of the text in order to get the general overview of what the texts were about. It was a guessing or a prediction stage rather than a reading stage. The questions formulated helped to set the purpose for the actual reading of text.

3.5.3.3 Recalling stage

The students were instructed to recall what they read. This was done after the reading. They were commanded to close their books and recall some of the important points in the text and most of the students were able to recall some of the important points read about satisfactorily.

3.5.3.4 Revising Stage

At the revising stage, the students went over the text and read portions they needed to read for a short –test and quiz.

3.5.4 Other relevant related activities

The researcher led the students through some activities as an intervention strategy. The activities included reading aloud, silent reading, and setting of class library, narration of stories, total physical response technique activity, role play, book club discussions and reading of poems.

3.5.4.1 Reading Aloud

At this stage, the students who took part in the research were made to read aloud a passage from their English text books one after the other. The intention of the researcher was to observe how students read on their own pace and how reading is done as pronunciation and punctuations are concerned.

3.5.4.2 Silent Reading

It was a stage were students were allowed to read selected books like "Gateway to English for Senior High Schools: students' book 2 "Gateway to English for Senior High Schools: students' Book 3" without being heard by others. After the reading, the researcher asked the students a few questions about what they read.

3.5.4.3 Classroom Library

Here the researcher selected and borrowed books like "WEEP Not Child" Ngugi Wa Thiango and "Ancestral sacrifice" by Kaakyire Akosomo Nyantakyi from the school library and made them available in the class for the students. The students also made their own selection and the researcher lent them the books to read.

The set of the books the researcher borrowed from the library were "No sweetness here" "ANANSE in the land of idiot" "The slave girl" renewed every week and the students enjoyed reading them. The researcher sets up a classroom library to enable the students develop interest in extensive reading. An activity like book sharing was also carried out among the students.

3.5.4.4 Reports and Review of Stories and Books

Students were taken through cognitive appreciation. For example, they were asked to talk about their understanding and simple essay on summary, the setting, plot, author, characters and lessons learnt from the stories and books they read.

3.5.4.5 Total Physical Response Technique Activity

The researcher also employed the Total Response Technique to promote students' involvement. This technique was developed by Dr. James D. Asher (2001, pp.78-79). It is based on the way children learn their mother tongue by listening, imitating and producing their own language using some of the acquired vocabulary of adult language. The researcher selected one interesting story which was within the cultural context and understanding of the students. He played the role of a parent providing assistance to the students by selecting new vocabularies from the selected story, asking them to repeat after him. The researcher assisted the students to use gestures and physical response in retelling the story. The story selected was entitled "The Gentleman of the Gentle" Jomo Kenyatta.

The researcher read the story to the students two times. After that, he made them to read silently. He led the students through discussions on the students' view about the story. Especially, how man as a character was unfairly treated by the members of the commission of enquiry. The researcher discussed how man defeated Mr. Elephant and

50

the rest of the animals who ganged against him. The story was summarized together with the students' participation. Below is the summarized version of the story "The Gentleman of the Jungle"

The researcher assisted the students to explain the meaning of those vocabulary as used in the story.

1. The elephant went to his friend who had a little <u>hat</u>

2. I command my ministers to appoint a **<u>Commission</u>** of Enquiry

3. Please will you allow me put my trunk inside your hut to keep it out from torrential rain?

4. **<u>Gentlemen</u>** of the **<u>jungl</u>**e

5. He invited me here to his hut from been blown away by a **<u>hurricane</u>**

6. The man, seeing what his friend has done to him, started to **<u>grumble.</u>**

7. The commission reached their **<u>verdict</u>**

- **Hut** …. A primitive place or house usually made of wooden shed in which a person lives.

- **Commission** --- a group of people officially tasked to with carrying out particular function.

- **Gentlemen** … men of high class or polite term referring to men.

- **Jungle** … a large place, undeveloped, humid forest especially in the tropical region where wild animals and plants live.

- **Hurricane** … a very strong wind accompanied by rain, lightning and thunder.

- **Trunk** … the extended nose or nasal organ of an elephant.

- **Torrential rain** … a rain characterized by flowing heavily usually in large quantity

- **Grumble** …to complain by way of making noise like hungry person.

51

- **Verdict** … a decision taken by on an issue of fact in a civil or criminal case.

3.6.4.6 Role Play Activity

The next activity the researcher took the students through was that, he instructed them to use similar words and phrases in place of words identified in the story. The researcher called out students in pairs to role play it. One of the two students calls a word and gives a command for the other student to role play it with gestures, body movement.

Examples:

Student 1 (Nashiru);

- ➢ Grumble for the class to see.
- ➢ Give your verdict on the case.
- ➢ Turn and show the class how gentle you are

The researcher asked their counterparts to change over and give out commands after the first set had issued out the command to the end.

3.6.4.7 Reading of Poems

One very important intervention activity the students were taken through was the reading of selected poems from their English course book 2 and other interesting poems they have come across.

Example:

"Lest we should be the last" by Kwesi Brew

3.6.4.8 Speed Reading

The researcher involved the students in speed reading passages like "Where our water comes from" "African traditional religion" and "When television dominates the home". The students were also made to read poems aloud. The activity was to expose the learners to reading a fast manner and to acquire new possible vocabulary items. In this activity, the researcher used time to determine the fastest reader in the classroom.

3.6 Post- Intervention Dictation

A post-test dictation exercise was taken by the students who took part in the research to enable them spell different sets of words. Here too, the researcher used ten 10 words (see appendix (C) and each word spelt correctly was scored over two (2) mark.

3.7 Post- Intervention Reading Exercise

The students were engaged in post-test reading activity. The researcher used different passages from the textbooks and short stories from the newspapers and magazines. The post-test was also awarded ten (10) marks

3.8 Post-Intervention Vocabulary Level Exercise

Also, the researcher conducted a post –vocabulary test which also scored out of ten (10) marks. In order to measure the vocabulary acquisition level of learners, The Vocabulary Size Test (VST) was used by the researcher. The vocabulary size test was developed to provide reliable, accurate and comprehensive measure of a learner's vocabulary. The prominent reason for administering a vocabulary size test: some of which is to see how fast and adequate the learner has acquire vocabulary for the performance of certain tasks such as reading story books, speech production and writing comprehensive essay.

3.9 Post- Test on writing

Students were equally taken through writing test. The essay test was on the topic: 'write a letter to your friend in another school describing three measures put in place by your headmaster to improve sports in your school.' Students were given thirty five minutes (35minutes) to complete the test. Some of the scripts are captured under appendix D. In fact, the writing activities and exercises enabled the readers to overcome some of the challenges they were confronted with during the pre-test period of the study. The

overall post-test also gave the students opportunities to improve on their vocabulary use and acquisition more than before.

3.10 Data Analysis

For appropriateness of data, the researcher collected both quantitative and qualitative data. So, he used a combination of statistical methods of presentation such as frequency count, tables, percentages and discussion.

3.11 Summary

The chapter dealt with methodology used in the study. It began with research design, the sample population, the instrument used and the pre and post intervention activities.
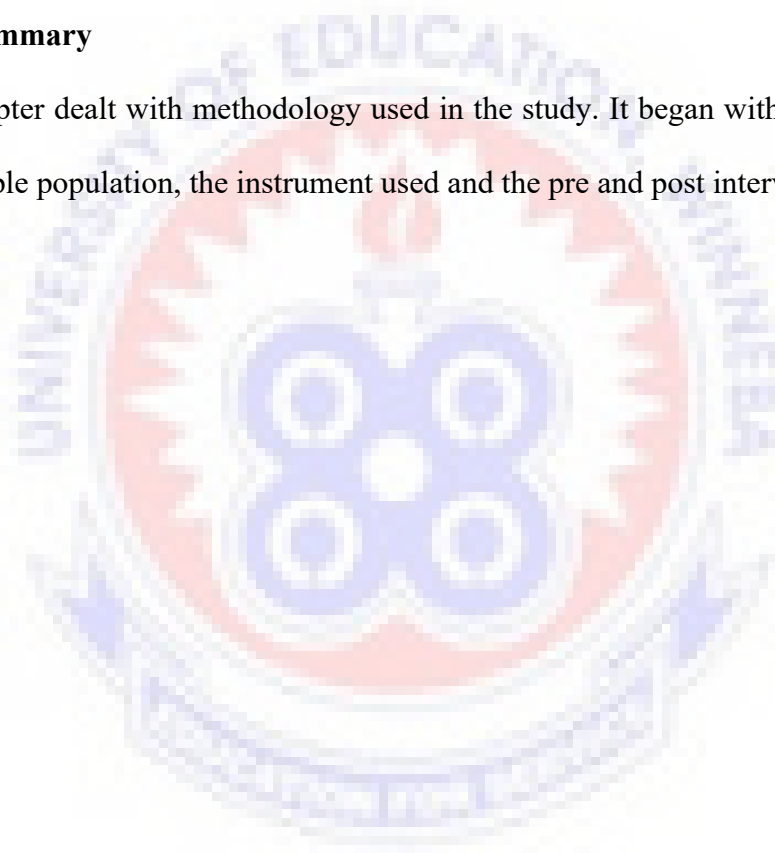
CHAPTER FOUR

DATA ANALYSIS AND DISCUSSIONS OF RESULTS

4.0 Introduction

This chapter concentrates on the presentation and analysis of data collected and findings made during the study. The data analysis and discussions results obtained based on the interpretation of the pre-test and post-test respectively. The research instrument and research questions served as guide during the analyses. The research questions are re-stated below:

- What are the problems with vocabulary acquisition?

- What are the causes of problems with vocabulary acquisition?

- What are the effects of extensive reading on vocabulary acquisition in language learning?

- What are the methods to be used to develop extensive reading in students

4.1 The Problems with Vocabulary Acquisition in Students

The researcher conducted pre interventional test on writing, reading activities and dictation. The primary aim of the pretest was to assist the researcher to identify various forms of problems of vocabulary among students in writing reading, speaking and spelling. The researcher also engaged the students and teachers of English in oral interview to verify the veracity of the difficulty in vocabulary acquisition.

4.1.1 Findings and analysis of data of pretest on vocabulary difficulties in writing

The researcher conducted a pre interventional test for students on writing to identify and ascertain the veracity of problems of vocabulary among students. The question on the prestest topic was : 'write a letter to your friend in another school describing three measures put in place by your headmaster to improve sports in your school'. The

problems of vocabulary identified were in the form of errors committed in their essays. So, data for error analysis collected are in the form of students' mistakes that were found in twenty students' compositions. The twenty compositions contained sixty paragraphs. The longest paragraph consisted of five, while the shortest paragraph consisted of one.   The descriptive technique uses clauses as the units of analysis. The clauses are derived from simple sentences and complex sentences. In this case, on the average, one complex sentence consisted of two clauses and one simple sentence consisted of one clause. The entire data consist of 200 sentences taken from 20 composition works. The 200 sentences comprised of 150 simple sentences and 50 complex sentences. The instruments used to gather data on the vocabulary difficulties in writing were: interview, a questionnaire, and a test. The steps used to analyze the data obtained from the students' writings were first, even before the test, students were taken through oral interview. Second, the students' works were all checked and read. Third, the students' errors were determined and classified into some types. The classification of errors was tabled based on Ellis and Barkhuizen's idea (2005: 63). Fouth, the percentage of each error point was counted according to the determined formula. The data obtained through interview and questionnaires were also analyzed. Below are some of the findings on the common errors and problems of vocabulary committed in writing: students committed errors in the use of articles in expressions most of them had difficulty using articles appropriately in sentences. Others too had problems in word order usage. Some of the students also could not place prepositions at the right place and others too failed to use them. Capitalization error was equally detected in their writing. Punctuation errors, verb tense error, subject-verb agreement, spelling errors among others were recorded. A detailed discussion of these vocabulary

56

difficulties would be discussed further under discussion column. The table 4. 1 below,

contains the various types of errors recorded in writing.

Table 4. 1 Results of Error Analysis in writing

	Type of Error	No. of Errors	Percentage (%)
1.	Verb tense	10	10
2.	Article	20	20
3.	Punctuation	5	5
4.	Spelling	15	15
5.	Preposition	15	15
6.	Word order	5	5
7.	Agreement	10	10
8.	Capitalization	20	20
	Total	**100**	**100**

The table 4.1 above, shows that 10 errors representing 10% each occurred in verb tense,

and problem of subject verb agreement respectively. The type of errors with highest

number committed is article error with 20 times representing 20% and

Capitalization also recorded 20 errors forming 20%. However, the types of errors with

the least number of errors are 5 representing 5% each in word order and punctuation

errors. The total number of errors committed above was taken from essays written by

20 students. The high rate of errors recorded simply shows that there are indeed

problems of vocabulary in students. Thus, their inability to write meaningful essays

without unnecessary errors. Below is a chart which displays the various error categories

and the number of times each error type recorded.

The figure 4.1 represents pretest results on types of errors in write
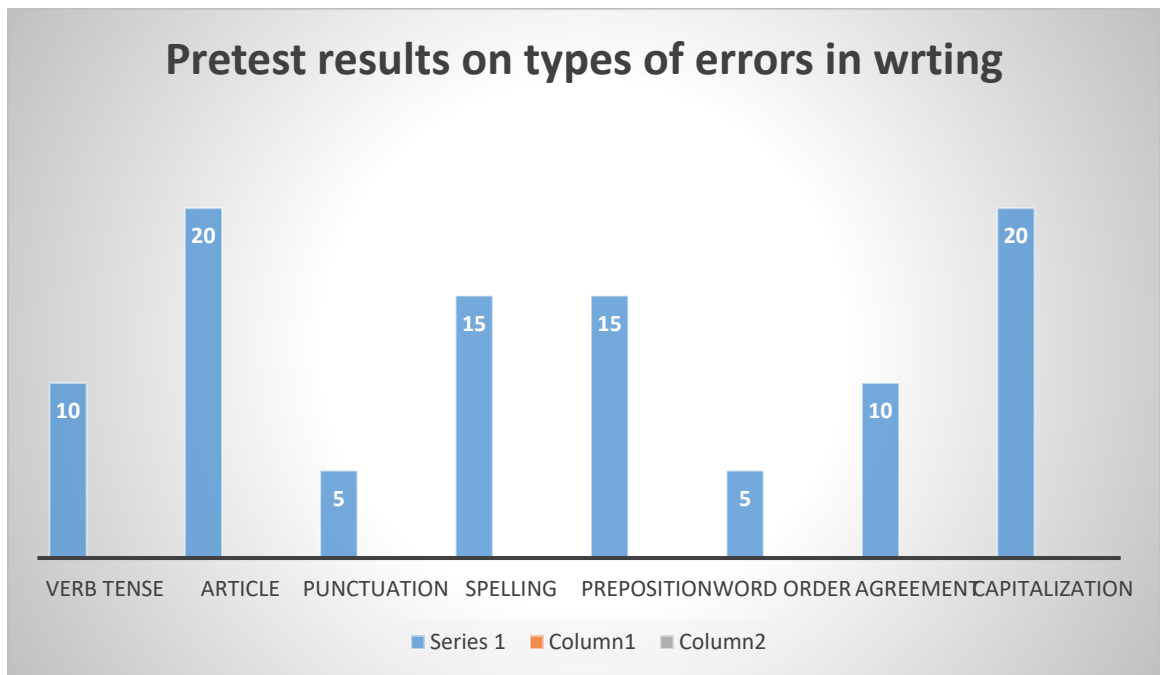
4.1.2 Discussion of data on vocabulary problems recorded in writing

This section discusses the data that has been presented in table 4.1 and figure 4.1 form above on the problems of vocabulary in writing. It focuses on the common vocabulary difficulties confronted by the students of Ghana Senior High School in their pretest essay writing. This section also looks at the results of the interview administered on the teachers of English in Ghana Senior High School in relation to their responses on the vocabulary problems of students in writing. Below are the detailed discussions of the various vocabulary difficulties recorded in the essay writing of students of Ghana Senior High School.

4.1.2.1 Errors in the Use of Articles in Expressions

There were two types of article errors identified, namely: omission of article and misuse of article. Omission of articles occurred when students use nouns (either common noun, concrete noun or count noun) in a sentence without an article immediately coming

58

before it. These types of errors are usually established as a result of overgeneralization in intralingual errors. Intralingual errors were identified in Kırkgoz (2010) and cited overgeneralization as an element of intralingual. By overgeneralization, Kirkgoz talks about "negative transfer of language items and grammatical rules in the target language, incomplete application of rules" (Kirkoz 2010, p. 4356). For example, in relation to articles, definite and indefinite articles in language transfer, the Turkish language has neither; therefore, sometimes learners used articles when they did not need them or did not use them when necessary. Kırkgöz' (2010) study using Turkish learners as participants, also supports by that assertion. In her study, Kırkgöz' participants added, omitted, and misused both definite and indefinite articles due to lack of articles in the Turkish language, according to Kırkgöz. She quoted Pascasio (1961) and Stockwell (1965) to explain why it is difficult for learners to learn a grammar rule that belongs to L2 but not to L1.

 From the data collected, below are some of the examples of such errors:, (a) *Abena and Aisha saw cat*. (b) *Mr. Kofi is teacher.* (c) *My uncle gave orange.* From the three sentences above, the noun *'cat'* in sentence (a) must have an article *'a'* or *'the'* but the before it but the student omitted it. In sentence, (b) the noun 'teacher' must be preceded by the article '*a* 'or *'the'* before it. Here again, the student omitted the article. Finally, in sentence (c) the noun *'orange'* have the article *'an'* or *'the'* before it. But that too was omitted. Misuse of articles also another type serious error committed by the students. This occurs when an inappropriate article is put before a noun (common noun, concrete noun or count noun). Examples of these type of error detected are: (1) '*They sat under an tree* and suddenly*, they saw the cat on the tree'*. (2) *My brother bought a umbrella for my sister*. The article 'an' before noun 'tree' is not appropriately used

because the appropriate article to come before the noun 'tree' is 'a'. In sentence (2), the article 'a' is not suitably used.

4.1.2.2 Prepositional Errors in Sentences

Another set of vocabulary problems identified in the writing test is preposition errors. Preposition errors are as follows: overuse of preposition and preposition misuse. The First type of preposition error that was detected was preposition over-use. Some of the students used more than one prepositions following each other in a sentence. These errors are also as a result of overgeneralization. For example, for most L2 learners, prepositions may be difficult to learn, too. In Turkish, there is one suffix which is equivalent to the prepositions at, in, and on in English. The specific suffix is spelled differently in various situations so as to harmonize with the sound that comes before the suffix, for example, *ev* (house/home) and *evde* (in the house or at home); *araba* (car) and *arabada* (in the car); *mutfak* (kitchen) and *mutfakta* (in the kitchen); *tuvalet* (restroom) and *tuvalette* (in the restroom). As a result, when Turkish speakers learn English prepositions such as at, in, and on, they become confused and do not know when to use them. In the present study, sometimes learners either omitted prepositions altogether   when Turkish speaker In the present study, sometimes participants either omitted prepositions altogether or added wrong ones, as seen in two examples given in Table 2. In the sentence "Most people work <u>on there</u>," <u>on</u> <u>there</u> is the translation for the word *orada (da* is a suffix translated as on in this example). The current study confirms what was found in Darus and Subramaniam's (2009) investigation and Kırkgöz' (2010). Some of the examples of this kind of errors as found in the students test in Ghana Senior High School are: (1) *He put a table <u>to near</u> the tree*; (2) *They were <u>to on</u> the tree;* and (3) *Ibrahim helps <u>as to</u> Kwame give the cat*. In sentence (1) two prepositions (*'to'* and *'near'*) were used at the same time. In sentence (2) instead of using one preposition, the

60

student rather used two prepositions (*'to'* and *'on')*. Sentence (3) has the same use of two prepositions *('as'* and '*to')* instead of one. The second type of preposition error is preposition misuse. This happens when students use preposition wrongly in a sentence. A preposition is sometimes put before a noun, but it is a wrong preposition one. Some examples of this kind are: (1) *(i) He went inside the room <u>for</u> get the cat.* (ii) *They saw the cat <u>above</u> a tree*. In sentence (i), the preposition *"for" as* used before the verb *'get'* is not appropriate, instead, the preposition 'to' should have been most appropriate. In sentence (ii), the appropriate preposition should have been *'on'* instead of *'above'*.

4.1.2.3 Punctuation Errors in Writing

 Punctuation is very important in writing. Moffett (1983: 62-63),

Posits that:

> *Much of composing is for the reader's benefit, rhetorical, for effects.*
> *In writing, we do not merely put our thoughts in order or get our story*
> *straight - we put our thoughts in order to get our story straight for someone*
> *else, for a purpose . What Moffett means here is that that "someone" should*
> *focus on meaning as possible to get the story exactly as we him or to do.*
> *Without punctuation, whatever one write will not stimulate the interest of*
> *readers to read.*

A punctuation error is a case of L1 interference. Nonetheless, it does not usually pose serious comprehension problems to students. So, most of these students committed these errors as a result of lack of attention. A study in language learning in Turkish language on punctuation shows that the students did not commit many errors in punctuation Aydin (2009). In punctuation, two kinds of mistakes were recorded in the test, namely: Errors in the use of the apostrophe and comma. Errors in the use of apostrophe are related to possessive and contraction apostrophes. The example of

contraction error is *'Abua's has taken that ladder from Anton's hand*. The phrase *'Abu's* is wrongly used and so does not express complete sense. It only becomes correctly used, if the word 'Abu' does not go with the apostrophe 's' . Meaning, the phrase 'Abu's' should rather be *Abua has taken taken*.' However, according to the context of the sentence, it is more precise to become *Abua has taken that ladder from Anton's hand*. Instance of possessive errors was also recorded for example*: Arya go to Rahina home's*. In this case, the apostrophe used in the sentence is put on the wrong noun, *home*. The apostrophe should rather be put on the proper noun, *Rahina*, so that phrase Rahina home's should be Rahina's home. Another aspect of punctuation errors is error in comma.Two kinds of comma errors are made. The first is connected with a comma splice. An example of this error realized is '*Asamoah sat under the tree and Ama waited under the tree for him'*. Between first sentence and second sentence are separated by conjunction *'and'* should be put 'a comma'. So, the sentence becomes '*Asamoah sat under the tree, and Ama waited under the tree for him'*. The other error in comma happens when a comma is used after an introductory expression which can be a sentence or single word. An example of this error is *'When the hunters got there they didn't kill the animals '*. The correct sentence should rather become '*When the hunters got there, they didn't kill the animals'*.

Most of the students also had problems using full stop. Mostly, full stops were used at the end of sentences to indicate end of a sentence, most of the students used comma in place of full stop, and others too did not even put anything at the end of the sentence. For example: (i) *The man called my name*, (ii) *she was with a friend*. In the first sentence (i) comma was put at the end of the sentence instead of full stop. In the second sentence, the student failed to put full stop at the end of the sentence. Question mark was another error category. Instead of using question at the end of interrogative sentence, students

rather used full stop. Example (a) how are you. The sentence should have been 'how are you?

4.1.2.4 Word-Order Errors in Sentences

 Word-order errors refer to the inappropriate orderly placement of words or groups of words in a sentence. For example, most of the students committed those errors in the pretest. Examples of these errors are: (i) '*Stephen and Rahaman want to be player football like as Hazard'*. The phrase *'player football'* should have been *'football player*.' (ii) *She is my friend girl*. In this sentence, the placement of 'friend girl' is wrong. It should rather be "girlfriend'. So, the correct sentence should rather be '*She is my girlfriend.*'

4.1.2.5 Errors in Subject-Verb and Pronoun Agreement

Two errors of this type are found. The first error under this category is where the pronoun in the subject does not agree with the verb in the sentence. The following are examples of this kind of errors: (1*) They belongs to the class*, (2) *They was so happy*. In sentence (1), the pronoun 't*hey'* does not agree with the verb '*belon*gs'. The sentence should rather be '*they belong to the class'* the sentence (2) also has the pronoun 'they' not agreeing with the verb 'was' and so, the correct sentence should rather be '*they were so happy.* Another instance of error in subject –verb agreement is when the subject noun does not agree with the corresponding verb in the sentence. Examples such errors include: (i*) Abua and Stephen comes to my house every morning*. In this sentence, the subject '*Abua and Stephen'* does not agree with the corresponding verb *'comes'* instead the appropriate agreement should rather be '*Abua and Stephen come to my house every morning'*.

63

4.1.2.6 Verb Tense Errors in Sentence

These type of errors are grouped into five types (Richards, 1974). These are *be-verb stem for verb stem + ed*, *be-verb stem for verb stem + ed*, *verb stem for verb stem + ed, wrong form after do*, and *wrong form after modal*. In the first type, be-verb stem for verb stem + *ed*, errors occur when the basic form of a verb is wrongly used with to-be. An example of this is (a) '*They are played football'* which should have been '*They played football'*. In the second type, the verb stem is used with past tense sentences. An example of this is (b) '*She take a ladder'* which should have been '*she took a ladder'*. The third type of verb errors is concerned with the wrong use of a verb following do. This occurs, for example, when the past form of a verb is used after do. An example is (c) 'They *didn't saw something'*. The sentence should have been '*they didn't see something'*. The fourth type of verb errors is concerned with the wrong use of verb forms after auxiliaries. An example of this is (d) *Abua can getting and give to Aisha'* which should have been '*Abua could get the cat and gave it to Stephen'. .* Halman (1981) and Bennui (2008), also discovered similar errors in verb tense committed by students in their study.

4.1.2.7 Spelling Errors

In spelling, there were two types of errors found. The first errors occur when inappropriate suffix for example ('–ed') is added to a verb to form a perfect verb or past tense. An example of this is *(1) suddenly they heared a voice'*. Moreover, the suffix '-ed' is also added to an adjective intended to form a perfect verb. An example of this error is (2) '*They were happed'*. Adjective 'happy' is added with '-ed' to be 'happed'. Secondly, another spelling errors are in the form of a wrong spelling of a word. An example of this error is 'After one hour, they stopped pleying football'. The verb 'pleying is wrongly spelt. It should rather be spelt as 'playing.

64

4.1.2.8 Capitalization Error in Sentences

Three kinds of errors were found in the use of capital letters. First, a sentence was supposed to have begun with a capital letter. But here, sentences begun with a small letters. Examples such as: (i) <u>when</u> *they came, they saw her*. The word '*when*' should have been written with a capital letter at the beginning as '*When*'. (ii) <u>two</u> *boys were sent to call him*. The word 'two' should have started with a capital letter as '*Two boys were sent to call him'*. The Second type of capitalization error occurs when students begins a proper noun with a small letter a capital letter is not used to begin a proper name. An example of this error type is: (ii) *the mother gave the money to stephen*. The proper noun '*stephen'* should have been written as '*Stephen'.* The third type resulted in students' failure to begin the names of the days of the week with a capital letter. An example of this error is: '*Every <u>Sunday</u> Stephen plays football'*. The word *'Sunday'* should have been written as 'Sunday' as in '*Every Sunday Stephen plays football'*

4.1.3. Findings and Analysis of Pretest of Vocabulary Problems in Reading

The researcher also conducted pretest in reading for the students of Ghana Senior High School. Students were made to read passages from their English text books and other reading materials such as newspapers and magazines. The reading test was marked based on pronunciation proficiency, words identification,

The table and the chart below consist of data which contains various degrees of errors and the number of errors committed in each of the error category identified in the reading.

Table 4. 2 Results of Error Analysis in Reading

Item	Type of Error	No. of Errors	Percentage (%)
1.	Word guessing	10	20
2.	Mispronunciation	15	30
. 3.	Fast and sloppy reading	5	10
4.	Memorization of text	5	10
5	Letter confusion	15	30
	Total	**50**	100

From the table above, 10 errors in word guessing representing 20% was recorded with 15 making 30 % was also recorded in mispronunciation errors. Fast and sloppy reading and memorization of text error were another type of reading errors which recorded 5 instances of errors representing 10% in each of the two types of reading error. Finally, 15 errors making 30% was recorded in letter confusion error. This brings the total number of errors recorded in reading errors to 50 representing 100%. From the above results, it is simply clear that more than half of the students in the class committed errors of different degrees. . The implication of this poor performance by the students is that, some of them could not pronounce the vocabulary items correctly. Others were found committing errors in some of them too had problems identifying words due to their inability to make difference in letters of the alphabet that looked alike. With these number of

Problems of vocabulary identified with the students, clearly indicates that there students have shortfall in the vocabulary acquisition. The chart below further gives indication on the error categories and the respective number of errors committed in error type.

The figure 4.2 represents pretest results on types of errors in reading
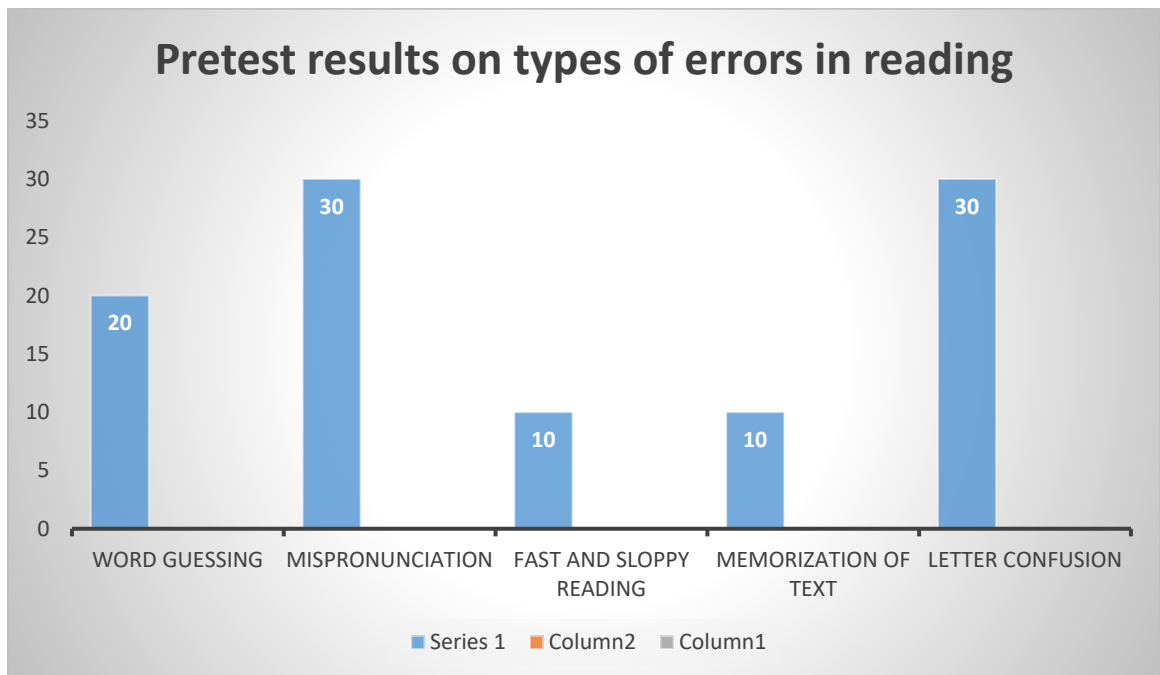
4.1.4 Discussions of Data

This part of the study aims at discussing the data collected on the various forms of errors of difficulty in reading. This section also discusses the interview administered on teachers of English in Ghana Senior High School on their various responses on the problems of vocabulary identified with the students of Ghana Senior High School. Some of these common errors of difficulty in reading are:

4.1.4.1 Word Guessing or Word Substitution Errors

Word guessing error usually occurs when a student only looks at the first letter and then guesses a word. Sometimes he or she substitutes a new word with the recently used word in a given illustration. Usually, the student will look at you instead of the print and in quick succession chant several options. Word substitutions are also considered word guessing errors as the student is not reading the print but instead guessing their own word from context. These types of word guessing errors are closely associated with students who do not process print phonetically and instead

67

rely on whole word visual recognition techniques. There is usually an overlap between whole word errors and 'word guessing' errors. Examples of word guessing errors which the students committed include:

Small → smell spare→special handed → hundred greet→great gate → gay command → commend sharp → shark detest →dentist vitamin → vacuum

never → nurse (because there was an illustration of a nurse on the

Chart →chimp (read a book with the word 'chimp' so now says 'chimp' for words starting with 'ch')

Shell → shark (because there was an illustration of a shark on the page)

Value → Valentine (because it is February and student was recently exposed to Valentine)

4.1.4.2 Pronunciation Errors

Students committed pronunciation errors in the reading test. This occurs when students find it very difficult to pronounce words correctly. Pronunciation errors usually happens in words with Consonant Cluster and vowel combination. Consonant cluster errors occur primarily with common blended clusters such as 's-st', 'st-str', 'd-dr', 'c-cl', 'c-cr', 't-tr', 'g-gr', 'f-fr' and ending clusters 'p-mp', and 'd-nd'. In these types of errors the student inserted the 'blended cluster' sounds into words even when it is not present. These type of errors occur frequently in students who were taught consonant clusters in unit. For example as in 'st', 'str', 'tr', 'mp', 'gr', 'fr', and 'dr' The student consequently see and process the blended sounds even when they are actually not present in a word. Usually, the student will look at the word several times repeating the same error. Examples of 'consonant cluster' errors detected include:

Flip → flimp, clip →climp, cap → camp, stiff → striff, gab → grab, tying → trying

Dip → drip, cop → crop, speak → spreak, sand → stand, tide → tride, fog → frog

Another instance pf pronunciation error is Vowel combination error. this occurs when the student makes frequent errors or has difficulty with words that contain vowel combination. When this happens, it means the student lacks knowledge of the complete phonemic code. If the student did not know the complexities in isolation and has difficulty reading words that contain these sounds, often the student needs is some direct instruction and practice in these sounds. These students sometimes read correctly and accurately with the basic sounds and are attempting to sound out words but lack the complete code knowledge therefore struggle with the complexities. Examples of vowel combination pronunciation error include:

When students learn *t=/t/, h=/h/ but not taught th=/th/*. They frequently made errors, reading the word 'that' as */t/ /h/ /a/ /t/ or 'the' as /t/ /h/ /e/*. Similarly they read 'sh' as /sss/ /h/ instead of /sh/.

--mispronunciations where the sounds of vowel combinations are sounded out separately such as sound → */s//o/ /u/ /n//d/*   tease as */t/ /ee/ /a/ /z/*   'compete' as */k//o//m//p//e//t/ /ee/*

4.1.4.3 Letter Confusion Error

Letter confusion error is mostly detected with the visually similar letters in b - d - and p. examples of this are: *big→dig*   *drag→brag*   *brown→drown* ban → *pan*
Letter confusion with other letters can also be created by certain writing styles. For example loopy cursive crossover print can create confusion with additional letters. The loopy cursive writing can create confusion between *i-j*-l. When curves and loops are added, *i-j-l* , these letters which are distinct under normal block print also become visually alike. Loopy writing of *k* and *h* as k-*h*   can create confusion not just between k-h but also with ch-ck. As a result, some students who learn these loopy cursive

69

crossover styles will make errors. Some of the made are: ask → ash, much → muck, mash → mask, racket → rachet, basket → bashet, hill → kill, joint → loint

4.1.4.4 Fast and Sloppy Reading

One of the problems of vocabulary in reading encountered was fast and sloppy reading. Students were found rushing through the reading, moving so fast and careless. Some of them even missed entire words and sections. However, one thing I noticed was that when they slow down their accuracy and reading improves dramatically. Most of them appear to have necessary skills but are in too much of a hurry to apply them. This act of reading too fast often comes with the personality of certain students. They are simply in too much of a hurry to be careful. Especially, the impatient individuals usually do not like to stop while reading.

4.1.4.5 Memorization of Text in Reading

Finally, most of the students who were averagely intelligent were found memorizing the text. Though they appeared to 'read the text perfectly. But, it was observed that they are do not look at the print when they say the words. Usually, to read a text, the student must be processing print. If his or her bright eyes are not focused on the print, he or she is actually not reading at all. This is especially common during reading comprehension where students are given simple stories to read. Some of them may end up struggling just to memorize part of the text.

4.1.5 Oral Interview of students and teachers of Ghana Senior High School, Tamale

The researcher used oral interview in order to identify in students how they, students feel when writing essays and the possible errors of difficulties and other problems of vocabulary they usually encounter when writing and reading. The researcher interviewed the students in class and outside the class with face to face interaction. Ten

students from form two arts 'B' of which six were girls and four boys were interviewed. Through the entire conversation between the researcher and the students, he noted some vocabulary problems in the form of grammatical errors were detected. Some of these errors identified are:

- Students had problems of agreement in pronoun (indefinite pronoun) and verb relationship. Students could not identify the appropriate verbs to agree with the pronouns in the subject position. Examples of this kind of error are: (i *) No one take me home*. (ii*) Madam, someone have stolen my pen. In sentence (i*) the verb *'take'* should have been *'takes'* as in *'no one takes me home'*. In the second sentence *(ii)* the verb *'have'* should have been *'has'* to agree with the pronoun *'someone'*.

- Another instance of vocabulary problem was found in article usage. Some of the students omitted articles in their sentences. For example (a) *Shamima, give me pen.* (b) *Somebody stole orange.* In sentence (a) there is an omission of either the indefinite article *'a'* or definite article *'the'* before the count noun 'pen'. So, the sentence (a) should have been written 'Shamima, give me a pen' or ' Shamima, give me the pen'. The second sentence has the article 'an' or 'the' also omitted*

- *The students also had difficulties using singular and plural nouns. For example (1) I gave two pen to him. (2) Those three book are mine. In both sentences, 'pen' and 'book' should have been written "pens' and 'books' respectively as in (1) I gave two pens to him' (2) those two books are mine.*

At the tail end of the interview secession with the students, it was established that most of the errors identified was as a result of native language interference. Others too were lazy to read. Because, extensive reading which is the basic source of vocabulary was alien to them.

The second part of the interview secession was with the teachers of English in Ghana Senior High School. The interview was conducted based on teacher's academic qualification, language department, area of specialization, the involvement of students in writing and reading, particularly extensive reading. The findings from the interview with the teachers confirmed to the vocabulary challenges identified in the students above. One of the causes suggested by one of the respondents is that, there is always limited instructional time allocated for the full involvement of the students in writing and reading comprehension. Another teacher also attributed these challenges to large class size. According to the teacher, students are supposed to be given class exercise at least three times in essay writing, reading comprehension and grammar a week. After marking these exercises and the errors and mistakes identified, the teacher has to carefully take them through corrections and mark as well. By so doing, it becomes a hell of time dealing with a large size of students. Finally, some of the teachers also attributed the vocabulary problems to the students' poor attitude to learning. Most of these students hardly speak Standard English. They rather prefer speaking their own local language (Dagbani) and pidgin and so it has negatively affected them in their English class.

4.1.6 Findings and analysis of data on Problems of Vocabulary in Spelling Dictation

The researcher in his quest to further identify the problem areas of students, the researcher conducted another pre- intervention spelling dictation test to determine students' level of vocabulary acquisition and ability to spell words correctly within the shortest possible time. The vocabulary test consisted of ten vocabulary (10) words used for the dictation. Each correct word was marked one (1)

Table 4. 3 Number of students, marks and percentages obtained in the pre intervention test on dictation

Marks	Numbers of students	Percentage (%)
0	5	10
1	5	10
2	5	10
3	10	20
4	5	10
5	15	30
6	0	0
7	5	10
8	5	10
9	0	0
10	0	0
Total	**50**	**100**

From the table 4.3 It is clear that as many as 40 students representing 80 % scored marks from 0 to 5. Also, 5 students forming 10% scored 0 and 5 equally representing 10% had 1. However, no student scored 9 or 10. Only 10 students marking 20% scored marks from 7 to 8. From the above results,

4.1.7 Discussion of Data

It is a crystal clear that most of the students could not score the pass mark. Most of the students could not spell words correctly, because they only listened to the pronunciation of the English alphabets without taking into consideration the actual speech sounds at the beginning of the words. Some of them also were deficient in determining the actual speech sound at the finals of each word. Some of them too have never heard or come across some of the words. Finally, some of the student had problems differentiating between words which sounds the same but have different spellings and meaning. For instance, students had problem identifying the word 'our' from 'hour' and 'for' from 'four'.

73

4.2 Causes of vocabulary problems of students

The researcher after taking students through the pre interventional test, various vocabulary problems in the form of errors in reading and writing were recorded. Below are the various causes of vocabulary problems in students

4.2.1 Interligual or L1 interference and intralingual interference

There are countless reasons why errors which usually pose vocabulary problems to students occur. According to Brown (1994), some of the errors are caused by interlingual interference or L1 interference. Usually, it is assume that speakers of L1 who are yet to start learning the L2 assume that it ". . . operates like the native language" (Brown, 1994, p. 65). Similarly, Bennui (2008) in his studies on the aspects of L1 interference in students' paragraph writing, found out problems with lexicon since students translated words from L1 (Thai) to L2 (English). For example, problems of subject-verb agreement, word order, verb tense, prepositions, and noun determiners, all due to L1 syntactic interference, were also found. Bennui (2008) further discovered that error occurs as a result of L1 discourse interference. Also, further studies by Darus and Subramaniam (2009), noted that L1 also caused interference. Students assumed that if L1 did not have a certain rule, L2 did not have it either, such as –s for countable plural nouns (regular forms). For example in Darus and Subramaniam's (2009) participants L1 (Malay), "there is no plural marker for a noun" (p. 492).

In reference to the causes of errors in punctuation and capitalization, Kırkgöz' (2010) study analyzed beginning students' essays for punctuation and capitalization, and discovered that their errors were caused by L1 (Turkish) interference. Again, Falhasiri et el. (2011), investigated the frequency of errors in participants' writings and effectiveness of feedback on error reduction. They also agreed that most frequent errors actually resulted from L1 (Persian) interference, and misuse of prepositions was the

74

most frequent error of interference. The most frequent error was participants' omission of –s in the plural form of countable nouns. The second and third most frequent errors were omission of articles and omission of –s in the third person singular of verbs in the simple present tense.

Intralingual errors were also identified in Kırkgoz (2010) identified intralingual as a source of error. Overgeneralization was an element of intralingual error cited in her studies. By overgeneralization, Kirkgoz talks about "negative transfer of language items and grammatical rules in the target language, incomplete application of rules" (Kirkoz 2010,p. 4356). For example, in relation to articles, definite and indefinite articles in language transfer, the Turkish language has neither; therefore, sometimes learners used articles when they did not need them or did not use them when necessary. Kırkgöz' (2010) study using Turkish learners as participants, also supports by that assertion. In her study, Kırkgöz' participants added, omitted, and misused both definite and indefinite articles due to lack of articles in the Turkish language, according to Kırkgöz. She quoted Pascasio (1961) and Stockwell (1965) to explain why it is difficult for learners to learn a grammar rule that belongs to L2 but not to L1. However, in Mousavi and Kashefian-Naeeini's (2011) study, they presented several other different causes of learners' errors based on results of surveys given to participants. Some participants blamed their problems on their lack of practice writing in English; others attributed their problems to their Iranian instructors' lack of experience as teachers; still some others criticized the environment for their lack of motivation. Moreover, in interviews conducted with Arab students about causes of problems with the English language, Al-Khasawneh (2010, p.16) stipulated that learners' problems were attributed to "their weak foundation, environment, and methods of teaching English in their countries"

75

It seems that most teachers are not doing enough in teaching the various concepts to the simplest form. For example, the problems of pronunciation and word guessing are largely attributed to their limited knowledge in the combination of vowels and consonant cluster in words. Harmer (2003, p. 52) claims that "students' attitude to language learning will be greatly affected by the influence of people who are close to them namely: parents or older siblings". In the same way, it seems that parents do not carry out enough control towards their children's learning. They tend to let their children do whatever they want in their studying. Most parents do not even encourage their wards to read when they are at home, let alone providing them with extracurricular lesson. It is no wonder that parents do not even have the habit of giving a reward to their children they are successful in their English work.

Finally, students have low level of motivation in learning because they themselves have no spirit to learn. It can be said that they have no intrinsic motivation to study. Apparently, they are a bit lazy to learn English.

4.3 The methods Used to Improve Extensive Reading in Students

The researcher, after taking students through interview, series of activities and tests to identify the problems associated with vocabulary acquisition and the possible causes of the problems, it was established that most of the students had problems in pronunciation, spelling mistakes due to their inability to determine the actual speech sounds at the initial, middle and final position of words. Others too could not use tenses, articles, conjunctions and prepositions appropriately due to the transfer of grammatical concept and units from their first language to English as a second language. Another observation was that students usually could not observe punctuation marks especially apostrophe, and full stop among others. These problems of vocabulary identified above simply indicate that students fall short of vocabulary fluency. These problems may also

be attributed to their failure to engage in extensive reading activities. In order to address these vocabulary problems and to instill interest in students to embark on extensive reading, which happened to be one of the primary sources of vocabulary acquisition, the researcher employed interventional method and other relevant activities to stimulate students' interest in students to embark on extensive reading activities. Such activities included total physical response technique, study reading, reports and review writing on stories and books, role play, reading of poems, speed reading and classroom library reading among others.

4.4 Effects of Extensive Reading on Vocabulary Acquisition of Students

Subsequently, post interventional test on writing reading, dictation and vocabulary was conducted for the students to find out whether the method employed by the researcher had yielded positive effects of extensive reading on the students. The findings and scores obtained by students from the tests conducted showed that there has been an increase in the vocabulary acquisition of the students. Below are the respective findings and scores in the writing reading, dictation and vocabulary tests and the various implications they have on the students.

4.4.1 Findings and Analysis of Data of Posttest on Vocabulary Difficulties in Writing.

The researcher conducted a post interventional test for students on writing on the topic " write a letter to your friend in another school describing three measures put in place by your headmaster to improve sports in your school" to verify whether the intervention employed by the researcher to assist students to overcome their vocabulary problems has been achieved successfully. The post test was also aimed at finding out whether the writing difficulties identified in the pre interventional test had been repeated, and if so what is the rate of errors committed. Finally, the posttest was to monitor the effects of

vocabulary acquisition in students. So, twenty compositions containing sixty paragraphs were taken from students. The longest paragraph consisted of five, while the shortest paragraph consisted of two.   The descriptive technique uses clauses as the units of analysis. The clauses are derived from simple sentences and complex sentences. In this case, on the average, one complex sentence consisted of two clauses and one simple sentence consisted of one clause. The entire data consisted of 200 sentences taken from 20 composition works. The 200 sentences comprised of 150 simple sentences and 50 complex sentences. The instruments used to gather data on the vocabulary difficulties in writing were: interview, a questionnaire, and a test.The steps used to analyze the data obtained from the students' writings were first, the students' works were all checked and read. Secondly, the students' errors were determined and classified into some types. The classification of errors was tabled based on Ellis and Barkhuizen's idea (2005: 63). Thirdly, the percentage of each error point was counted according to the determined formula. The data obtained through interview and questionnaires were also analyzed. Below are some of the common errors and problems of vocabulary in writing and the number of errors recorded

Table 4.4 Results of Error Analysis in Writing

Item	Type of Error	No. of Errors	Percentage (%)

1.	Verb tense	2	10
2.	Article	4	20
3.	Punctuation	0	0
4.	Spelling	3	15
5.	Preposition	3	15
6.	Word order	1	5
7.	Agreement	3	15
8.	Capitalization	4	20
	Total	**20**	**100**

From the table 4.4 above, it indicates that verb tense error in writing recorded 2 mistakes representing 10% while article which recorded one of the highest number of 20 errors in the pretest in writing, now recorded 4 forming 20% number of errors committed in article error type. No student committed any punctuation error and so the number of errors committed 0 representing 0%. In spelling error, only 3 errors were recorded representing 15%, with 3 number of errors forming 15% found in preposition. Word order error is one of the error types that recorded least number of 1 representing 5% error committed. Agreement error which recorded 10 errors in the pretest now recorded only3 number of errors forming 15%. Finally, capitalization error is one of the error categories that recorded as highest as 20 errors in the pretest. However, in the posttest, the number of errors committed reduced substantially to 4 number of error representing 20%. The general impression about the performance of the students in both pretest and posttest comparatively is that, they have appreciably improved in their performance and so the intervention technique employed by the writer actually yielded a positive result.

Figure 4.3 Represents Posttest Results on Types of Errors in writing

Posttest results on error types in writing
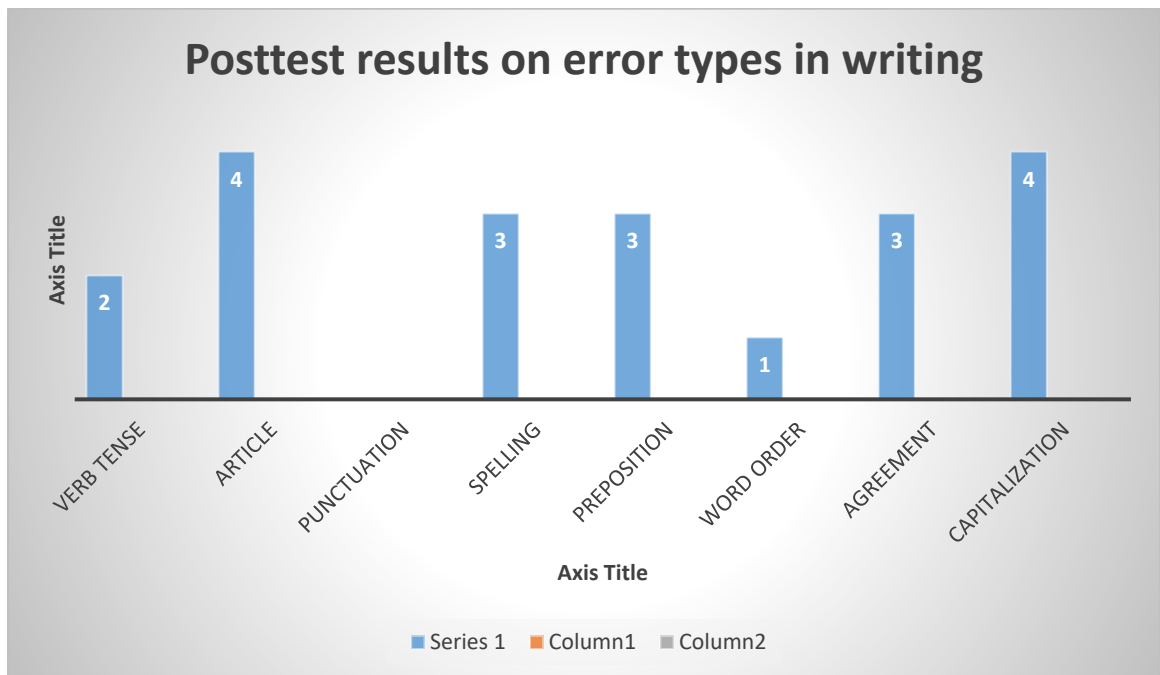
4.4.2 Findings and discussion of posttest on vocabulary difficulties in reading.

The students were engaged in post-test reading activity. The researcher used different passages from the textbooks and short stories from the newspapers and magazines. The reading test was scored based on word pronunciation, word recognition and comprehension. The purpose of the posttest is to verify whether the intervention employed by the researcher to assist students to overcome their vocabulary problems has yielded a positive results. The post test was also aimed at finding out whether the reading difficulties identified in the pre interventional test have been repeated, and if so what is the rate of errors committed. Finally, the post test was to monitor the effects of vocabulary acquisition in students.

Table 4.5 Results of Error Analysis

Item	Type of Error	No. of Errors	Percentage (%)
1.	Word guessing	3	15
2.	Mispronunciation	6	30
. 3.	Fast and sloppy reading	3	15
4.	Memorization of text	3	15
5.	Letter confusion	5	25
	Total	**20**	100

The table 4.5 shows that as many 3 errors representing 15% were recorded in word guessing errors. Mispronunciation also established as high as 6 number of errors forming 30%. However, only 3 representing 15% number of errors each were committed in fast and sloppy error and memorization of text error respectively. Finally, as high as 5 making 25% errors were also recorded in letter confusion error. From the number of errors obtained in each of the error category in the chart, it is clear from all indications that number of errors committed has dropped drastically.

For example, in the pretest, the number of errors committed in mispronunciation error, word guessing error, fast and sloppy reading error, memorization of text error and letter confusion error recorded as high errors as 30, 20, 10, 10 and errors respectively. Comparatively, the number of errors recorded in each of the error category in the posttest results above indicates that students' difficulties in vocabulary acquisition have drastically reduced. The general implication of this test results is that, students can now identify words as used in context and equally pronounce them correctly with little or no errors.

The figure 4.4 Represents Posttest Results on Types of Errors in Writing
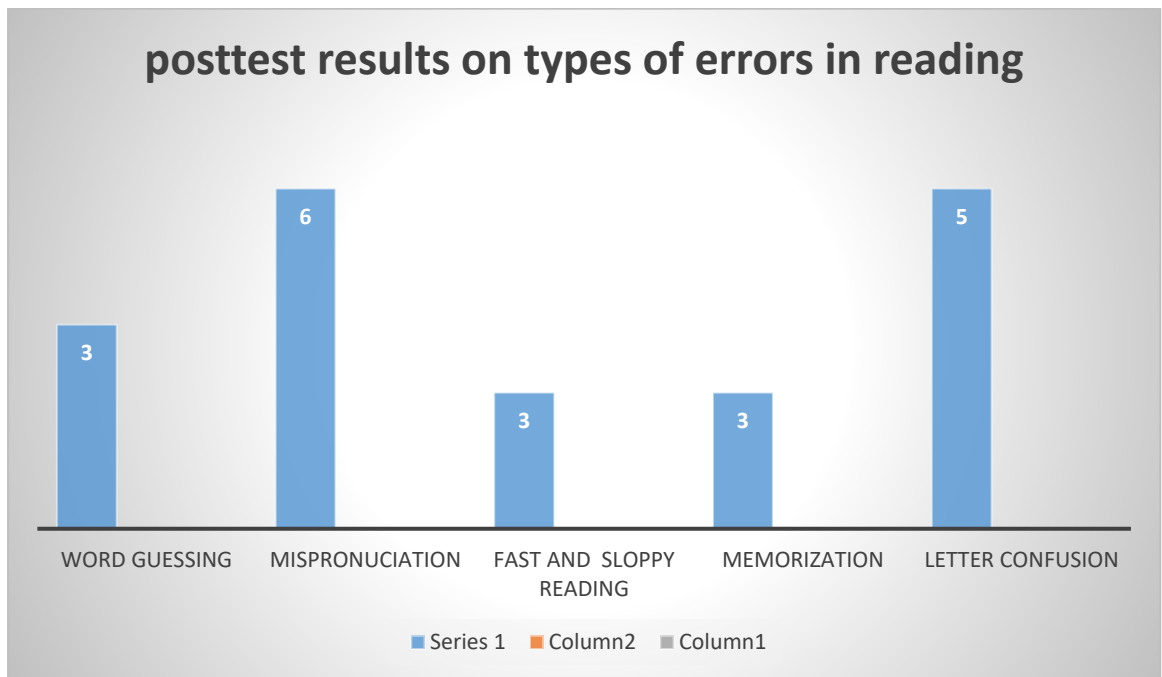
4.4.3 Findings and Analysis of posttest of vocabulary problems on Spelling

Dictation

A post-test dictation exercise was taken by students who took part in the research to enable them spell different sets of words. Here too, the researcher used ten (10) words (see appendix A) and each word spelt correctly was scored over ten (10) marks.

Table 4.6 Number of students and marks obtained in the post test on dictation

Marks	Number of students	Percentage %
0	0	0
1	0	0
2	0	0
3	2	4
4	2	4
5	5	10
6	2	4
7	10	20
8	14	28
9	10	20
10	5	10
Total	**50**	**100 %**

From the above table 4.6, it could be seen that 46 students representing 92% scored marks from 5 to 10, with 10 and 5 students scoring 9 and 10 respectively. However, no student scored 0 or 1 or 2. 25 students forming 48 % had marks from 7 to 8, with just 4 students representing 8% scored marks from 3 to 4.

4.4.3 Discussion of Data

 It is clear from the above results that, students have appreciably improved in their vocabulary acquisition skills because, students spell words by been able to differentiate between words which sound alike but have different spelling and meaning. Another instance of spelling problem which students have overcome in the post is their knowledge in prefixes and suffixes in word formation. For example in prefix, morphemes like (-*im, and -in*), students can now use them appropriately in spelling words like (impossible and inappropriate). One type of spelling problem occurs when the word produced contains a wrong choice of letter, such as in the word *'ticher'* is taken for teacher and '*skhool'* taken for school. However, this problem has now become a problem of the past.

4.5 Compared Results of Pre Interventional Test and Post Interventional Test on

Dictation

In order to measure the vocabulary level of students, the researcher also compared the results of pre and post interventional test on both reading and dictation. The Vocabulary Size Test (VST) was used by the researcher. The vocabulary size test was developed to provide reliable, accurate and comprehensive measure of a learner's vocabulary. The prominent reason for administering a vocabulary size test was to see how fast and adequate the learner has acquired vocabulary for the performance of certain tasks such as reading story books, speech production and writing comprehensive essay. Below are the compared results in table form on reading and dictation. It also shows the number of students and marks scored in percentage, in the pre and post intervention on vocabulary acquisition.

Table 4.7 Compared Results on the Number of Students and Marks Obtained in the Pre Intervention and post Intervention on dictation

Pre interventional test results on dictation			Post interventional results on dictation		
marks	Number of students	Percentage %	marks	Number of students	percentage
0	5	10	0	0	0
1	5	10	1	0	0
2	5	10	2	0	0
3	10	20	3	2	4
4	5	10	4	2	4
5	15	30	5	5	10
6	0	0	6	2	4
7	5	10	7	10	20
8	5	10	8	14	28
9	0	0	9	10	20
10	0	0	10	5	10
Total=10	**50**	**100**	**Total=10**	**50**	**100**

From the table 4. 5.1 It is clear that as many as 40 students representing 80 % scored marks from 0 to 5 with none scoring 9 or 10 in the pre interventional test on diction. whereas 46 students representing 92% scored marks from 5 to 10 with 14, 10 and 5 students scoring 8, 9 and 10 respectively in the post interventional test. 30 students representing 60% scored marks from 0 to 2 in the pre interventional test. But, none of the students scored 0 or 1 or 2 in the post interventional test. All the students scored marks above 2.

4.6.1 Discussion of Data

Comparably, it is clear from the above results that students have appreciably improved in their vocabulary acquisition. Most of the students could spell words correctly and so, the level of vocabulary acquisition has appreciated positively after the intervention employed. This therefore, shows that the intervention produced positive results. This confirms the theory of Nagy & Herman (1987), that when learners extensively read, there is always appreciable growth in the acquisition of vocabulary

.

Table 4.8 Compared Results of the Number of Students and Marks Obtained in the pre Intervention and post Intervention on Reading.

Pre interventional results on reading			Post interventional results on reading		
marks	Number of students	Percentage %	marks	Number of students	percentage
0	0	0	0	0	0
1	5	10	1	0	0
2	5	10	2	2	4
3	10	20	3	2	4
4	5	10	4	4	8
5	15	30	5	5	10
6	0	0	6	2	4
7	5	10	7	10	20
8	5	10	8	15	30
9	0	0	9	5	10
10	0	0	10	5	10
Total=10	50	100	Total=10	50	100

From table 4.8 above it could be seen that before the intervention students vocabulary level was very low as depicted in the pre interventional vocabulary which shows that as many as 40 students making 80% had marks from 1 to 5 in the pre-interventional reading. None of the students scored 0 or 9 or 10 in the pre interventional test. Only 10 students making 30% had marks above 5 but below 8 in the pre-interventional reading activities. However, in the post interventional test on reading, it shows that as many as 37 students making 74% had marks from 6 to 10 in the post-interventional reading. None

of the students had 0 or 1 in the post interventional test. Only 13 students making 26% had marks from 1 to 5.

4.7.1 Discussion of Data

In terms of comparison, it is therefore clear that students improved appreciably in the reading after the intervention. Students' general knowledge in the appropriate use of words and correct pronunciation of vocabulary was improved.

The improvement in students' could be attributed greatly to the effective interventional activities employed by the researcher. This actually confirms what Day and Bamford (1998) stipulation that reading widely benefits all language skills, not just reading.

4.6 Analysis on Compared Responses of Pre-Intervention and Post-Intervention Questionnaires

The table below shows percentage of students' responses for the items in the pre-intervention and post- intervention questionnaires.

Table 4.9: Percentage of Students' Responses in the Pre Intervention and Post Intervention Questionnaires

Item statement	Pre-intervention Questionnaire		post-intervention Questionnaire	
	Agree	*Disagree*	*Agree*	*Disagree*
1.Extensive reading is a very important aspect of English language	28	72	80	20
2. Extensive reading helps us to acquire more vocabulary	34	66	78	22
3. Extensive reading gives pleasure to you, the reader	18	82	70	30
4. I feel lazy to engage in extensive reading	70	30	36	64
5. I can do well in essay writing provided I acquire adequate vocabulary	38	62	60	40
6. Extensive reading is time consuming but I enjoy it	36	64	66	34
7. My teacher can help me do extensive reading effectively	18	82	76	24
8. parents do not encourage their children to read	78	22	50	50
9.My performance and success in English language depends on luck	80	20	74	26

From the table 4.9 above, students were given questionnaires to answer on some few questions about their general impression on how they understand extensive reading and its effect on their vocabulary acquisition as students. The first item on the questionnaire was; 'extensive reading is very important aspect of English language'. For this statement, only 28 % of the students agreed with the statement while 72 % disagreed in the pre- intervention questionnaires. However, as many as 80% came to agree with the statement in the post intervention questionnaire, with 20% disagreed. This shows that most of the students came to realize the importance of extensive reading in the study of English language after the intervention.

Also, with this statement; 'extensive reading helps us to acquire more vocabulary', students responded as follows; 34% of the students agreed and as many as 66% disagreed with the statement in the pre intervention questionnaires. But, 78% of the students agreed with the statement while only 22% disagreed in the post intervention questionnaire. This indicates that as many as 44% of the students came to agree with the statement in the post intervention questionnaires which depicts the efficacy of the intervention put in place.

The next item on the questionnaire read 'extensive reading gives pleasure to you, the reader'. This was the various responses; minority of the students who agreed with this statement was 18%, in the pre intervention questionnaire, but a significant majority 82% expressed not getting pleasure in reading since it was waste of time. In the post intervention questionnaire, 70% agree with the statement, while 30% disagreed. This equally indicates the intervention put in place was able as many as 52% of the students get pleasure in extensive reading.

Students were also asked to provide responses on this statement; 'I feel lazy to engage in extensive reading'. Quite number of the students representing 70% agreed finding it difficult to engage in extensive reading, while 30% disagreed, in the pre intervention questionnaire. However, in the post intervention questionnaire, the percentage of students who agreed with statement in the pre intervention questionnaire dropped drastically by 31% and so increased the number of those who disagreed to 61%.This clearly shows that the intervention activities were able to reduce the difficulties most students face in extensive reading.

One of the very important items on the questionnaire was; 'I can do well in essay writing provided I acquire adequate vocabularies'. Only 38% of the students understood the very importance of extensive reading and as many as 62% were ignorant about the usefulness of effective extensive reading activities to essay writing in the pre intervention questionnaire. But as many as 60% later realized the usefulness of effective extensive reading as far as essay writing is concerned, While 40% still believed that extensive activities cannot assist them in essay writing. This shows that, effective extensive reading activities implemented in the intervention helped improved the student's essay writing.

'Extensive reading is time consuming but I enjoy it' was another interesting item which attracted various responses. Only 36% of the students responded positively and 64% responded negatively to the statement in the pre intervention questionnaire. However, as many as 66% agreed only 34% disagreed with statement in the post intervention questionnaire. This means, after the intervention, 30% of the students came to enjoy extensive reading despite the fact that it consumes lot of time.

'My teacher can help me do extensive reading effectively'. The responses to this statements revealed that majority of the students, 82% disagreed, while only 18% agreed with the statement in the pre intervention questionnaires. In the post intervention questionnaire, 58% of those who had the perception that their teachers cannot do extensive reading effectively discarded this notion and this made those who agreed increased to 76%, which accounted for the effectiveness of the intervention implemented.

';Parents do not encourage their children to do extensive reading' this statement was yet another item on the questionnaire which demanded responses, and here is the results .Students, representing 78%, agreed with the statement and only 22% disagreed, in the pre intervention questionnaires. In the post intervention questionnaire, 50% agreed and 50% disagreed. Though, it is 50% and 50% for both responses, there was a drop in percentage of those who agreed that parents do not encourage their children to do extensive reading from 78% in the pre intervention to 50% in the post intervention, thereby reflecting the effectiveness of the intervention procedure put in place.

'My performance and success in English language depend on luck'. This is what the students responded about the statement. Most of the students as many as 69% agreed that their performance and success in English language depend on luck. However, only 31% disagreed with the statement in the pre intervention questionnaire. In the post intervention questionnaire, only 30% agreed with the statement and as many as 70% disagreed. This was confirmed by students responses in the tenth item where as many as 80% of the students declared that their success in English language is by hardworking.

In conclusion, it is clear from the above analysis that the response of students in the pre intervention and the post intervention questionnaires revealed that most of the students, 34% were relieved of the difficulties they had in extensive reading after the intervention. Most students became interested in extensive reading and the perception that no teacher can help students to do effective extensive reading was discarded by majority of the students. Thereby attributing their success in English language to hardworking. This supports the claim by Sekyi-Baidoo (2000) that extensive reading helps to improve students' performance in English language and can generally be equated to reading to get oneself informed.

Students declared that, they gained a lot of vocabulary after the intervention. This support the claim by Huckin and Coady (1999) that extensive reading leads to gains in vocabulary in a foreign language and can enhance skill in speaking as well as in reading. It is also attest to the various benefits accrued from reading extensively as said by Bell, et al (1997).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

In chapter four, the findings of the study were analysed and discussed based on the research questions and the related literature review. In this chapter, the summary of the study is presented, conclusions made with reference to the research questions and findings of the study and recommendations drawn.

5.1 Summary

Vocabulary acquisition and reading, and for that matter extensive reading are the fundamental framework of Standard English in teaching and learning of English language in our schools. Both elements intertwine. They both depend on each other. Without reading, one cannot acquire the needed vocabulary to be able to read and understand. On the other hand, without vocabulary, reading comprehension also becomes very difficult. It is on this score that the researcher undertook this study on how to use extensive reading to enhance the vocabulary acquisition of Ghana Senior High School students. The following below summarizes the finding of the study:

1. The findings of the study are resulted from the implementation of the pre intervention, intervention and post intervention methods in reference to the research questions.

2. The first research question was: What are the problems of vocabulary acquisition?

   - The pre interventional techniques used to identify the problems of vocabulary acquisition in students were oral interview for students and teachers, pretest, posttest and questionnaire for both students and teachers of English language.

93

- Through the use of the pre interventional methods, data was collected on the problems of the vocabulary acquisition in the form of errors and difficulties in writing, reading, spelling and speaking.

- Errors in the use of articles, pronunciation difficulties, lack of knowledge in capitalization, subject-verb agreement errors, verb tense errors, word substitution errors, memorization of text, fast and sloppy reading, homophone problems, and errors in the use of preposition among others were Some of the vocabulary problems established in the course of the pretest in writing, reading and spelling dictation.

3. The second researcher question was: What are the causes of problems with vocabulary acquisition?

   - From the study, it was established that, interlingual and intralingual interference were the sources of vocabulary errors Brown (2000). Other causes included the poor attitudes of learners towards reading. Parents lack of interest to support and supervise their children in reading extensively. Finally, poor instruction and failure of teachers to engage students in reading and writing.

4. The third research question was: What are the effects of extensive reading on vocabulary acquisition in language learning?

   - From the study, it was established that all these vocabulary problems were externally as a result of students' inability to read extensively. So, the researcher took the students through extensive reading activities. The findings on the effects of extensive reading on the students of Ghana Senior High School, Tamale was encouraging. Students' vocabulary acquisition level increased appreciably. Most of the errors committed in the pretest

94

results reduced drastically in the posttest. The success of this finding was as a result of the introduction of extensive reading to the students.

5. The fourth research question was: What are the methods to be used to develop extensive reading in students?

- The development of extensive reading in students of Ghana Senior High School was possible and success because of Planning and Setting up of Extensive Reading Program and Activities such as, building classroom library, reserving of 10 -15 minutes of time for students to read extensively in class, taking students through role play on issues of interest raised in books. Providing multimedia gadgets for watching movies on interesting issues, asking students to write reports and reviews on story books they have read just mention a few.

5.2 Conclusion

From the research findings (results) presented above, it is very important to conclude that extensive reading was used effectively in enhancing vocabulary acquisition of Senior High School students, particularly, Ghana Senior High School, Tamale. It has also built confidence in the way students speak without unnecessary grammatical blender. They equally write comprehensive essays with ease. More so, students of Ghana Senior High School Arts "B" can now read with absolute comprehension without difficulty. Finally, extensive reading has now become part and parcel of their everyday activities because they can now enjoy the reading pleasure extensive reading brings to them.

5.3 Recommendations

The following recommendations below are made on the basis of the research findings.

1. Teachers should inculcate in students the interest to always embark on extensive reading activities through the use of extensive reading programs. This will enable them to increase the level of their vocabulary needed for communication, writing of meaningful essays and reading comprehensively with ease. It will also help curb the reading problems in our educational institutions.

2. Senior high Schools with library facilities should stock the library with relevant reading materials such as interesting story books with less difficulties in comprehension and other journals suitable for their levels.

3. Stakeholders in educational sector should take a drastic measures to visit schools frequently in order to put themselves in the kwon with the progress being realized by students as far as reading is concerned.

4. School authorities and other personalities who matter in education should from time to time organize reading competitions for students in our schools. At the end of the competitions, good and fast readers should be rewarded either in cash or in kind to motivate them to read more books. When this is done frequently, it will encourage most of the students to get involved in the reading exercise on their own. In so doing, stakeholders will keep teachers on their toes to work hard towards reading activities.

5. The use of extensive reading should also be replicated in other aspects of the teaching and learning activities of English language. For example, extensive reading could be used to enhance reading comprehension, writing skills, spelling and speaking.

5.4 Suggestions for Further Research

The primary aim of conducting research in any field of study is to get theories, strategies and methods to if not perfect but enhance on performance of already existing theories.so, it will also be very important to suggest that future researchers can research into concepts relating to the teaching of vocabulary and extensive reading as independent subjects at the senior high schools and basic school level respectively. This will not only equip the vocabulary base of students but will instill sense of interest and willingness to read extensively with maximum level of ease.

REFERENCES

Adams, M., J. (1990). *Beginning to Read: Thinking and Learning about Print.* Cambridge, MA : MIT Press.

Aitchison, J. (2003). *Words in the Mind: An Introduction to the Mental Lexicon.* Blackwell Publishers Ltd, Oxford, UK, third edition.

Al-Khasawneh, F., M., S. (2010). *Writing for academic purposes: Problems faced by Arab postgraduate students of the College of Business.* UUM. ESP: World, 2(28), 1-23

Bell, T., J. (1997) *Promoting Good Reading Habits Part 2: The Role of Libraries. Network* .Retrieved on june2007 from reading matrix. Com/article/bell/index. httm/ 2/4 (pp 26-35).

Bennui, P. (2008). A study of L1 interference in the writing of Thai EFL students. Malaysian: *Journal of ELT Research*, 4, 72-102.

Bogaards, P., & Laufer, B. (Eds.). (2004*). Vocabulary in a Second Language*. Amsterdam: John Benjamins.

Brown, H., D. (1994). *Principles of language learning and teaching*. Englewood Cliffs, N.J.: Prentice Hall.

Brown, H., D. (2000). *Principles of language learning and teaching*. London: Addison Wesley Longman, Inc.

Coady, J., & Huckin, T. (Eds.) (1997). *Second Language Vocabulary Acquisition*. Cambridge: Cambridge University Press.

Cobb, T. (2007). *Computing the Vocabulary Demands of L2 Reading, Language learning & Technology* 11 (, 3).

Darus, S., & Subramaniam, K. (2009). Error analysis of the written English essays of secondary students in Malaysia: A case study. *European Journal of Social Sciences*, 8(3), 483-495.

Day, R. (2002). *Top ten principles for teaching extensive reading: Reading in foreign language.* 14 (2). Cambridge: Cambridge University.

Day, R., & Bamford, J. (1998*). Extensive reading in the second language classroom*. Cambridge: Cambridge University Press.

Day, R. et al. (1991*). Incidental learning and reading in a foreign language*. 7 (2)

Day, R. R., & Bamford, J. （2005）. *Extensive reading in the second language classroom*. Cambridge, U.K: Cambridge University Press.

Elkılıç, G., Han, Turgay, & Aydın, S. (2009). *Punctuation and capitalization errors of Turkish EFL students in composition classes: An evidence of L1 interference*. Bosnia and Herzegovina, 279-284: In 1st International Symposium on Sustainable Development, June 9-10, 2009, Sarajevo.

Ellis, R., & Barkhuizen, G. (2005). *Analysis learner language*. Oxford: Oxford University Press.

Ellis, R. (1986). *Understanding second language acquisition*. Oxford: Oxford University Press.

Ellis, R. (1994). *The Study of second language acquisition*. Oxford: Oxford University Press.

Falhasiri, M., Tavakoli, M., Hasiri, F., & Mohammadzadeh, A., R. (2011). The effectiveness of explicit and implicit corrective feedback on interlanguage and intralingual errors: *A case of error analysis of students' compositions. English Language Teaching 4(3), 252-264.*

Folse, K. (2004). *Vocabulary Myths*. Ann Arbor: University of Michigan.

Gass, S.M. & Selinker, L. (2001). Second language acquisition: An introductory course. Mahwah, New Jersey: Lawrence Erlbaum Associates, Inc.

Grabe, W. (2009). *Reading in a second language: Moving from theory to practice.* New York: Cambridge University Press.

Gu, Y. (2003*). Vocabulary learning in a second language: person, task, context and strategies.* TESL-EJ, 7(2). Retrieved from http://tesl-ej.org/ej26/a4.html.

Hafiz, F. M., Tundo, I. (1989). Extensive Reading and the Development of Language Skills. *ELT journal*.

Halman, T. S. (1981). *201 Turkish Verbs Fully Conjugated in All the Tenses*. New York: Barron's Educational Series, Inc.

Harmer, J. (1991). *The Practice of English Language Teaching.* London: Longman.

Haycraft, J. (1978). *An Introduction to English Language Teaching*. England: Longman.

Huckin, T., Cady, J. (1999). *Incidental Vocabulary Acquisition in a Second Language, Studies in Second Language Acquisition.21:181*. Cambridge: Cambridge University Press.

James, C. (1998). *Error in language learning and use: Exploring error analysis.* London: Longman.

Kembo, J. (1993). *Reading: Encouraging and Maintaining Individual Extensive Reading in English Teaching Forum.* Washington D.C.*:* The Office English Language Programme. 31? 2, (pp 36-38).

Kırkgöz, Y. (2010*). An analysis of written errors of Turkish adult learners of English.* Procedia Social and Behavioral Sciences, 2, 4352-4358.

Krashen, S. (1988*). Second Language Acquisition and Second Language Learning.* New Jersey, USA: Prentice Hall.

Krashen, S. (1989). We acquire vocabulary and spelling by reading: Additional evidence for the input hypothesis. *The modern language journal,* 73(4), 440-464.

Krashen, S., D. (1984). *Writing: Research, Theory and Application.* New York: Prentice Hall.

Laufer, B., & Nation, P. (1999). *A vocabulary-size test of controlled productive. ability.* Language testing16 (1),33-51https:// doi.org/ 10.1177 /026553229901 600103.

Lenneberg, E. (1987). *Biological Foundation of Language.* New York: John Wiley.

Levine, Mel. (2006). *Difficulties with writing.* Accessed on June 1st, 2009 from http:/www.pbs.org/wgbh/misunderstanding/experiences/writingexpza.html.

Lewis, M. (1993).*The Lexical Approach.* London: Language Teaching Publications.

Lightbown, P., & Spada, N. (2002). *How Language Are Learned.* Oxford: Oxford University Press

Maley, Alan (2008*). Extensive Reading: Maid in Waiting in B. Tomlinson (ed) English Language Learning materials*: a critical review. London/New York: Continuum pp 133-156.

Maximo, R. (2000). *Effects of rote, context, keyword, and context/ keyword* method *on retention of vocabulary in EFL classroom*. Language Learning, 50, 2, 385-412.

Moffett, J. (1983). *Reading and Witting as Meditation*. In Jensen, J.M (E.d). Composing and Comprehending: National Conference on Research in English. Illinois: Eric Clearinghouse. Pp. 57-66

Mousavi, H. S., & Kashefian-Naeeini, S. (2011). Academic writing problems of Iranian post-graduate students at National University of Malaysia (UKM*). European Journal of Social Sciences,* 23(4), 593-603

Nagy, W. & Herman, P. (1987). Breadth and Depth of Vocabulary Knowledge. Implication   for Acquisition and Instructions. In Macheown M& Curtis, M. (eds). *The Nature Vocabulary Acquisition*. Hillsdale, N: Lawrence Erlbaum. (Pp19-35).

Nation, I., S., P. (1990). *Teaching and Learning Vocabulary*. Boston, Mass.: Heinle & Heinle Publishers.

Nation, I., S., P. (1990). *Teaching and Learning Vocabulary*. New York: Newbury House.

Nation, I., S., P. (2001*). Learning vocabulary in another language*. Cambridge: Cambridge University Press.

Owu-Ewie, C., (2011*). Learn to do research on an introduction to research methods* pp.28-30; 47-50; 52-56;78-88.

Richards, J., C. (1977). *Error analysis: Perspective on second language acquisition*. London: Longman Group Limited.

Richards, J., & Theodore S., R. (1986) *Approaches and methods in Language Teaching*. Cambridge: Cambridge University Press.

Rivers, W. (1981). *Teaching foreign language skills.* Chicago: University of Chicago Press.

Robb, T., & Susser, B. (1989). Extensive Reading vs. Skill Building EFL Context. *Reading in a Foreign Language,* 5(2), 239-251.

Schmitt, N. (2000). *Vocabulary in Language Teaching*. New York: Cambridge University Press.

Schmitt, N., & McCarthy, M. (Eds.) (1997). *Vocabulary: Description, Acquisition, and Pedagogy.* Cambridge: Cambridge University Press.

Sekyi – Baidoo, Y. (200). *Learning and Communication*. Kumasi, Ghana: Wilas Press.

Stotsky, S. (1983). *Research on Reading/Writing, Relationship: A synthesis and suggested directions*. Language Art, 60, (pp627-642).

Waring, R. (2000). *The why and how of using graded readers*. Japan: Oxford University Press.

Webb, S. (2008). The effects of context on incidental vocabulary learning. *Reading in a Foreign Language*, 20(2), 232-245.

APPENDIX A

QUESTIONNAIRE FOR TEACHERS

1. Are teachers actually concerned about students' lack of interest to embark on extensive reading activities at school and at home?

2. Are teachers fully prepared to assist students develop interest in extensive reading activities?

3. Are teachers curious about how appropriate students use words in their daily communication and in their written essays?

4. Are stakeholders in the educational sector aware of students' lack of interest in extensive reading activities at the senior high school?

5. How much time does the student spend in reading at home and at school?

6. How much time does the student spend watching TV programs at home?

7. What kind of TV programs does the student watch on television at home?

8. Why does the problem of reading keeps increasing despite government's effort in improving reading in schools?

9. What steps have been put in place by the parent teacher association and opinion leaders to solve the problem of reading among students?

10. How many story books does student in a semester?

11. What measures have teachers put in place to inculcate in students the interest to read story books?

12. How many times do parents visit the school to meet with the students' teacher?

13. Are students aware of their reading difficulties?

14. Are students aware of their lack of interest to engage themselves in in extensive reading activities?

15. What are the measures put in place by the National Association Graduate Teachers (NAGRAT) and Ghana National Association of Teachers (GNAT) to solve the problems of reading and to stimulate interest in students to maximized extensive reading to their advantage?

16. What are some of the roles played by schools to help overcome students' reading difficulties and avenues provided for students to embrace extensive reading activities?

APPENDIX B

QUESTIONNAIRE FOR PARENTS

1. Do you have enough time to guide your ward read at home?

2. Do you provide your ward with extensive reading materials like story books?

3. Do you frequently find out from your wards what they read at school when they come home?

4. Do you allow wards to television programs?

5. How frequent do you watch television more than reading?
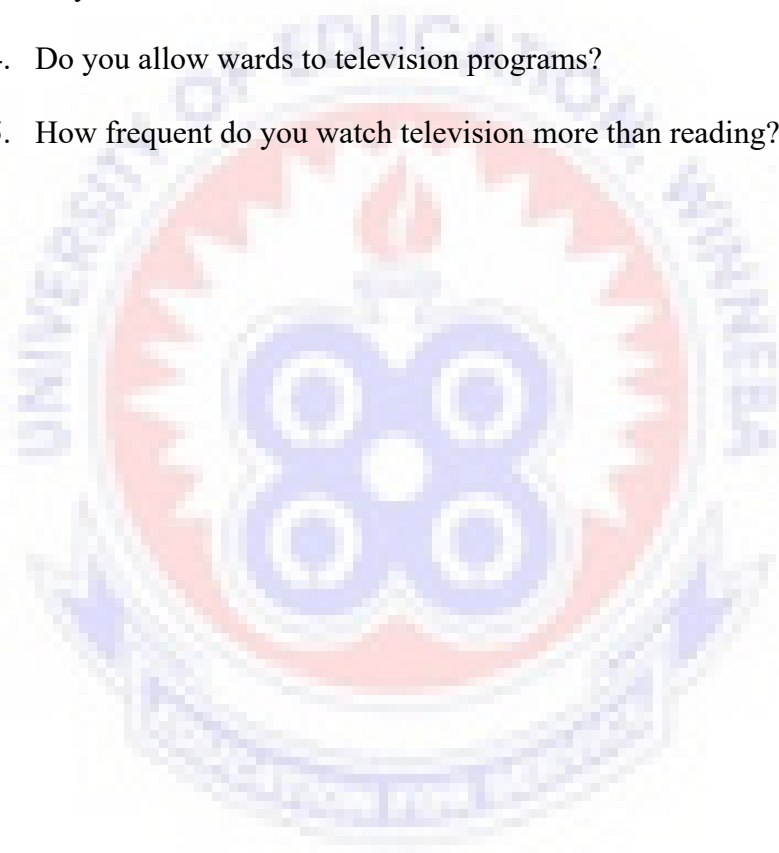
APPENDIX C

QUESTIONNAIRE FOR STUDENTS

Item statement	Pre-intervention Questionnaire		post-intervention Questionnaire	
	Agree	*Disagree*	*Agree*	*Disagree*
1.Extensive reading is a very important aspect of English language				
2. Extensive reading helps us to acquire more vocabulary				
3. Extensive reading gives pleasure to you, the reader				
4. I feel lazy to engage in extensive reading				
5. I can do well in essay writing provided I acquire adequate vocabulary				
6. Extensive reading is time consuming but I enjoy it				
7. My teacher can help me do extensive reading effectively				
8. parents do not encourage their children to read				
9.My performance and success in English language depends on luck				

APPENDIX D

PRE-TEST AND POST-TEST ON DICTATION

1. University

2. Accommodation

3. Capitalization

4. Scientific

5. Conquer

6. Principle

7. Extensive

8. Vocabulary

9. Internet

10. Development
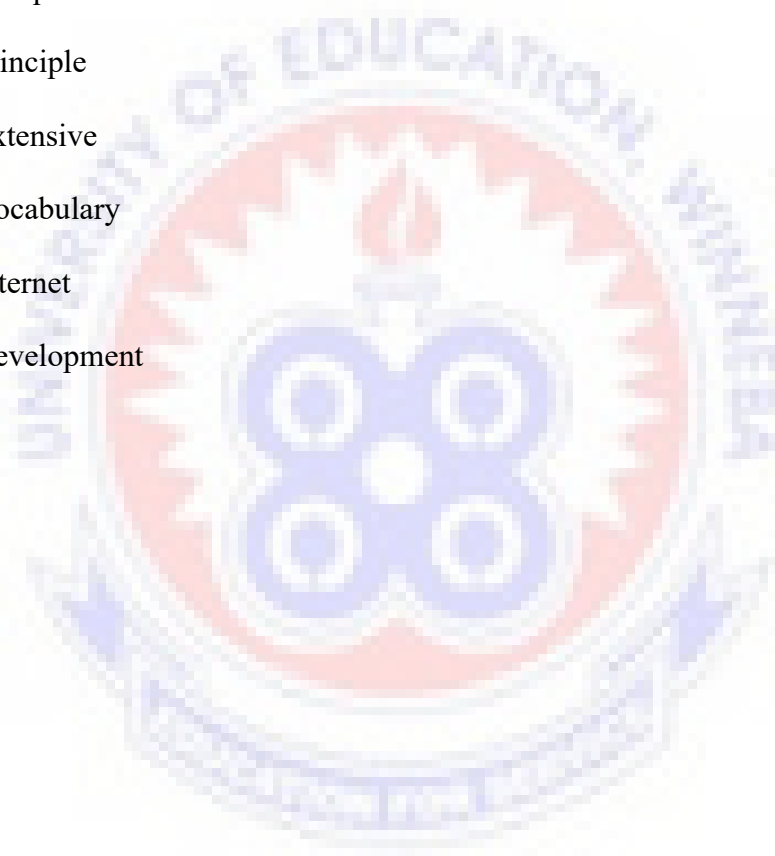
APPENDIX E

SAMPLE OF POEM USE FOR INTERVENTION

"Lest we should be the last" by Kwesi Brew

Lest we should be the last

To appear before you

We left our corn in the barn

And unprepared we followed

The winding way to your hut.

Our children begged for water

From the women bearing golden gourds on their heads

And laughing their way from the well.

But we did not stop

Knowing that in your presence

Our hunger would be banished and our thirst assuaged

By the flowing milk of your words

Now we have come to you

And are amazed to find
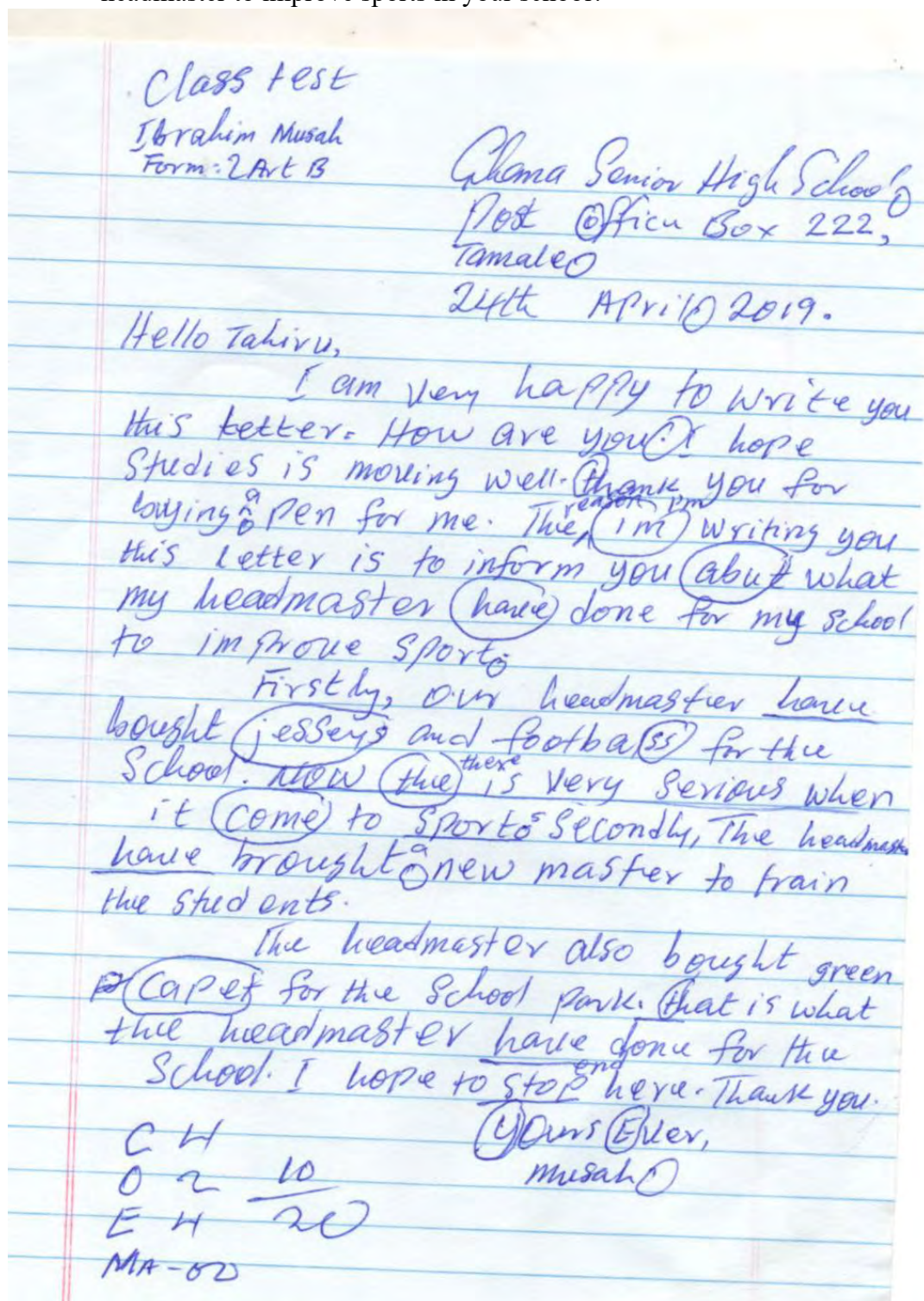
Those you have loved and respected

Mock you to your face.
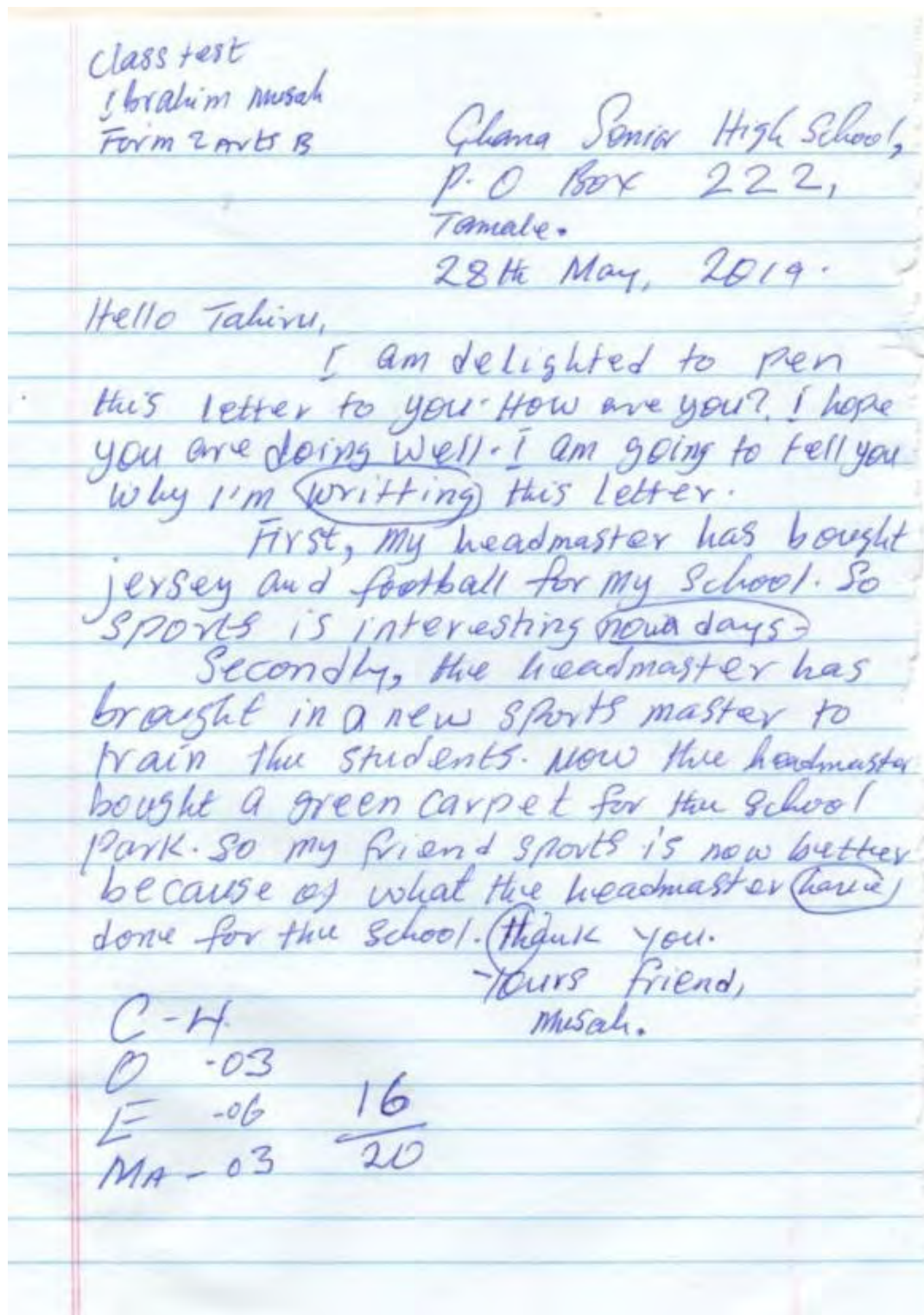
APPENDIX F

SAMPLE OF WRITTEN PRE-TEST

Write a letter to friend in other school describing three measures put in place by yours headmaster to improve sports in your school?
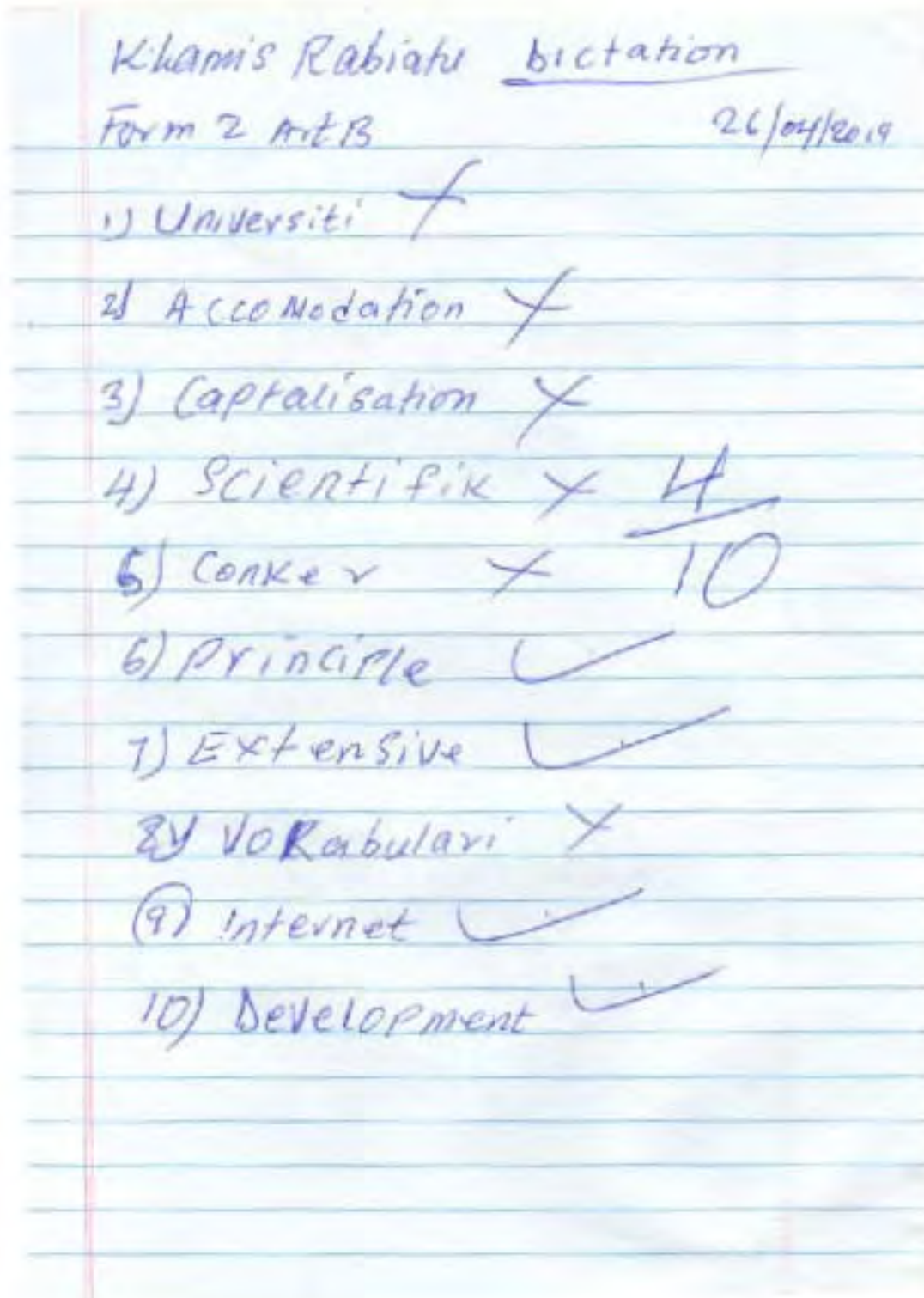
APPENDIX G

SAMPLE OF WRITTEN POST-TEST

Write a letter to friend in other school describing three measures put in place by yours headmaster to improve sports in your school?

class test
Ibrahim musah
Form 2 arts B

Ghana Senior High School,
P. O Box 222,
Tamale.
28th May, 2019.

Hello Tahiru,

I am delighted to pen this letter to you. How are you? I hope you are doing well. I am going to tell you why I'm writting this letter.

First, my headmaster has bought jersey and football for my school. So sports is interesting nowa days.

Secondly, the headmaster has brought in a new sports master to train the students. Now the headmaster bought a green carpet for the school park. So my friend sports is now better because of what the headmaster have done for the school. Thank you.

Yours friend,
Musah.

C-H.
0 -03
E -06   16
MA -03   20

APPENDIX H

SAMPLE OF PRE DICTATION SCORES

Khamis Rabiatu Dictation

Form 2 Art B   26/04/2019

1) Universiti

2) Accomodation

3) Captalisation

4) Scientifik   4/10

5) Conker

6) Principle

7) Extensive

8) Vorabulari

9) Internet

10) Development

112

APPENDIX I

SAMPLE OF POST DICTATION SCORES

Form 2 Arts B   Dictation   26/05/2019

Khamis Rabiatu

1) University

2) Accommodation

3) Capitalization

4) Scientific

5) Conquer

6) Vocabulary

7) Vocabulary Development

8) Principle

9) Extensive

10) Internet

$$\frac{10}{10}$$