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The Role of Input Flooding via Extensive Reading in Iranian Field dependent vs. Field Independent EFL Learners' Vocabulary Learning

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ABSTRACT

This study was an attempt to investigate the effect of input flooding via extensive reading on vocabulary learning of Iranian field dependent versus field independent EFL learners. 100 pre-intermediate female EFL learners with the age range of 17 to 18 from a high school were selected to participate in the study. They were assigned to one experimental and one control group. The homogeneity of the two groups in terms of language proficiency was assured through Oxford Placement Test (OPT) and they were given a Group Embedded Figures Test. In addition, their vocabulary knowledge was determined by comparing their mean scores in a researcher made vocabulary pretest. The 10-session treatment was followed using input flooding via extensive reading for the experimental group while the control group had their own conventional way of learning. At the end of the treatment, they were asked to sit for another vocabulary test as a posttest. The results of data analyses showed that the participants in the experimental group outperformed in the vocabulary posttest. Moreover, both field dependent (FD) and field independent (FI) learners outperformed in their posttest. However, the results of analysis of covariance (ANCOVA) showed that there was a significant difference between the two groups' means on the posttest scores of vocabulary posttest in which the FI group outperformed the FD group. The findings of this study might have implications for students, teachers, and syllabus designers.

Keywords: *Extensive Reading, Field Dependent Learners, Field Independent Learners, Input Flooding, Vocabulary Learning*

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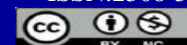
1. Introduction

As English learning becomes important nowadays, certainly the role of vocabulary is at the center of attention. According to Chen and Chung (2008), vocabulary learning is considered as a main issue in learning English since vocabulary contains the basic building blocks of sentences. Moreover, vocabulary knowledge takes an important role in language learning (Akbarian, 2010). In addition, to develop the efficacy and performance of learners during the process of learning English vocabulary, several researches have been done (Chen & Chung, 2008). Researchers (Nation & Newton, 1997; Ruutemets, 2005) concluded that vocabulary is one of the most essential components in learning a foreign language,

and foreign language syllabuses must take this into consideration.

Consequently, it is important to find more effective ways to teach vocabulary. One of these techniques can be input enhancement, which has been focused these days. In fact, the role of input in learning a language has been highlighted by researchers (Gascoigne, 2006; Smith, 1993). One of the input enhancement techniques is input flooding, which involves providing plentiful occasions for repeated exposure to the target language forms and it is supposed to be helpful for learners to try discovery learning and practice the target forms (Wong, 2003).

Furthermore, one of the sources to provide language input for EFL learners is through extensive reading (Day & Bamford,



1998 as cited in Bahmani & Farvardin, 2017) which was defined as the practice of reading great amounts of text for extended periods of time. Moreover, extensive reading needs to be an integral part of any English language curriculum (Waring, 2009) and its place in the English curriculum should be reinforced. Nevertheless, it is widely argued that there is no dichotomy between the use of an extensive reading approach and other approaches (Pan, 2009). Among the many areas that extensive reading has been consistently found useful for L2 learners are reading comprehension skills (Bell, 2001; Day & Bamford, 2007; Tanaka & Stapleton, 2007), vocabulary growth (Nation, 2015; Pigada & Schmitt, 2006), reading attitudes and motivation (Lake, 2014; Takase, 2007; Yamashita, 2013), reading rate and fluency (Beglar & Hunt, 2014; Iwahori, 2008), writing skills (Olivier & Simasiku, 2015), and advantages in theoretical and world knowledge (Grabe & Stoller, 2011).

On the other hand, according to O'Brien, Butler and Bernold (2001), various motivational and environmental factors affect learning, and cognition represents the core of learning process. In comparison to some variables such as the affective and physiological factors, cognitive styles seem to be the most related to those related to language achievement. Cognitive styles including the interpersonal, social and psychological functioning of individuals (Kahtz & Kling, 1999). As a cognitive style, the field dependence-independence (FDI) construct is among the most widely studied constructs. Individuals are placed along a field running from extreme field dependence (FD) to extreme field independence (FI). Those placed towards the FD end of the range have difficulty in separating information from its related surroundings whereas FI individuals have less trouble in achieving the same task (Guisande, Paramo, Tinajero & Almeida, 2007). In addition, along with the discussion of the various different techniques of teaching vocabulary, the learning styles of the learners is a significant issue.

Yet, there seems to be a dearth of research on vocabulary learning, and particularly on finding effective methods to teach it. In an attempt to fill part of this gap, this study is aimed at examining the impact of input flooding through extensive reading on the vocabulary learning of Iranian field dependent and field independent EFL learners.

2. Literature Review

2.1 Vocabulary Learning

Words are the initial building blocks of effective communication. Although gestures and facial expressions work well in face-to-face communication, words convey the weight of meaning when people are away from each other in distance and time as Richards and Renandya (2002) state that “vocabulary is distinctive to a content area like finger prints which are unique to human being” (p. 482). A content area is distinguishable by its language, mostly the special and technical terms that label the concepts under the girding the subject matter. Moreover, Richards and Renandya state that vocabulary is considered as a core element of language proficiency and provides much of the origin for how well learners express, listen, read, and write. In fact, the teachers know they must do something with the language of their content areas and offers its source for how well learners are able to speak, listen, read and write. Teachers of all grades continue to look for ways to improve vocabulary instruction. A good procedure is the role of the school and teacher in the development of vocabulary knowledge (Robinson, 2005). Along with instructional practices comes a students' need for continued vocabulary development. Haastrup and Henriksen (2001) affirm that second language vocabulary research reflects a determined attempt to take processes and constructs from psycholinguistics and SLA theory and recast them from a lexical point of view.

2.2 Input Flooding (IF)

Input flood is a type of instruction that can add to L2 structure acquisition and according to Han, Park and Combs (2008), it builds the salience of a target language feature by artificially designed repetition. The efficiency of input flood is supported by number of studies demonstrating that repetition is considered as a key factor in L2 proficiency procedure (e.g., Ellis, 2002; VanPatten, Williams, & Rott, 2004). Also, input flooding is another implicitly achieved method of input enhancement in accordance with Mahvelati and Mukundan (2012) to those learners who prefer discovery learning. IF is frequently used by ELT researchers, and linguists have used different wordings in order to define and explain it: 'amply exposed', 'superabundance of input', 'high frequency of occurrence', 'numerous examples of a feature', 'frequently used', 'increased incidence of target structures', 'a

large number of target forms', 'increased opportunity of noticing', etc. Nevertheless, all of them refer to the same phenomenon. We can conclude from the similar definitions provided by experts they are in complete agreement that this form of input enhancement uses quantity as its inherent feature. Input flooding increases opportunities for learners to perceive the target form over repeated exposure. Mahvelati and Mukundan (2012) proposed learning forms through input flooding is normally an incidental product of reading and listening activities. On the other hand, the fact is that opposing visual input enhancement; input flooding is applied through both written and oral input.

2.3 Field Dependence/Independence

Field dependence and field independence represent the divergent differences between field dependent (global) and field independent (analytic) cognitive styles. Field dependence/independence style refers to the way individuals experience their backgrounds, either globally or analytically. According to Blakely and Tomlin (2008), field dependent people have a general view of things, failing to focus on minor details. In contrast, field independent people are keen observers with an eye for details, ignoring the background in which the details develop. In addition, Field dependent individuals depend on external signals and shapes, have short memory lengths, and they are simply distracted and prefer natural learning circumstances. Field-dependent learners can generally process data and rely on external reference better. When the structure is prepared for learners, they tend to solve problems through intuition and trial-and-error approaches while Field-independent personalities reach the environment in a highly analytical manner like recognizing figures just as discrete from their surroundings. The mental schemas of these people involve multiple approachability of components and different relations between them. They contribute to actively preparing their own learning through understanding objects wholly and inspecting the fundamental causal relationships of problem situations (Calcaterra, Antonietti, & Underwood, 2005).

Quite the opposite, people who are field independent, they are obviously more motivated, investigative and autonomous, and they have higher attention and longer memory spans, depend on more internal signals and they prefer academic situations

in which they can accomplish their objectives through competition (Blakely & Tomlin, 2008). Wide research of cognitive style represents that the field dependence-independence construct explains two different ways of information processing. As stated by Guisande, Paramo, Tinajero, and Almeida (2007), individuals are arranged along a continuum running from extreme FD to extreme FI. The FD individuals are limited in their inclination to separate information from its contextual surroundings, although FI individuals do not have difficulty in performing the same task.

2.4 Extensive Reading

According to Day and Bamford (2004), Extensive reading is a language teaching process when different reading materials disclose to learners in order to achieve a global understanding even if they read for enjoyment. As students choose books with their personal choice to read freely, there should not be any task related to the reading material. When they do not attract by the chosen material or think the content is difficult to understand, they leave it there and excite with the new book or text. Extensive reading is practical for all students, just at least they should have basic skills to read it. Krashen (2004) asserts extensive reading is still similar to sustained silent reading, free the voluntary reading approach and independent voluntary reading. According to Bamford and Day (2005), extensive reading is reading large amounts of material in order to achieve a full understanding while focusing on the meaning of the text than the meaning of individual words or sentences. According to Nuttall (1996), extensive reading can improve vocabulary mastery effectively. Students can see words many times through reading a plenty of materials and become familiar with them. This can help students study words or vocabulary which are recognized without thinking. Students' reading speed can improve with better comprehension skills before they learn many words from extensive reading. In such a way, students will read English texts more confidently.

2.5 Related Studies

There is a study by Mahvelati and Mukundan (2012), the role of cognitive style in the collocational knowledge development of Iranian EFL learners through input flood treatment was investigated. Two classes comprising sixty-four upper-intermediate learners with the same level of language proficiency participated in this study. One



class was randomly assigned to the experimental group and the other to the control group. The data was analyzed and revealed that input flood treatment improved the performance of the experimental group at post-test stage.

There is a study by Motlagh and Nasab (2015) who investigated the role of input enhancement as positive factor and its impact on L2 vocabulary and to find out how differently many kinds of input enhancement factors such as bolding, underlining, and capitalizing impact on L2 learners' vocabulary acquiring. To this end, four classes containing 80 learners were selected as the experimental groups, and each class was conducted by one of the input enhancement main categories compared with the control group. Each group received different strategies but control group received no treatment and then, the researcher taught and employed those inputs in texts along with target words. The results of study using one-sample kolmogorov-smirnov test, one-way ANOVAs series along with LSD and post hoc comparisons showed that three inputs were effective in responding to target vocabulary words and they compared and contrasted with control group but the bolding group did better than the other groups. Finally, bolding target words were more effective in fostering L2 learners' vocabulary knowledge learning. These outcomes proposed that using input enhancement to answer target words are the most useful factors, especially bolding as a significant input in this study outperformed the other ones in developing learners' awareness to answer vocabulary tests.

Rikhtegar and Gholami (2015) flooded a number of young learners before and after presenting a reading comprehension with input of past tense structure, arrived at conclusion that the group who received treatment with pre-and post-reading flooding worked better than those who received the traditional form of grammar. The positive effect of input flooding can also be justified based on certain characteristics of input flooding.

Mirzapour and Barjesteh (2017) examined the effect of input flooding through listening tasks on the uptake of simple present tense and the present progressive tense among pre-intermediate English as Foreign Language learners. For the purpose of the study, an experimental design was approved. 55 pre intermediate learners participated in the study and they

were randomly divided into one control group, non-flooding group, and two experimental groups including pre-task input flooding group and post input flooding group. Pre-IFG received pre-task flooding while post-IFG received a post-task input flooding. At the end of the treatment sessions, the researchers administered a posttest on grammar to all three groups. A one-way ANOVA was run and the findings revealed that the three groups were homogeneous at the onset of the intervention. The results demonstrated that both pre-IFG and post-IFG were equally effective on the uptake of the target grammatical forms and that the two groups outperformed NFG. The findings have implications for EFL teachers and materials developers.

In their study, Rashtchi and Etebari (2018) compared the effect of input flooding and input enhancement on grammar knowledge of passive voice among Iranian EFL learners. Sixty female low-intermediate learners out of 75 learners were selected based on Preliminary English Test (PET). These classes were then randomly assigned to receive two different treatments. Three classes in the experimental group one (Input Enhancement Group) were exposed to passive structures through input enhancement guidelines, and the three classes in the experimental group two (Input Flooding Group) received the same materials drawing on the guidelines in line with input flooding procedures. The results of the pretest showed that the groups were homogeneous concerning their knowledge about the English passive voice. After the instruction period, the participants sat for the identical posttest to measure their gain of the passive structures. The findings indicated that both input flooding and input enhancement significantly affected the grammar knowledge of the passive voice. Nevertheless, there was no statistically significant difference between the effects of input flooding and input enhancement in improving the knowledge of passive voice of the participants.

Based on the above mentioned literature and the related studies, the following research questions were formulated in the current study.

Q1: Does input flooding via extensive reading have any statistically significant effect on vocabulary learning of Iranian EFL learners?

Q2: Does input flooding via extensive reading have any statistically significant effect on vocabulary learning of Iranian field dependent EFL learners?

Q3: Does input flooding via extensive reading have any statistically significant effect on vocabulary learning of Iranian field independent EFL learners?

Q4: Is there any statistically significant difference between the effect of input flooding via extensive reading on vocabulary learning of Iranian field dependent versus field independent EFL learners?

3. Method

3.1 Participants

The population of this study was 100 students studying in Haj Abasgholi Rahgozar high school. They were female and their age ranged between 16-17 years old and they were at pre-intermediate level. All of the participants took an Oxford Placement Test (OPT), pretest and posttest. Since it was not manageable to choose any class out of the available ones, the researcher selected four intact classes based on convenient sampling due to manageability and availability reasons. These four classes were given OPT to make sure about the homogeneity of the participants.

3.2 Materials and Instruments

Oxford Placement Test

The OPT used in the current study contained 60 items. Due to the fact that OPT is a standard test of proficiency, its validity and reliability are assumed to be at satisfactory levels of ($r=0.92$) as reported by University of Cambridge Local Examination Syndicate. The Oxford Placement Test was used to measure the participants' language proficiency. As a Proficiency test, it is expected to be norm-referenced and is intended to "measure global language abilities" (Brown, 2005, p. 2).

Group Embedded Figures Test

These cognitive styles was identified by Group Embedded Figures Test (GEFT) developed by Witkin, Oltman, Raskin, and Karp (1971). Witkin, et al., (1971) reported a Spearman-Brown reliability coefficient of 0.82 for their instrument. The GEFT is a 25-item test that requires participants to identify more simple figures out of complicated figures. It is worth noting that in the first two minute, the participants were worked on seven practice items, which were not scored. In the following ten minutes, they were supposed to complete the 18 items, which comprised the actual test. The ability to

identify the simple figures is an indication of field independency. The maximum possible score in GEFT is 18 and minimum one is 0. According to GEFT instructions, those with scores up to 11 are classified as field dependent and those above 11 are classified as field independent people.

Vocabulary Pretest

A 35-item vocabulary test was developed by the researcher as a pretest based on the content of students' course book in order to assess the learners' vocabulary knowledge. The reliability of the vocabulary test was .841 through Cronbach's Alpha and the content validity of the test was examined by a panel of asking three English language professors to suggest their comments. It is worth mentioning that the test took about 30 minutes to be completed. (See Appendix A)

Vocabulary Posttest

Another vocabulary test with 35 items was made by the teacher as the posttest) based on the content of the students' course book. The reliability of the vocabulary test was calculated through Cronbach's Alpha and the content validity of the test was also examined by the panel of the experts, as well. It is worth stating that this test took about 30 minutes to be answered. The vocabulary posttest had acceptable indices of reliability that is .841. (See Appendix B)

3.3 Data Collection Procedures

Before conducting the main study, a pilot study was conducted to assure the appropriateness of the tests. In fact, the researcher piloted the tests that were determined to be used as instruments. These tests were administered to a pilot group including 30 participants with the same characteristics of the main population. The Cronbach's alpha formula was employed for calculating the reliability of the test scores while the validity of the tests was checked through the panel of three English language professors, as well. Moreover, four intact classes comprising a total number of 100 learners were selected after seeking the approval of the course instructors and students in Haj Abasgholi Rahgozar high school. To assure homogeneity of these classes regarding overall language proficiency OPT was administered.

Following that, they were given GEFT in order to determine the participants being field dependent or independent. Then, the researcher used the piloted vocabulary test, the reliability and validity of which have been established by the researcher prior to the main study. Afterwards, they were given



vocabulary pretest to measure the knowledge of the participants in terms of vocabulary. Having assured the homogeneity of the participants with respect to overall language proficiency and their level of vocabulary knowledge, the researcher began the instruction. It is worth mentioning that the whole treatment was performed in 10 sessions six of each was allocated specifically to applying input flooding through extensive reading. The course book was “English for Pre-University Students” used for learners. In addition, for providing more reading texts for the experimental group, the teacher used “Khate Sefid” and “Zaban Konkor” as a supplementary book. Everything in these classes were the same except the reading materials and the treatment.

For the experimental group, the participants were flooded with the new vocabularies used in the texts in line with Nemati and Motallebzadeh (2013) in which “increasing the frequency of appearance of a given feature in the input, makes such feature more prominent in L2 input series, and this is known to be input flooding” (p. 409). In fact, the experimental group was exposed to the intended vocabularies used several times in different texts both their course book and the supplementary book “Khate Sefid” and “Zaban Konkor”. Therefore, the rate of the target vocabulary was artificially increased in the materials used for the treatment. For example, the students were given some texts in which the target vocabulary were used and asked to answer some comprehension questions, discuss the main ideas in class. Another activity, which was used for the input flood treatment, was unscrambling the sentences of some short paragraphs or the paragraphs of some reading texts. However, there was no mention of the target vocabulary and the kind of the exercises that they were asked to do required them to focus on understanding the content of the texts rather than learning vocabulary.

On the other hand, in the control group, the teacher had the conventional way of teaching vocabulary through giving the definition of each new word to the students followed by having them repeat its pronunciation and asking students to look up the new words in dictionary and to find and write their definitions and making sentences. Indeed, the participants of this group were supposed to learn and clarify the meaning of the new words through definition, synonym,

and antonym, supplemented merely through the medium of monolingual dictionary wherever necessary. After the end of the 10 session treatment, the 35- item researcher-made test of vocabulary was given to both groups as the posttest to compare their performances and to see whether or not the given treatment had any significant effect on their vocabulary learning.

3.4 Data Analysis

The following procedure was used to analyze the data. In this regard, Cronbach’s alpha was applied to measure the reliability of the piloted version of OPT and vocabulary tests. In order to answer the first research question, an independent samples t-test was employed and for the second and third research questions two paired-samples t-tests were run while for the fourth research question, Ancova was done.

4. Results

Before the main study initiated, a group of 30 EFL learners who bore almost the same characteristics of the participants in the main study attended the pilot study. Table 1 presents the descriptive statistics of the results in this phase.

Table 1 : Descriptive Statistics of the Scores Obtained in the Pilot Phase

	N	Mini	Maxi	Mean	Std.	Skewness	Std.
	Statistic	mum	mum	Statistic	Deviation	Statistic	Error
		Statistic	Statistic		Statistic		
OPT	30	14.00	39.00	27.16	7.759	-.276	.427
Vocabulary Pretest	30	7.00	30.00	17.90	6.895	.075	.427
Vocabulary Posttest	30	8.00	29.00	17.63	6.562	.076	.427
Valid (listwise)	N 30						

As it is evident from Table 4.1, all the distributions of the scores enjoyed normality as the skewness ratios (Statistics/ Std. Error) fell within the range of ± 1.96 (Tabachnick & Fidell, 2007). In order to determine Field Dependent (FD) and Field Independent (FID) participants, the GEFT questionnaire was administered to the participants of the main study (N = 100). Those who scored 11 or more were considered as field independent while those who scored less were considered field dependent. Furthermore, out of the six classes in the study, two of them were randomly assigned as the control group and the other four classes received the treatment. Table 2, shows how the students were assigned into their groups based on their GEFT scores.

Table 2: Assignment of the Participants into Groups based on GEFT

		Experimental	Control	Total
GEFT	Field Dependent	38	21	59
	Field Independent	25	16	41
Total		63	37	100

In order to answer the first research a question, an independent samples t-test was run on the posttest scores of the control and experimental groups. However, in order to make sure that the previous knowledge of the participants did not influence the results, their pretest scores were also compared. Table 3, below, shows the results. Inspection of the results for pretest scores showed that the two groups were not significantly different ($t(98) = -.17, p = .87 > .05$) at the outset with regards to the vocabulary knowledge. Therefore, possible significant difference in the posttest scores can be the results of the treatment.

Table 3: Independent t-test: Vocabulary Achievement by Two Groups

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		sig.		Sig.(2-tailed)		Mean Difference		95% Confidence Interval of the Std. Difference		
		df		Lower		Upper		t		
pretest	Equal variances assumed	.045	.832	-.170	.98	.865	-.1222	.7188	-1.548	.3042
	Equal variances not assumed			-.171	.7722	.864	-.1222	.7137	1.543	.298
posttest	Equal variances assumed	3.36	.070	2.686	.98	.008	1.8361	.6835	4.796	.192
	Equal variances not assumed			2.518	.6160	.014	1.8361	.72933	3.780	.2942

The results of the independent samples t-test for the posttest scores is reported here assuming equal variances as Levene's test ($F = 3.36, p > .05$) suggested. The results ($t(98) = 2.68, p = .008 < .01$, Cohen's $d = \frac{2t}{\sqrt{df}} = .54$, representing a medium effect size) showed that there was a significant difference between the vocabulary posttest scores of the control and experimental group; therefore, the first null hypothesis, which stated "input flooding via extensive reading does not have any significant effect on vocabulary learning of Iranian EFL learners", was rejected.

In order to answer the second and third research questions two paired-samples t-tests were run. Before running the tests, the normality of the difference scores between the posttest and pretests had to be checked.

Table 4: Normality Check of the Difference Scores between Posttests and Pretests

	N	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
FD	38	.13	5.1773	-.302	.383	-.006	.750
FI	25	.76	7.3017	.784	.464	1.093	.902
Valid N (listwise)	25						

As it is evident from Table 5 above, the residual scores of both field dependent (FD) and field independent (FI) participants had normal distribution as both skewness and kurtosis ratios (statistics/std.error) fell within the range of ± 1.96 . Therefore, running paired-samples t-tests were legitimized (Table 5).

Table 5: Paired-Sample T-Tests: The Effectiveness of the Treatment

Paired Differences	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Pair 1FD	5.131	1.773	.2876	4.548	5.714	17.83	37	.000
Pair 2FI	7.760	3.017	.6035	6.514	9.005	12.85	24	.000

The results of comparing the posttest scores of the field dependent participants with its pretest scores (pair 1 in the table) showed significant difference ($t_{(37)} = 17.839$,

$p = .000 < .01, r^2 = \frac{t^2}{t^2 + df} = .89$, representing a very large effect size). Therefore, the second null hypothesis, which states, "input flooding via extensive reading does not have a significant effect on vocabulary learning of Iranian field dependent EFL learners", was rejected.

The results of comparing the posttest scores of the field independent participants with its pretest scores (pair 2 in the table) showed significant difference ($t_{(24)} = 12.857$,

$p = .000 < .01, r^2 = \frac{t^2}{t^2 + df} = .87$, representing a very large effect size). Therefore, the third null hypothesis, which states "input flooding via extensive reading does not have a significant effect on vocabulary learning of Iranian field independent EFL learners", was also rejected.

The intention of the fourth research question to systematically investigate the comparative effect of the treatment on field dependent and field independent EFL learners' vocabulary learning, after checking the preliminary assumptions, the ANCOVA test was run in order the answer the fourth research question raised in this study. The main results of the test are presented in



Table 6. This test will indicate whether the two groups of participants with different personality types are significantly different in terms of vocabulary achievement scores (the scores when controlling for the impact of pretest scores).

After checking the preliminary assumptions, the ANCOVA test was run in order the answer the fourth research question raised in this study. The main results of the test are presented in Table 6. This test will indicate whether the two groups of participants with different personality types are significantly different in terms of vocabulary achievement scores (the scores when controlling for the impact of pretest scores).

Table 6: ANCOVA: Test Results for the Two Groups' Vocabulary Achievement Scores

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	270.028 ^b	2	135.014	29.50	.000	.496
Intercept	280.22	1	280.22	61.23	.000	.505
Pretest	255.139	1	255.13	55.75	.000	.482
Personality	23.253	1	23.25	5.081	.028	.078
Error	274.57	60	4.57			
Total	34102.00	63				
Corrected Total	544.603	62				

a. R Squared = .496 (Adjusted R Squared = .479)

As reported in Table 6, after adjusting the posttest scores for the possible effects of the pretest, there was a significant difference between the two groups on the scores ($F_{(1,60)} = 5.08, p = .028 < .05$, partial eta squared = .078, representing a medium effect size). It was concluded that there was a significant difference between the two groups' means on the posttest of vocabulary achievement while controlling for the possible effects of the pretest. Therefore, the fourth null hypothesis, which stated "there is not any significant effect of input flooding via extensive reading on vocabulary learning of Iranian field dependent versus field independent EFL learners", was rejected. Finally, in order to locate where the significant differences, indicated by Table 6, laid, the adjusted means of the groups were compared using an LSD test (Table 7).

Table 7: Pairwise Comparison: LSD Post Hoc on Vocabulary Achievement Scores

(I) Personality	(J) Personality	Mean Difference (I-J)	Std. Error	Sig. ^a	95% Confidence Interval for Difference ^a	
					Lower Bound	Upper Bound
FD	FI	-1.443*	.640	.028	-2.724	-.163
FI	FD	1.443*	.640	.028	.163	2.724

Based on estimated marginal means

*. The mean difference is significant at the .05 level.

a. Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments).

As the result indicated that there was a significant difference between the vocabulary posttest scores of two groups, when the scores are adjusted to control pretest differences (adjusted MD = 1.443, SE = .64, 95%CI [0.163, 2.724], $p = .028 < .05$), the field independent group outperforming the field dependent group.

5. Discussion

This study was an attempt to investigate the effect of input flooding via extensive reading on vocabulary learning of field dependent and independent EFL learners. The result showed that the participants in experimental group performed better than those in the control group. The field independency and field dependency of participants of the study was determined through administering Group Embedded Figure Test (GEFT) developed by Witkin, Oltman, Raskin, and Karp (1971). The results of the study through independent samples t-test indicated that the experimental group performed better in posttest and input flooding had a significant effect on Learners' vocabulary learning. In addition, the results of the study through two paired-samples t-test indicated that both FD and FI learners performed better in their posttest in comparison with their pretest. However, based on the result of ANCOVA it was found that field dependent learners scored significantly higher than field independent learners. Regarding the positive effect of input flooding via extensive reading on the learning of vocabulary, the finding of present study is in line with study by Rikhtegar and Gholami (2015). They flooded a number of young learners before and after presenting a reading comprehension with input of past tense structure, arrived at conclusion that the group who received treatment with pre-and post-reading flooding worked better than those who received the traditional form of grammar.

The positive effect of input flooding can also be justified based on certain

features of input flooding. Schmitt (2002, p. 23) defined input flooding as “increasing the number of times that learners encounter a word or a structure in a particular text.” Consequently, input flooding brings more exposure to L2 structures and consequently more learning. This explanation is in line with the commonly seen ground in L2 literature that exposure to L2 is necessary for L2 development (Bruner, 1978).

6. Conclusion and Implication

Through input flooding via extensive reading, students paid more attention to the words and consequently they could enhance their vocabulary learning. Therefore, it can be concluded that the main reason behind the efficacy of input flooding via extensive reading in the present study was that the method has attracted the attention of the learners that it is exactly in line with the noticing hypothesis stated by Schmidt and Schmidt (2001). According to noticing hypothesis, input does not turn into intake for language learning unless it is noticed, or in other words, learner get an awareness and consciousness of what he is going to learn. Input enhancement paved the way for more noticing as the target structures were made salient through different techniques (Schmidt & Schmidt, 2001).

According to Krashen (1985), input needs to be comprehensible and language learners need to be ready to acquire it. It seems that input flooding makes the input comprehensible enough and prepares the learner to grasp it. Indeed, the prior research done by researchers such as Krashen (1985) led them to put an increased emphasis on the role of input in the learning of a language. Such researches have mainly concentrated on the importance of input in increasing the learners' knowledge of the target language.

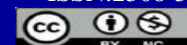
In addition, field dependent and independent learners established significance difference at vocabulary learning in current study. It may be because field independent students are active learners so learning through reading is a good choice for them. In addition, field independent students almost always perform better in formal educational environment such as schools which can be related to the effect of their cognitive style which is supported by Tinajero and Paramo (1998) who believed that field independent students perform better in formal educational environment in learning official languages. The result of the present study supports the one conducted by Mulyani (as cited in Sulistiana, Nurweni & Sukirlan, 2015) who concluded that field

independent students were more successful in reading comprehension achievement than field dependent learners. This may be caused by the fact that they were hard workers even if they could not find the answers they try to get the answers of the questions.

The results of the present study may shed a light on a method that can help teachers and learners to overcome the vocabulary problems in the classroom. The findings of the present study can also have implications for teachers, learners, and material developers. Teachers are recommended to use modified materials in accordance with the findings of this study in an attempt to help learners enhance their knowledge of vocabulary. Teachers can conclude that input flooding through extensive reading is beneficial and they can employ this technique in their teaching practice to help as much as possible to the learning procedure. In addition, teachers can increase learners' vocabulary learning through reading enhanced texts. Another implication of the study goes to cognitive style of language learners. This study showed that field dependent students benefit more than field independent students from input flooding via extensive reading in enhancing their vocabulary achievement.

According to the findings of this study, using input flooding technique through extensive reading is effective on vocabulary learning, and helps learners increase their capability in learning vocabulary items. Moreover, EFL learners can be encouraged to use materials with input or contain enhanced content when they come to the learning of vocabulary. In fact, paying attention to vocabulary items through different texts would be facilitative and can assist learners in improving their vocabulary achievement. In addition, if students learn what type of learner they are, they can have a clearer picture of the learning process, and more awareness of learning. With more awareness of learning style, they may comprehend why they feel comfortable in learning one aspect while uncomfortable in learning another.

Material developers can also include the input flooding tasks through extensive reading in their textbooks in an attempt to familiarize students with this technique in language learning. As material developers and textbook writers are looking for an effective way of presenting new words in teaching materials, as a result, the findings might be helpful in designing materials in which the use of input flooding is taken into

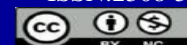


account to the extent possible particularly for the purpose of teaching vocabulary.

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Appendix A: Vocabulary Pretest

The map gives you the between the major cities.

1) distances 2) varieties 3) projection 4) intention

2. Firefighters took two hours to the driver from the damaged car.

1) release 2) exist 3) define 4) struggle

3. Management needs to ways of improving job security.

1) magnify 2) explore 3) contribute 4) earn

4. They asked me if I had any ... with the man. I said I had just telephoned him once.

1) contact 2) impact 3) opinion 4) regard

5. One of the natural in Iran is oil ,though one day it will come an end.

1) instrument 2)function3)resource 4)invention

6. John doesn't seem to be happy that he is to our Tokyo branch next month.

1) joining 2) hiring 3) transferring 4) devoting

7. The two organizations to form one company.

1) combined 2) compared 3) influenced 4)contained

8. Kofi Annan has been on a to help solve and end Iraq problems .

1) extinction 2) mission 3) prediction 4)construction

9. I think we have just enough gasoline to reach our

1) destination 2) imagination 3) extinction 4) inaction

10. A: The original has been lost or destroyed.
B: What can we do?

1) experiment 2) conclusion 3) document 4) extinction

11. After a long discussion, they the property to their son.

1) connected 2) manufactured 3) summarized 4) transferred

12. They have a number of circumstances to the agreement.

1) combined 2) restated 3) arranged 4) attached

13.The train was late, but nobody knew the for the delay.

1) cause 2) answer 3) reason 4) solution

14. The eye is sensitive to light. Too much light will

1) damage 2)improve 3) restrict 4)operate

15. The government has a number of plans in order to remove and raise living standards.

1) reality 2) capacity 3) charity 4)poverty

16. The Hospital ordered some surgical..... for operations.

1) instruments 2) document 3)means 4)amounts

17. I worry about the effect that violent films may have on children.

1) destructive 2) repetitive 3) irrelevant 4) nervous

18. I found out it very difficult to make a about the result of the football match.

1) population 2) presentation 3) prediction 4)production

19. Most fathers have to work at two jobs to their families .

1) exist 2) prevent 3) support 4)employ

20. Do you think I made a good impression on your parents? "Impression" means

1) result 2) effect 3) support 4) habit

21. I try to two hours every night to my school work.

1) estimate 2) devote 3) spend 4) enhance

22. The time between the final exam and telling the result of students is a period of real for most students.

1) comfort 2) suffering 3) enjoyment 4) involvement

23. People in Bam not only need support but also emotional protection of their countryman

1) artificial 2) financial 3) facial 4) mineral

24. Russia wants to be considered as a good member of the international

1) community 2) technology 3) capacity 4) quality

25. Everyone should learn how to.....himself from cold and heat.

1) discover 2)protect 3)guide 4)succeed

26. John has won a lot of for his new invention.

1) signs 2) marks 3) plans 4) prizes

27. Banks and other institutions should help the economical cycles progress.

1) natural 2) individual 3) financial 4) habitual

28. I couldn't see any of progress, so I decided to give up. a. promotions

2) signs 3) tasks 4)slums

29. The players were used so that their energy wouldn't decrease soon.

1) continuously 2) interchangeably 3) frequently 4)artificially

30. Did she your reasons for your being late to class yesterday?

1) remove 2) expect 3) accept 4) encourage

31. We don't have enough computers for everyone, some of you will have to

1) succeed 2) stretch 3) share 4)shake

32. He is not professional. He is working for low pay to learn what the others do. He is an

1) employee 2) apprentice 3) employer 4)expert

33. He has been working in a/ an field of his education.

1) irrelevant 2) brief 3) aware 4)mild

34. We are going to some workers to repair the roof of our house.

1) agree 2) design 3) hire 4)describe

35. It is difficult to do on how people learn languages.

1) achievement 2) formation 3) emergencies 4)experiments

Appendix B : Vocabulary Posttest

1. Is the from one end of a football field to the other end 100 yards?

1) balance 2) distance 3) influence 4)instance

2. During exercise your body endorphins chemicals that create a happy feeling.

1) increase 2) decrease 3) release 4)influence

3. Experts that, on average, the world loses a language every two weeks.

1) annoy 2) explore 3) estimate 4)measure

4. If you.....him with other children of his age, he's not very tall.

1) contact 2)compare 3)include 4)prepare

5. Oil is an energy and one day it will probably run out .

- 1) course 2) resource 3) discovery 4) device
 6. A: where is John? B: he said he wouldn't.....us for lunch.
 1) face 2) join 3) guide 4) agree
 7. When computer and communications technologies are the result is information technology, IT.
 1) computed 2) combined 3) commented 4) commanded
 8. Hisin life was to work with the homeless.
 1) mission 2) aid 3) galaxy 4) material
 9. I finally reached my after a two-day-long trip.
 1) permission 2) exploration 3) expression 4) destination
 10. In the bank the man was asked to show a/an to say he was she right person.
 1) payment 2) document 3) instrument 4) experiment
 11. We have to all the money we have collected to their bank in London.
 1) stretch 2) attach 3) involve 4) transfer
 12. They have attached cables to the damaged section of the bridge to stop it falling. "attached" means
 1) raise 2) fix 3) hold 4) slip
 13. Thank you for lending me the guide book it was useful information.
 1) aware of 2) reason of 3) full of 4) good at
 14- The death of a parent can cause long- lasting emotional
 1) damage 2) injury 3) emotion 4) destroy
 15. The government should act quickly to help people in
 1) poverty 2) struggle 3) extinction 4) region
 16. My sister hasn't decided to learn how to play a musical.....
 1) object 2) instrument 3) wire 4) mirror
 17. The earthquake was very..... because most of the houses were poorly designed and constructed.
 1) destructive 2) severe 3) damaged 4) creative
 18. It is still impossible to..... when an earthquake may happen.
 1) survive 2) notice 3) predict 4) escape
 19. He needs a high income to his large family.
 1) observe 2) support 3) magnify 4) access
 20. I think the film did not have a good on children.
 1) emotion 2) performance 3) habit 4) impression
 21. Our schools should more time to scientific subjects.
 1) raise 2) devote 3) transfer 4) express
 22. He made a quick decision and now he is from it .
 1) injuring 2) invading 3) suffering 4) repairing
 23. She was not in a good mood, se she welcomed her guests with a (n)..... smile on her face.
 1) brilliant 2) primary 3) artificial 4) effective
 24. A group of people having the same religion, job, etc. are a
 1) category 2) community 3) government 4) missionary
 25. It's terribly cold ,you need warm clothes to.....you against the cold.
 1) produce 2) protect 3) prevent 4) provide
 26. Which of your classmates won the first in the painting competition last year?
 1) design 2) practice 3) research 4) prize
 27. These days the business has got into difficulties.

- 1) financial 2) flexible 3) emotional 4) facial
 28. A headache may be a of stress.
 1) web 2) stamp 3) sign 4) memory
 29. The man told me that the two computer programs were similar and that they could be used
 1) firmly 2) immediately 3) efficiently 4) interchangeably
 30. I asked to buy him a sandwich but he refused it. "Reuse" is the opposite of
 1) accept 2) insist 3) choose 4) follow
 31. Jim won quite a lot of money, and decided to some of it with his friends.
 1) compare 2) estimate 3) earn 4) share
 32. He first worked as anfor his father before he started his own business.
 1) agency 2) employer 3) appearance 4) adult
 33. He got a job as an English teacher, completely to her degree of engineering.
 1) unnecessary 2) unimportant 3) irrelevant 4) irregular
 34. Most foreign workers are hired in low-paid jobs. "Hire" means a. produce
 2) direct 3) employ 4) earn
 35. Many are being done to show the effect of watching TV on people's lives.
 1) arrangements 2) arguments 3) agreements 4) experiments