

The Effects of Learning Conditioned Narrow Reading
Instruction on Vocabulary Knowledge of English as Foreign
Language (EFL) Learners

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ผลของการอ่านเชิงลึกโดยใช้เงื่อนไขของการเรียนรู้ต่อความรู้เรื่องคำศัพท์ของผู้เรียนภาษาอังกฤษ
เป็นภาษาต่างประเทศ



วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาครุศาสตรมหาบัณฑิต
สาขาวิชาการสอนภาษาอังกฤษเป็นภาษาต่างประเทศ ภาควิชาหลักสูตรและการสอน

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ลิขสิทธิ์ของจุฬาลงกรณ์มหาวิทยาลัย

เบญจมาศ หนุงษ์ : ผลของการอ่านเชิงลึกโดยใช้เงื่อนไขของการเรียนรู้ต่อความรู้เรื่องคำศัพท์ของผู้เรียน
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การศึกษาค้นคว้าครั้งนี้มีวัตถุประสงค์ 1) เพื่อศึกษาผลของการอ่านเชิงลึกโดยใช้เงื่อนไขของการเรียนรู้ต่อความรู้เรื่องคำศัพท์ของผู้เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ 2) เพื่อสำรวจความคิดเห็นของนักเรียนต่อการอ่านเชิงลึกโดยใช้เงื่อนไขของการเรียนรู้ต่อความรู้เรื่องคำศัพท์ กลุ่มตัวอย่างประกอบด้วย นักเรียนจำนวน 30 คน จากโรงเรียนเอกชนแห่งหนึ่งในจังหวัดพระนครศรีอยุธยา ประเทศไทย เข้าร่วมการทดลองเป็นระยะเวลา 14 สัปดาห์ เครื่องมือวิจัยที่ใช้ในการเก็บข้อมูล ได้แก่ 1) แบบทดสอบความรู้เรื่องคำศัพท์ก่อนและหลังเรียน 2) แบบสอบถาม และ 3) คำถามสัมภาษณ์เกี่ยวกับความคิดเห็นของนักเรียนต่อการเรียนรู้คำศัพท์ด้วยวิธีการอ่านเชิงลึกโดยใช้เงื่อนไขของการเรียนรู้คำศัพท์

ผลการศึกษาพบว่า 1) ความรู้คำศัพท์ของนักเรียนหลังการทดลองเพิ่มขึ้นอย่างมีนัยสำคัญ 2) นักเรียนมีความคิดเห็นเชิงบวกต่อการเรียนรู้คำศัพท์ด้วยการอ่านเชิงลึกโดยใช้เงื่อนไขของการเรียนรู้ โดยแสดงให้เห็นความรู้สึกด้านบวก ความรู้ของคำศัพท์ที่เพิ่มขึ้น และความต้องการอ่านเชิงลึกเพื่อพัฒนาความรู้เรื่องคำศัพท์ต่อไป



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This study aimed to 1) investigate the effects of learning conditioned narrow reading instruction on vocabulary knowledge of English as Foreign Language (EFL) Learners, and 2) investigate the perceptions of students toward learning conditioned narrow reading instruction on vocabulary knowledge. Thirty sixth-grade students at a private school in Phra Nakhon Si Ayutthaya Province were selected as participants in this study for 14 weeks. The research instruments employed to collect for this study were 1) vocabulary knowledge pretest and posttest, 2) close-ended questionnaire of students' perceptions towards learning conditioned narrow reading instruction and 3) interview questions. Quantitative data were collected through the vocabulary knowledge pretest and posttest and the close-ended perception questionnaire, while qualitative data were derived from semi-structured interview which was a part of perception investigation.

The results of the study indicated that 1) students' vocabulary knowledge has been significantly improved and 2) students revealed the positive perception toward the instruction of learning conditioned narrow reading. The students reported their positive feeling toward the instruction, their improved vocabulary knowledge and their needs to continue reading by using narrow reading approach to further improve vocabulary knowledge.

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Chapter 1 Introduction

1. Background of study

Vocabulary is often considered as a very important role in English language learning for all four English skills (Nation, 2013b). Learners need to have adequate vocabulary knowledge in order to develop listening, speaking, reading, and speaking skills (Richards, 2015). Learners cannot understand a conversation, a reading passage and keep on writing or speaking due to lack of vocabulary knowledge (McCarthy, 1990). Finocchiaro (1974) also stated that vocabulary acts as essential elements in communication. Learners cannot express their ideas and thoughts if they do not have sufficient vocabulary. Nation (2013b) indicated that to be successful in communicating in foreign language, an adequate number of vocabulary and knowing how to use them accurately is indispensable. Similarly, Schmitt (2008) emphasized that learners need sufficient number of vocabulary and vocabulary knowledge in order to success in language learning.

Owing to the importance of vocabulary knowledge, the definition of “knowing a word” need to be clarified. As stated in Nation (2013b), knowing a word refers to knowing three main aspects of vocabulary knowledge; form, meaning and use. These aspects of vocabulary knowledge are important for all four skills (Schmitt, 2008). English learners have to know multiple aspects of vocabulary knowledge (Read, 2000; Thornbury, 2006). Regarding the importance of vocabulary mentioned earlier, it can be concluded that vocabulary acts as a predictor for English proficiency of learners (Meara, 1996).

A lot of research have indicated vocabulary problems occurring frequently. Some studies revealed that many learners using English as a Foreign Language (EFL) in different educational levels in many countries still had limited vocabulary knowledge, causing obstacle to language learning (Laufer, 2000; Schmitt, 2008). Similarly, comparing to the requirement determined by Basic Education Core Curriculum B.E. 2551, Thai students in each level still have limited vocabulary knowledge, resulting low English proficiency measured by O-Net test (Patanasorn, 2011; Srisawat & Poonpon, 2014; Yanasugondha, 2017). Furthermore, it was found that one of the main factors, leading to difficulty in English skills are the problem of vocabulary knowledge. For example, insufficient vocabulary knowledge causes lack of confidence, and resulting in ineffective improvement of oral communication (Akkakoson, 2016; Al Hosni, 2014; Saengpakdeejit, 2014; Sawongta, 2017). In addition, reading problems of Thai EFL learners was due to limited vocabulary knowledge i.e. synonym, antonym, lack of ability to understand words in different contexts (Chawwang, 2008). It was indicated that lack of word meaning recognition hindered students' reading comprehension. Moreover, vocabulary knowledge problem existed in writing skills. It was revealed that English writing problem ensued from lack of vocabulary in aspect of usage such as grammatical function and collocation. (Boonyarattanasoontorn, 2017; Kitvilairat & Modehiran, 2018). According to the occurred problem of vocabulary mentioned earlier, giving attention to vocabulary learning is necessary.

Narrow reading could be advantageous for acquiring vocabulary knowledge. Krashen (2004) defined narrow reading as reading series of text which is limited to a single topic, theme, genre, or author. Narrow reading may involve reading the same

news from different newspapers (Schmitt, 2000), reading several short texts about one topic (Redmer, 2019), reading series of fiction on the same genre (Chang & Renandya, 2019). Through reading narrowly to one specific area, the same vocabulary tend to be repeated throughout the texts, which makes the reading become easier and gives the reader a better opportunity of learning this recurring vocabulary Schmitt and Carter (2000). Moreover, reading narrow-reading texts could also reduce vocabulary load, meaning that amount of word type and word families is used less than reading a lot of different-topic text. It is required decreasing amount of vocabulary to understand the subsequent texts (Gardner, 2004; Rodgers & Webb, 2011). Narrow reading could be therefore beneficial for acquiring vocabulary knowledge.

In addition to reading, Webb and Nation (2017) stated that learners should learn vocabulary through appropriate conditions. They therefore proposed vocabulary learning conditions, which can be used to design learning activity and effective vocabulary instruction. In learning conditions, there are repetition and the quality of attention at each encounter. The quality of attention at each encounter can be broken down into noticing, retrieval, varied encounters and varied use, and elaboration. Similarly, Nation (2013) stated that vocabulary learning should include three conditions, noticing, retrieval and generative use. These conditions are defined as general cognitive processes that may lead to a word being remembered. Susanne Rott (1999) indicated that under these conditions, learners will be more aware of learning vocabulary, more engaged in learning vocabulary through group work, and encountered the learned word in various context such as speaking and writing instead of encountering in reading only. According to Schmitt (2008), the more engaged and the more various contexts, the more learners learn vocabulary effectively.

Even though some scholars have advocated that narrow reading could provide positive impact to vocabulary learning and develop vocabulary knowledge, experimental study examining the effects of narrow reading on vocabulary knowledge are still rare. Moreover, most previous studies conducted with secondary and university level students. There is rarely study about narrow reading with primary-grade students. Especially in Thailand, few study about using narrow reading to improve vocabulary knowledge among EFL learners can be found. Therefore, knowing that learning vocabulary can be facilitated by narrow reading and learning conditions proposed mentioned earlier, this study attempts to promote vocabulary learning of grade 6 EFL learners by using narrow reading as a material and employing learning conditions, noticing, retrieval and generative use as an instructional model.

2. Research questions

1. To what extent does learning conditioned narrow reading instruction improve vocabulary knowledge of EFL learners?
2. What are the students' perceptions towards learning conditioned narrow reading instruction on vocabulary knowledge?

3. Research objectives

1. To investigate the effectiveness of learning conditioned narrow reading instruction on vocabulary knowledge of EFL learners.
2. To investigate the perceptions of students towards learning conditioned narrow reading instruction on vocabulary knowledge.

4. Definition of the terms

Narrow reading in this study, refers to reading passages on the same theme. The theme of reading passage was from participant's English textbook, divided into two main themes: Festival time and technology. Each theme was divided into three units and each unit consisted of three passages under the same topic. The reading passages were in A1 proficiency level because according to Ministry of Education of Thailand, by the end of grade 6, students should have reached at least A1 level.

Learning conditions in this study, refers to noticing, retrieval, and generative use. These three conditions were employed as teaching method. Starting from noticing, students had to read narrow reading passage, notice the target word that repeatedly appeared in the same-topic passages, discussed in group about their meanings or guessing meaning from context. Next, in retrieval which means encountering the previous learned words in different context and recalling its meaning, students had to answer comprehension question containing or requiring the target words to answer. Lastly, generative use means using the previously learned word in different context such as in writing and speaking. Under this condition, students were assigned to write their own sentences with the learned words or use the learned word from the narrow reading passages in speaking activity.

Learning conditioned narrow reading in this study refers to the instruction that was conducted by reading narrowly the text with the same theme and vocabulary learning condition including noticing, retrieval and generative used as a teaching method to improve vocabulary knowledge of EFL grade 6 students.

Vocabulary knowledge in this study refers to receptive vocabulary knowledge in aspect of written form and meaning that were acquired from the instruction of learning conditioned narrow reading. Receptive knowledge in aspect of written form and meaning means that when encountering a word form in reading context, learners are able to recall the appropriate meaning in that context.

English as a Foreign Language (EFL) learners in this study refers to 30 grade 6 students who were studying English as Foreign Language in regular program at a private school in Phra Nakhon Si Ayutthaya province. According to Basic Education Core Curriculum B.E. 2551 of Thailand, by the end of grade 6, students should have at least A1 level based on Common European Framework of Reference for Languages (CEFR) framework.

Perceptions of students in this study refers to learners' perception toward learning vocabulary through learning conditioned narrow reading instruction. The close ended with four likert-scale questionnaire was used to examine the participants' perception toward learning vocabulary through conditioned narrow reading instruction. Perception questionnaire was based on three components proposed by Pickens (2005), including affective component, cognitive component, and behavior component. Affective component was to investigate the emotional reaction or feelings of participants toward the instruction. Cognitive component was to examine beliefs or thoughts about the instruction of the participants. Lastly, behavior component was to examine that this instruction can allow participants to behave in which way to develop their vocabulary knowledge.

5. Scope of the study

1) The populations and participants

The populations of this study were students in a private school in Phra Nakhon Si Ayutthaya province. Using convenience sampling, 30 grade 6 students who were studying in regular program in the second semester of academic year 2020 in this school were selected as the participants for this study. There were 12 boys and 18 girls whose age was between 11 – 12 years old. Most of them had studied English since they were in grade 1. Moreover, to investigate the perceptions of students toward the learning conditioned narrow reading, there were 6 students including 2 high-performance, 2 medium-performance and 2 low- performance students selected as the participants for the interview.

2) The variable

In this study, there were two main variables divided into independent variable and dependent variable. The independent variable was learning conditioned narrow reading instruction. The dependent variable was receptive vocabulary knowledge in aspect of written form and meaning.

6. Significance of the study

6.1 Theoretical contribution: It gave light on how learning conditioned narrow reading could be used to help students improve their vocabulary knowledge through the entire semester, which was different from other research studies employing narrow reading only.

6.2 Practical contribution: It helped improve students' vocabulary knowledge so that they could recognize written form and meaning aspect of vocabulary knowledge, which is important aspect that learners have to know before other aspects. Moreover, learning conditioned narrow reading helped raise awareness of learning vocabulary, increase engagement with vocabulary learning, and provide various contexts to use the learned word. These conditions were beneficial for vocabulary learning.

6.3 Pedagogical contribution: It helped teachers to understand to what extent students benefitted from the instruction and to know their perceptions towards the instruction. The teacher may use the results to develop and adjust their teaching to help students learn better.

Chapter 2 Literature Review

This chapter presents the literatures and documents that the researcher studied and which is relevant to the present study. In this chapter, the review of literature about vocabulary and narrow reading instruction are presented.

1. Definition of vocabulary

Vocabulary is the words or phrases that people understand and use to communicate in each particular language, culture and society. Besides, it can serves as useful and fundamental tool facilitating learning to acquire knowledge. Many scholars provide various definitions of vocabulary as follows.

Thornbury (2006) stated that vocabulary means words contained in all languages used to express meaning and communicate to each other. Words can be divided into function words or grammatical words and content words. Each categories possess different part of speech. Function words or grammatical words normally are preposition, conjunction, pronoun, and determiner. Content words, in contrast, are noun, verb, adjective and adverb.

Jackson (2007) explained that vocabulary is stock of word that are used to facilitate listening, speaking, reading and writing. Vocabulary is divided into two types, passive vocabulary and active vocabulary. Passive vocabulary means word that we are able to understand but cannot use when writing or speaking, while active vocabulary means word that we understand and are able to use to express meaning in writing or speaking.

Ur (2012b) defined vocabulary as both single words and lexical chunks that combine two or more words to express a meaning. Some lexical chunks are defined as phrasal verb such as come across, break into or collocation for instance, make cake, do homework etc.

Webb and Nation (2017) categorized words as “high-frequency”, “low-frequency”, “technical” and “academic” words. High-frequency words are more frequently used than low-frequency words to communicate through both writing and speaking. Technical and academic word are defined as words regularly encountered in specific area for example medical or engineering terms.

According to the review of literature mentioned earlier, vocabulary can be defined as words and phrases used to express ideas and thought in both spoken and written language. The importance of teaching vocabulary for foreign language learning cannot be therefore understated, which will be explained in the next section.

2. The importance of vocabulary

As stated by many scholars, vocabulary plays very important role in both learning language and communication. Even though it is considered as a sub-skill, vocabulary is a fundamental tool in development of four skills (listening, speaking, reading and writing). In order to have fluent listen, speak, reading and writing skills, adequate number of vocabulary is indispensable (Richards and Renandya, 2002). Especially to be able to communicate to express the ideas and thought effectively, vocabulary plays more important role than grammar does. Similarly, Brown (2001) emphasized that people can achieve communication in survival level when they combine some words without applying grammatical rules. As Wilkins (1972) stated

that “Without grammar little can be conveyed; without vocabulary nothing can be conveyed”. Through this famous quote, the importance of vocabulary is emphasized. In addition, Cluley (1986) explained that vocabulary helps people enhance the effectiveness of communication. Their ideas and thoughts can be expressed clearly when they have vocabulary sufficient knowledge and amount of vocabulary.

Nation (2013b) revealed that inadequate number and knowledge of vocabulary cause difficulties in both receptive language use and productive language use to learners. His statement has been confirmed by many studies. For example, Patanasorn (2011); Srisawat and Poonpon (2014) revealed that students who have limited vocabulary generally have difficulty in reading comprehension. Also, Boonyarattanasoontorn (2017) indicated that one of the main problem of English writing skills among Thai students are caused by limited number of vocabulary and vocabulary knowledge. Furthermore, Al Hosni (2014) indicated that learners cannot perform efficiently oral communication due to lack of vocabulary. In contrast, as stated by Meara (1996), learners who have larger number of vocabulary and know how to use it appropriately tend to have higher language proficiency.

Thus, vocabulary plays a very important role in language learning. Four main skills, listening, speaking, reading and writing cannot be developed appropriately without vocabulary. Besides, due to lack of vocabulary, communication to express feeling and ideas cannot be also performed well. Therefore in order to learn and use language effectively, learner have to know adequate number of vocabulary and possess vocabulary knowledge, which is going to be explained in the next section.

3. Vocabulary knowledge

This section is going to discuss about vocabulary knowledge. According to Nation (2013b); Ur (2012a), word are not isolated units of the language, but fit into many related systems and levels. Knowing each particular word therefore includes many aspects that needed to be learned. Some scholars defined word knowledge as various aspects of a word that needed to be known as follows.

Thornbury (2006) explained that knowing a word at the most basic level involves its form and its meaning. He tried to clarify his explanation by giving example of a word “tangi” which means sound in Maori language. In aspect of form, knowing the word “tangi” include its spoken form and its written form. In addition, in aspect of meaning, the word “tangi” can be referred to not only sound but only other meanings such as lamentation, dirge to weep in different context. It can therefore conclude that knowing meaning of a word involves not only the meaning from dictionary but only a word associated to it such as collocations, connotation, register and its culture accretion. Moreover, the word “tangi” which means sound can function as different part of speech; noun and verb. To function as a noun or as a verb, “tangi” has different derivations. Knowing a word thus involves also grammatical function and its derivation. To summarize word knowledge, Thornbury (2006) demonstrated what include in word knowledge by employing the word “tangi” as an example.

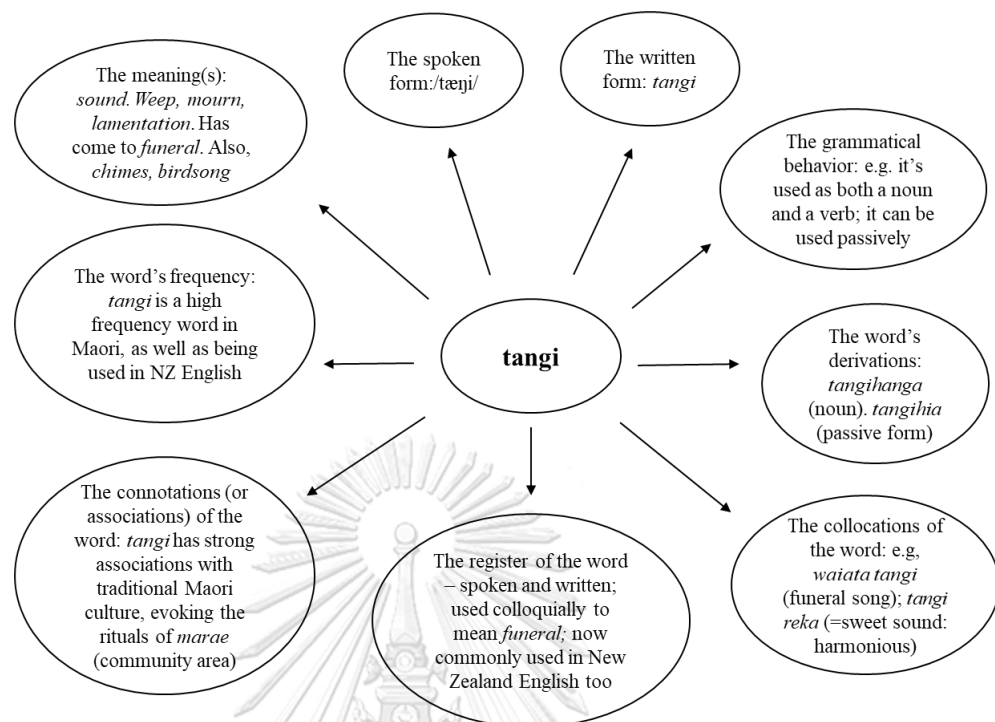


Figure 1 word knowledge

Source: Thornbury (2006: 16)

Ur (2012a) indicated that word knowledge includes 6 aspects; (1) form of a word which is its pronunciation and its spelling, (2) grammar which may consist of for example, past form of a verb, plural form of a noun, (3) collocation which means a combination of words sound right in a given context for instance make a decision, not take a decision, (4) aspect of meaning that includes denoted meaning, connoted meaning and appropriateness of using a word, which word should be used in formal or informal situation or in spoken or in written context, (5) aspect of meaning that consists of synonym, antonym, hyponym, and superordinate etc. (6) word formation, including recognizing its roots, prefix and suffix and compound word that is built from at least two different words to create new meaning for example, swimming pool, wallpaper, catfish etc.

According to Nation (2013), knowing a word including knowing its form, meaning and use. And under these aspects, there are also sub-aspects proposed as shown in the following table.

Table 1 vocabulary knowledge

Form	
Spoken	R What does the word sound like? P How is the word pronounced?
Written	R What does the word look like? P How is the word written and spelled?
Word parts	R What parts are recognizable in this word? P What word parts are needed to express this word?
Meaning	
Form and meaning	R What meaning does this word form signal? P What word form can be used to express this meaning?
Concepts and referents	R What is included in the concept? P What items can the concept refer to?
Associations	R What other words does this make us think of? P What other words could we use, instead of this one?
Use	
Grammatical functions	R In what patterns does the word occur? P In what patterns must we use this word?
Collocations	R What words or types of words occur with this one? P What types of words must we use with the one?
Constraints on use	R Where, when, and how often would we expect to meet this word? P where, when, and how often can we use this word?

Source: Nation (2013: 49)

Note: R = Receptive, P = Productive

According to the above table, knowing one word can involve not only its form and its meaning but also other different aspects. Furthermore, each aspects are also divided into receptive and productive knowledge. Receptive knowledge refers to the ability to recognize and retrieve its meaning when reading or listen, while productive

means the ability to use or produce a word to express meaning in speaking and writing. For example, knowing written form of a word “underdeveloped” in term of receptive knowledge refers to the ability to recognize its correct spelling when reading, while knowing aspect of form-meaning link means the ability to recognize its meaning when seeing the word in reading text.

It can be concluded that there are many things to learn about one word. However, it is not necessary to learn simultaneously all types of word knowledge. Rather, learning vocabulary is cumulative process (Schmitt, 2000). Learners can gradually absorb these word-knowledge types through multiple exposure (Nation, 2013). Some aspects may be learned prior to others at different time by learners.

Schmitt (2008); Thornbury (2006); Ur (2012a) mentioned that when learning new word or vocabulary, especially learning through reading, the main aspect of vocabulary knowledge that is the most important for students to know first is its written form and its meaning. Moreover, this aspect is appropriate to the beginning level students, who are the participants of this study. This study thus aims to enhance receptive knowledge of vocabulary in aspects of written form and its meaning. The receptive and productive vocabulary knowledge are going to be explained in detail in the next section.

4. Receptive and productive vocabulary knowledge

According to the table of aspect of vocabulary knowledge proposed by Nation (2013b), each aspect of vocabulary knowledge can be acquired both receptively and productively.

Receptive vocabulary knowledge is defined as the ability to recognize and retrieve form and meaning of a word through listening and reading (Laufer et al., 2004) or to give synonym or translate into learner's first language (Webb, 2009). For example, knowing the word "underdeveloped" in term of receptive knowledge of form and meaning aspects means ability to remember its meaning when hearing and seeing the form of a word from spoken or written text (Nation, 2013b).

Productive vocabulary knowledge, in contrast means the ability to use or produce the word to express meaning and thought through speaking or writing (Webb, 2009). For example, knowing productively the word "underdeveloped" in term of form and meaning aspects means the ability to pronounce correctly, write with correct spelling or use the word to convey its meaning (Nation, 2013).

In conclusion, vocabulary that is recognized and understood is classified as receptive knowledge, while vocabulary that is employed to communication both in writing or speaking contexts is defined as productive knowledge. Knowing that learners have to deal with multiple aspects of vocabulary knowledge, a lot of scholars have proposed various types of instruction that tend to be potential for effective vocabulary learning. The various types of vocabulary instruction are going to be illustrated in the following section.

5. Vocabulary instruction

As vocabulary is considered as an important element for achievement in language learning and there are many aspects of word knowledge that learners have to deal with, there are many methods or types of instruction created to promote vocabulary learning. These various kinds of instruction can be divided into two main types, explicit

and implicit vocabulary instruction. Some scholars have explained the differences of these two types of instruction as follows.

5.1 Explicit vocabulary instruction

Explicit vocabulary instruction or often used interchangeably as deliberate instruction directly focuses on the words to be learned. This type of instruction engages students in the activities which deliberately emphasize on vocabulary learning (Schmitt, 2000). The activities make learners notice new vocabulary to be learned by explaining directly definition, highlighting target words in passage, doing cloze exercises, memorizing words from flashcards, using dictionary or glossary, or playing games to remember word meaning (Webb & Nation, 2017). In addition, this type of instruction also include teaching vocabulary learning strategies and teaching techniques to memorize the word like keyword technique (Ellis, 1994).

According to Marzano (2009), explicit vocabulary instruction can be divided into three phases including (1) introductory phrase, (2) comparison phase, and (3) review and refinement phase. These three phases consist of six teaching steps as follows.

1. The teacher explains meaning of a new word by using friendly description or explanation.
2. Students restate the explanation of the new word in their own words.
3. Students construct a nonlinguistic representation of the learned word such as picture, symbol.
4. Teacher engages students in activities that help them add to their knowledge of the words.

5. Students are asked to discuss about the words with one another.
6. Students are involved in playing games that allow them to play with the word and reinforce word knowledge.

Watts (1995) categorized the explicit vocabulary instruction as follows.

1. Definitional instruction, means finding meaning of an unknown word from dictionary, glossary or directly asking teachers or peers.
2. Organizational/based on semantic framework, refers to teaching semantic mapping, semantic feature analysis, synonym or antonym, and homophone etc.
3. Mnemonic, refers to teaching vocabulary with paired association. For instance, teacher teaches the picture and vocabulary that have the same meaning.
4. Structure, means teaching students to analyze word structure such as including root and affixes, compound words.

5.2 Implicit vocabulary instruction

In contrast to explicit vocabulary instruction, implicit vocabulary instruction involves learning vocabulary without focusing on any particular word (Brown, 2015). The learning purpose does not involve learning vocabulary. It is the learning that is a by-product of engaging in other activities such as reading and listening (Brown, 2015). The learning goal therefore, emphasize on comprehension or communication rather than on learning new words in particular (Paribakht & Wesche, 1999). Schmitt (2000) indicated that the key of implicit vocabulary instruction is providing learners opportunity to repeatedly expose to the language. Due to frequent exposure to the

language, learners can gradually absorb word knowledge and store it in long term retention.

5.3 Vocabulary instruction under four strands

In addition to explicit and implicit vocabulary instruction, Nation (2013) also proposed four strands to be employed to design effective vocabulary instruction. In teaching vocabulary, teacher should try to balance these following four strands in the course (Schmitt, 2008).

Meaning-focused input: Vocabulary learning can occur when learners read or listening to texts or stories and learn vocabulary incidentally. The activities in this strand should therefore involve extensive reading, listening to stories, watching TV or films etc. (Nation, 2007)

Meaning-focused output: Learners can learn vocabulary when they express ideas or convey meaning to other people by writing or speaking. The activities in this strand include talking conversation, telling story, writing a letter, diary, or e-mail to someone.

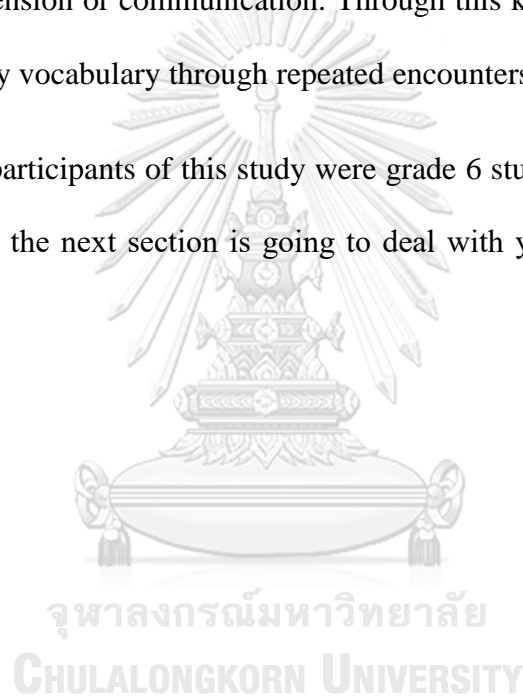
Language-focused learning: In this strand, language features such as pronunciation, spelling, grammar, vocabulary and discourse are taught deliberately. Each aspect of vocabulary knowledge is directly taught. The language-focused activities typically include pronunciation practice, focus on form or meaning of a word from flashcard, analyzing word parts etc.

Fluency development: This strand aims to promote automatic recognition and fluent use of language in all four skills of listening, speaking, reading and writing. The

target word or language should be familiar to learners. The activities in this strand normally consists of speeding reading, repeated reading, reading easy graded readers, 10 minute writing, listening to easy stories etc.

To summarize, learning vocabulary can occur with two main types, explicit and implicit instruction. Explicit instruction emphasize on each particular word, its definition or strategy to deal with a word. Implicit instruction, in contrast, aims to promote comprehension or communication. Through this kind of instruction, learners can learn implicitly vocabulary through repeated encounters to the language.

Since the participants of this study were grade 6 students, which are classified as young learners, the next section is going to deal with young learners' vocabulary instruction.



5.4 Young learners' vocabulary instruction

Building up useful vocabulary is fundamental factor for learning a foreign language at primary level because vocabulary can pave the way for development of other four skills, listening, speaking, reading and writing. For example, to be able to speak or write in English, young learners have to learn at least one to two thousand word (Cameron, 2001). However, young learners normally have different characteristics from the adults. When teaching vocabulary to young learners, teachers need to consider these differences such as attitudes, interests, and circumstances. Many ways of vocabulary instruction to young learners are therefore proposed by various researchers as follows.

Hatch and Brown (1995) proposed five essential steps in vocabulary learning. These five steps include meeting new words from a source, learning its form by seeing or listening, learning its meaning, connecting the word meaning with its form, and using the words.

Nation (1990) presented that to explain the meanings of new words to young learners, teacher can use various techniques. For example, teacher is able to explain the new meaning to learners by using demonstration or pictures. Teacher may employ real object, gesture, action, picture from books, moving image from online material etc. Besides, teacher can also explain verbally by giving definition, showing the target word in the sentence, or translating into students' first language.

However, Cameron (2001) showed some concerns about using immediate translation of a new word. He stated that providing immediately translation will prevent young learners from needs or motivation to think about the learned word. These kind

of instruction may not be beneficial in long term memory. Instead, in order to increase comprehension to a word, the instruction need to be interactive and active. There are some researches indicating that the active instruction resulting in better vocabulary learning (Hargrave & Sénéchal, 2000; Penno et al., 2002).

More recently, Butler (2019) recommended four ways in teaching vocabulary to young learning. Firstly, teachers have to ensure opportunity to encounter frequently and repeatedly the word. For instance, teacher may employ repeatedly input-based task like listening and reading. Secondly, young learners' vocabulary instruction should consist of direct explanation of word meaning and providing meanings in context, increase more active engagement in analyzing word meaning among learners themselves. Thirdly, learners should be given opportunity to discuss and interact with word and its meaning with teachers or peers after input task. Lastly, it is the use of various ways in providing input to students such as employing music, pictures, physical activities, gestures and picture etc.

From the literature reviewed above, it can be seen that repeated input-based task i.e. listening and reading is important for young learners to improve their vocabulary knowledge. As a result, the present study tried to propose a kind of reading, narrow reading, which is going to detail in the following section.

6. Narrow reading

This section will be discussed about narrow reading, consisting of its definition, advantages and learning vocabulary through narrow reading

6.1 Definition of narrow reading

Narrow reading occurs when a person read a set of books or reading passages that have “the same theme”, “same genre”, “same title” or written by “same author” (Krashen, 2004; Schmitt & Carter, 2000). According to Schmitt and Carter (2000), since each author has their own writing style, preference for word choices and sentence structure, learners who keep reading series of text, book or novel written by the same author will gradually become familiar with their writing style and it will be easier for them to understand that text, book or novel. In addition, according to Krashen (2004), through reading series of same topic or same theme from various contexts or various sources, the same words tend to be repeatedly used. As a result, learners will be able to expose to the same word multiple times. There are a lot of researchers providing example of narrow reading as follows.

As stated by Kang (2015), narrow reading can be reading continuing news stories on current issues. For example, reading series of news about volcano eruption in Japan, the first news article would be about the information for its eruption, date and time when it occur and its damage. The next new reports would be about volcanic background information, search and rescue operation, and the effectiveness of warning systems for volcanoes respectively. The word in these new articles that are likely to reoccur are for instance, magma, lava, erupt, ash, evacuate, rescue. Another example is reading the text about mobile phone (Abdollahi & Farvardin, 2016). The passages consisted of the information about the mobile phone, dangers of mobile phones, mobile phone as a technology, and role of mobile phone at school. Or reading the same story from different types of newspaper such as national newspaper and local newspaper still

involve in narrow reading (Schmitt & Carter, 2000). Furthermore, narrow reading can be reading fiction about the same genre, for example, about crime and mystery from Sherlock Holmes and the Duke's Son (Chang & Renandya, 2019). From reading same genre of the fiction, learners will expose to familiar plot of story, characters and same vocabulary. Moreover, Schmitt and Carter (2000) presented that instead of assigned the topic to reading by teacher, learners can bring in magazines on topic that they prefer and reading several articles from these magazine.

Narrow reading can be thus defined as reading a sets of book or passages of which topic, theme, genre, or author are identical from different context or various sources such as different books, types of newspaper, types of magazines, or online sources. Besides narrow reading can be assigned by teachers or chosen to read by students themselves according to their own preferences. The next section is going to discuss about the advantages of narrow reading.

6.2 Advantage of narrow reading

Following to definition and examples mentioned earlier, narrow reading has proposed as a way of making the reading task easier and helping learning vocabulary more effectively (Gardner, 2004; Hwang & Nation, 1989). Narrow reading is able to provide advantages in term of reading, vocabulary knowledge and motivation, which will be explained as follows.

Firstly, in term of reading, narrow reading can help learners accumulate background knowledge which is important for reading comprehension (Krashen, 2004). He also provided an example that reading novel written by the same author will make subsequent novels of that particular author easier to understand. Another example

provided by him is that, the reader who keep reading the text about one specific area such as about law, will be able to understand the books, text, or news about law much better than someone who have never read about this area before. Reading narrowly to one specific area allows readers to have better comprehension because it will familiarize readers with the contents, usage of language and vocabulary (Renandya et al., 2018), resulting in facilitating reading comprehension. More importantly, being familiar with the topic can give learners the chance to practice reading fluency.

Secondly, the advantage in vocabulary perspective is also emphasized. One advantage is that learners will have greater opportunity to expose to the same words repeatedly because the key words in related-topic passages tend to recur (Schmitt & Carter, 2000). Nation (2013) also emphasized that narrow reading increases the number of repeated words and decrease the number of unfamiliar words. In addition, a lot of researchers (Gardner, 2004; Rodgers & Webb, 2011; Schmitt & Carter, 2000; Sutarsyah et al., 1994) conducted corpus studies and found out that in the texts with different topics, different “word types” and “word families” are employed more frequently than in the texts with the similar topics. For instance, Schmitt and Carter (2000) compared the amount of word families used in the same news from different newspapers with the different news from various newspaper and the results showed that different word families and word types were employed in the same news less frequently than in the different news.

Sutarsyah et al. (1994) also agreed that narrow reading results in decreasing vocabulary load because the vocabulary in the texts is limited to the same area and also learners get

familiar with the vocabulary. Furthermore, Nation (2013a) indicated that narrow reading is also beneficial for learning technical vocabulary such as in the field of science, medicine, law and engineering. It can be concluded that narrow reading is beneficial for word repetition and decreased vocabulary burden.

Lastly, If most topics assigned to read are interesting for learners, narrow reading is also potentially motivating (Krashen, 2004). Lamme (1976) stated that due to reading favorite series of book, or topic, learners will tend to be hooked and want to read more. More recently, Cho and Krashen (1994) provided an example that adult who studied English as second learners became more enthusiasm for reading and their vocabulary knowledge were improved through reading series of book entitled “Sweet Valley”. They were motivated to read continuously the next episodes and become the fans of this series of book.

To sum up, narrow reading is useful for development of reading comprehension, reading fluency, vocabulary knowledge and motivation. To develop these kinds of skill, teacher can assign students to read in specific topic area or closely related theme instead of reading a wide variety of passage. However, this study focused only on the advantage of narrow reading for vocabulary learning because there is still rare research about the effects of narrow reading on vocabulary knowledge in Thailand. Especially, most of the research about narrow reading was conducted with intermediate level students, although narrow reading is actually appropriate for all proficiency level. This study therefore implemented the effect of narrow reading on vocabulary knowledge of EFL learners who are mostly considered as beginning level. According to the characteristics, narrow reading could promote effectively word retention and provide an opportunity

for word retrieval, which is an appropriate condition of acquiring vocabulary (Nation, 2013c). To be more elaborated, vocabulary learning conditions are going to be discussed in the next section.

7. Conditions contributing to vocabulary learning

A lot of scholars similarly proposed vocabulary learning conditions that have potential to effective vocabulary learning and retention (Nation, 2013b; Schmitt, 2008; Thornbury, 2006; Webb & Nation, 2017).

Nation (2013) proposed three conditions for vocabulary learning. Firstly, noticing is giving attention to an item and can occur when looking up a word in dictionary, guessing from context, negotiating meaning, or directly explaining definition. Secondly, retrieval involves seeing previously learned word and remembering its meaning. The activity that helps promote retrieval could be narrow reading. Through narrow reading, learners have to read subsequent related texts containing the same words as in the previous texts and they have to retrieve both form and meaning to be able to understand that texts. Previous study also demonstrated that word retrieval could through narrow reading process. For example, Cho et al. (2005) conducted experimental study by assigning elementary students to read series of fiction named Clifford. During implementation, before reading students discussed to predict the story from the picture, then read the story and after reading they did some activities for example, jigsaw reading, shared reading and retelling story. Throughout these activities, the students had to retrieve word form and meaning in order to accomplish the activities. The result indicated that both form-meaning link aspect of vocabulary and reading comprehension were significantly improved. Lastly is generative use.

Generative use occurs when previously learned words are subsequently met or used in ways that differ from previous meeting with the words, for example seeing the word “cement” used as a noun in the first time but as a verb in the second time or using it when writing or speaking. With the generative use, vocabulary productive knowledge tends to occur. Schmitt (2008) shortly concluded that anything that increases the amount of encounter, use, time, or attention tends to increase vocabulary learning.

To see clearer picture of learning condition, Webb and Nation (2017) created a table showing a framework of learning condition that can make use of designing vocabulary instruction. According to them, there are two main factors that contribute to vocabulary learning consisting of the repetition and the quality of attention at each encounter with words. The repetition refers to the number of exposure to each words. The quality of attention at each encounter, in contrast, include four learning conditions; noticing, retrieval, varied encounters and varied use, and elaboration. The quality of attention depends primarily on whether the learners gives incidental attention or deliberate attention to a word they encounter. The details of activity in each condition are given in the following table.

Table 2 vocabulary learning conditions with example activity

Source: Webb and Nation (2017: 65)

This framework of learning condition is very useful for researchers to employ to design effective vocabulary learning activities and instruction. These learning

conditions can provide learners opportunity to encounter repeatedly a word in various

Repetition	<i>= number of encounters (first encounter + repetition)</i>	
Quality of attention	Incidental	Deliberate
Noticing	Guessing from context Noticing a gap when speaking or writing	Highlighting words in a text Focusing on the form or meaning of a word on a flashcard Using a dictionary or glossary
Retrieval	Seeing a previously encountered word while listening or reading and recalling its meaning Recalling and using a recently encountered word as part of conversation or writing	Remembering words on flashcards Doing cloze exercises after reading a text Playing games that involve remembering the names of objects Recalling a list of words
Varied encounters	Seeing a previously encountered word in a new form or context while listening or reading, and recalling its meaning (e.g. linked skills) Extensive reading	Looking at different examples of the word used in context Doing an exercise consisting of true/false sentences
Varied use	Recalling and using a recently encountered word in a new way in conversation or writing (e.g. linked skills)	Doing cloze exercises Doing topic-based continuous writing Giving a presentation
Elaboration	Encountering and using a word to communicate Describing pictures Reading interactively (reading and discussing in a group)	Using memory techniques to link L1 and L2 words (the keyword technique) Creating a chart or map of related words (Semantic mapping) Analyzing word parts

forms and contexts like listening, speaking, reading and writing. Trying to balance these

learning conditions in the class can lead to remembering, enhancing and using appropriately the word.

In this study, learning conditions that will be used to conduct instruction are conditions proposed by Nation (2013), noticing, retrieval, generative use. This is because these conditions are also defined as cognitive learning processes that may lead to word being remembered. Furthermore, these conditions are also overlapped with learning conditions proposed by Webb and Nation (2017) and are able to provide students opportunity to practice the learned word both receptively and productively.

Apart from vocabulary instruction, knowing how to assess vocabulary knowledge appropriately is also necessary. The next section will discuss therefore about vocabulary knowledge assessment.

8. Vocabulary knowledge assessment

Vocabulary is the basic elements of language learning. Without vocabulary knowledge, four basic skills in language learning cannot be developed appropriately (Brown & Abeywickrama, 2010). After teaching, vocabulary assessment is therefore important for teachers and learners to examine progress or achievement in vocabulary learning (Nation, 2013b). Brown and Abeywickrama (2010) stated that vocabulary tests may be developed for different purposes. For example, achievement test aims to investigate if students learn the words that are taught or expected to learn in a class. Placement test is used to help place student the proper class level. Proficiency test provides some indications of learner's vocabulary size and distinguish learners with basic, intermediate and advanced level vocabulary knowledge (Read, 2000).

The vocabulary knowledge can be divided into breadth and depth knowledge, which refers to quantity of known words and quality or how deep that words are known. Its assessment therefore could be conducted in term of quantity and quality of the word knowledge.

The quantity of known vocabulary

The quantity of known vocabulary is generally assessed by vocabulary size test as proposed by Nation (2008). There are three kinds of vocabulary size test. Firstly, it is a test that is able to measure total number of vocabulary that learners know. Secondly, it is a test that is employed to measure knowledge of particular frequency levels of words i.e. the first 1,000 word and the second 1,000 word. Thirdly, the 1,000 and 2,000 level tests are based on Michael West's A General Service List of English Words. The vocabulary size test can be used with both native and non-native speaker (Nation, n.d.). There are also both monolingual and bilingual version.

The quality of word knowledge

In term of quality for word knowledge, Nation (2001) indicated that item types in vocabulary tests can be varied according to aspects of knowledge being tested such as receptive or productive knowledge. Moreover, Nation (2013b) proposed the table that may be useful for answering the question and deciding how to assess different aspects of vocabulary knowledge.

Table 3 aspects of word knowledge for testing

Form	Spoken	R	Can the learner recognize the spoken form of the word?
		P	Can the learner pronounce the word correctly?
	Written	R	Can the learner recognize the written form of the word?
		P	Can the learner spell and write the word?
	Word parts	R	Can the learner recognize known parts in the word?
		P	Can the learner produce appropriate inflected and derived form to express this meaning?
Meaning	Form and meaning	R	Can the learner recall the appropriate meaning for this word form?
		P	Can the learner produce the appropriate word form to express this meaning?
	Concept and referents	R	Can the learner understand a range of uses of the word and its central concept?
		P	Can the learner use the word to refer to a range of items?
	Associations	R	Can the learner produce common associations for this word?
		P	Can the learner use this word when presented with related idea?
Use	Grammatical functions	R	Can the learner recognize correct uses of the word in context?
		P	Can the learner use this word in the correct grammatical patterns?
	Collocations	R	Can the learner recognize appropriate collocations?
		P	Can the learner produce this word with appropriate collocations?
	Constraints on use (register, frequency...)	R	Can the learner tell if the word is common, formal, or infrequent word etc.?
		P	Can the learner use the word at appropriate times?

Source: Nation, 2013 (p. 538)

From the table, it is beneficial for researcher to design the appropriate test for each particular aspect of word knowledge that is focused in a lesson. For example, in receptive knowledge for aspect of written form, the test-taker or student have to select correct spelling of a word. In receptive knowledge for aspect of form and meaning link,

the test may be translation test, definition matching test or selecting the correct meaning in multiple choices format (Nation, 2013b; Read, 2000). In productive knowledge for aspect of form and meaning link, the test can be requiring test-takers or student to write a correct spelling of a missing word in a sentence or in a larger paragraph (Brown & Abeywickrama, 2010)

According to Read (2000), the format of the vocabulary test which commonly used includes (1) Multiple choice item of various kinds (in isolation or in context) (2) Matching of words with synonyms or definition (3) Supplying an L1 equivalent for each L2 target word (4) The checklist (or yes-no) test in which test-takers simply indicate whether they know the word or not.

Since this study emphasized on receptive knowledge in aspect of written form and meaning, the test in this study was multiple choices format, which required students to select a correct word for 4 provided choices to complete the given sentences and gap-filling format, requiring them to select corrects words to complete the texts.

9. Perceptions

Perceptions has meaning closely related to attitudes, which refer to the way that some thinks and feels about a company, product, thing, event, issue or experience etc. (Pickens, 2005). It also involves how someone interpret the environment around them into something meaningful to them based on their experience (Lindsay & Norman, 1977).

In learning context, perceptions generally involve learners' attitude toward the instruction teacher employs or teaching method used by teacher. The learners' perceptions can be positive when the instruction or method employed by teacher in the class are suitable for their needs, learning styles, and their motivation or it can become negative if the instruction or teaching method is not appropriate to them (Berteau, 2009).

To measure attitude or perception, there are two methods, direct method and indirect method (Antonak & Livneh, 1995).

Through direct method, the target people are directly informed that their perceptions will be measured and will be used as a part of useful information for some studies. Therefore by direct method, the perceptions are measured through verbal or non-verbal responses. The instrument that can be employed in this method are for instance, survey and interview.

In contrast with direct method, measuring perceptions by indirect method means that the target people are not informed that their perceptions will be measured. Therefore, by indirect method, the perceptions are measured through their actions or responses towards things. The instrument that can be employed is observation.

In this study, to measure students' perception, the direct method will be employed. The instrument will be closed-ended questionnaire and semi-structure interview.



10. Research framework

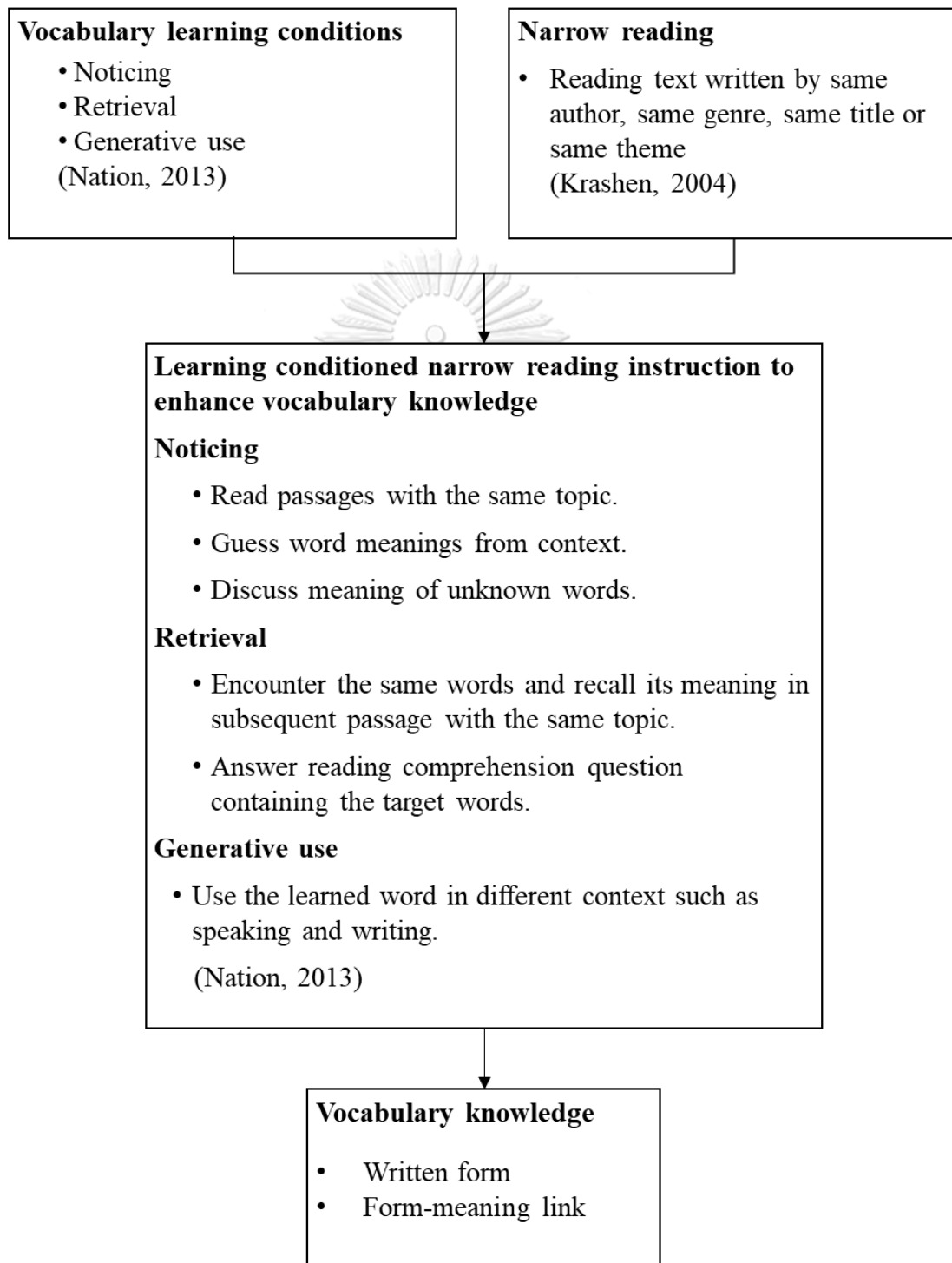


Figure 2 research framework of using learning conditioned narrow reading to enhance vocabulary knowledge of EFL learners

Chapter 3 Research methodology

1. Research design

This study employed a single group pre and posttest research design. It aimed to explore the development of vocabulary knowledge in aspect of written form and meaning through learning conditioned narrow reading instruction. Following to the treatment, students' perceptions toward learning conditioned narrow reading in vocabulary learning were also examined by using questionnaire and semi-structure interview. The pretest and posttest scores were obtained and analyzed in order to provide the evidence of the effects of learning conditioned narrow reading on vocabulary knowledge of participants. The design of this research was a single group pre and posttest research design as illustrated as follows.

Pre-test	Treatment	Post-test
O ₁	X	O ₂

Figure 3 Research design

From figure 3, X was the treatment which was vocabulary knowledge development using learning conditioned narrow reading, O₁ was receptive vocabulary knowledge in aspect of written form and meaning test which was administrated to student before the treatment. The pre-test scores were used to compare with the ones from posttest represented here as O₂ which was administrated to students after the treatment.

2. Population and participants

The population of this study were students at a private school in Phra Nakhon Si Ayutthaya province, Thailand. Using convenience sampling, 30 grade 6 students were selected as the participants of the present study. They were studying in regular program and enrolled for Fundamental English course in the second semester of academic year 2020. There were 12 boys and 18 girls, with age ranging from 11 – 12. Most of them had studied English since they were grade 1 students. Furthermore, there were 6 students selected as participants for interview. These 6 students were based on their performances according to the pretest scores, including 2 high-performance, 2 medium-performance and 2 low-performance.

3. Research procedure

The research procedure were divided into two phases. The first phase involved the development of learning conditioned narrow reading instruction to enhance vocabulary knowledge of EFL learners. The second phase associated with the implementation of the effects of learning conditioned narrow reading to enhance vocabulary knowledge of EFL learners. The detail of each phase is presented as follows.

Phase I: The development of learning conditioned narrow reading instruction to enhance vocabulary knowledge

1. Explored and studied theories about vocabulary knowledge, vocabulary learning approach, vocabulary learning condition, and narrow reading concept.
2. Reviewed literature about vocabulary learning and narrow reading.
3. Constructed instructional instrument including material and lesson plan.

4. Constructed research instrument including pre-test, posttest and questionnaire to investigate student's perception.
5. Validated the effectiveness of lesson plans, pre-test and posttest, questionnaire using IOC form by expert in the field of English language teaching.
6. Conducted a pilot study.
7. Revised the lesson plans and other research instruments according to the expert's comments and the pilot study.

Phase II: Implementation

1. Conducted pre-test of vocabulary knowledge.
2. Conducted the study, the effect of learning conditioned narrow reading on vocabulary knowledge of EFL students.
3. Conducted posttest of vocabulary knowledge in aspect of written form and meaning.
4. Evaluated the effectiveness of using learning conditioned narrow reading instruction on vocabulary knowledge of EFL learners.
5. Investigated perceptions of EFL learners toward learning vocabulary through learning conditioned narrow reading by using questionnaire and interview.
6. Conducted data analysis.

4. Research instruments

Pretest and posttest

Pretest and posttest shared the same items. Thirty test items was constructed, dividing into ten items for multiple choices format and twenty items for gap-filling format. The multiple choice format was constructed to investigate whether the students were able to retrieve word form and meaning when they encounter it in the totally different context, surrounded with other unfamiliar words. In the multiple choices test, participants had to select a correct word from the provided choices to complete a given sentence in each item. In addition, the gap-filling format, of which the test was divided into two passages from both festival and technology was constructed to examine whether the students acquired the learned words from the passage that they had read during the implementation. In the gap-filling test, there were ten items per each theme. The participants had to fill in the blanks in the passage with the provided words. (see in appendix B) The vocabulary in the test was randomly selected from reading passages in both the two themes, festival and technology.

Validation

To examine content validity, an Index of Item Objective Congruence (IOC) form was constructed and evaluated by three experts in the field of English language teaching. The test instruction, time allocation, test items and choices were assessed according to the IOC index ranging from – 1 to 1 as follows:

- +1 means Appropriate
- 0 means Uncertain
- 1 means Inappropriate

After the experts had validated the questionnaire, the gained scores were calculated. The results revealed that all of the items in questionnaire were scored above 0.6, meaning that they were appropriate with the set criteria and the test could be used for the study. However, there were some items needed to be revised according to the experts' comment. For multiple choices test, the items needed to be revised were 1, and 3. The revised items are shown and explained as follows.

- | | | |
|---|---|---|
| <p>1) The Chao Phraya is the important _____ in Thailand.</p> <ol style="list-style-type: none"> 1. holiday 2. river 3. mountain 4. place | → | <p>1) We can cross the _____ by boat.</p> <ol style="list-style-type: none"> 1. holiday 2. river 3. basket 4. place |
|---|---|---|

According to the comment from the expert, the item 1 had to be revised because it required background knowledge of the students to select the correct choice and it was not certain that all of the students would have it. To avoid this issue, the researcher therefore changed the item 1 accordingly.

- | | | |
|---|---|---|
| <p>3) They _____ the table with flowers and candles.</p> <ol style="list-style-type: none"> 1. celebrate 2. decorate 3. prepare 4. invite | → | <p>3) They _____ the table with flowers and candles.</p> <ol style="list-style-type: none"> 1. celebrate 2. decorate 3. receive 4. invite |
|---|---|---|

According to the experts' comment the item 3 had to be revised because there are two possible answers. To avoid confusing the students, one of the choices in item 3 was modified accordingly.

In addition, from the expert's comment, in gap-filling test since being quite too long for primary students, the passages should be divided into 2 -3 paragraph. And to reduce the difficulty, the choices should be divided into 2 groups instead of only one at the top. All the suggested issues were therefore revised.

Reliability

To examine reliability of the test, the test had been piloted and were then calculated to find out the difficulty index (p) and the discrimination (r). The set criteria is as follows.

For the difficulty index (p)

$P < .20$ means the item is difficult.

$P = .20 - .80$ means the item is good in terms of its difficulty.

$P = .81 - .94$ means the item is easy.

$P \geq .95$ means the item is very easy.

For the discrimination index (r)

$r = 0$ means the item has no discrimination ability.

$r \leq .19$ means the items has a low discrimination ability.

$r = .20 - .29$ means the item has a fair discrimination ability.

$r = .30 - .39$ means the items has a high discrimination ability.

$r \geq .40$ means the item has a very high discrimination.

According to the above criteria, the difficulty index was at an acceptable level with the scores between .22 and .79, meaning that the items were goods in terms of difficulty. For the discrimination index, the results indicated that the items had a fair and high discrimination ability with the scores ranging from .20 – .38.

In addition, the researcher also employed Kuder-Richardson-20 formula (KR-20) to analyzed overall reliability of the test. The resulted indicated that the test was acceptable to be used in the study with the score of .71.

Perception questionnaire

The close ended with four likert-scale questionnaire was employed to examine the participants' perceptions towards learning vocabulary through conditioned narrow reading instruction. Perception questionnaire was constructed from three components proposed by Pickens (2005), including affective component, cognitive component, and behavior component. To ensure that the participants understood the questionnaire, the questionnaire was translated into Thai. The questionnaire totally consisted of 15 items, divided into four items for affective component (item 1-4), eight item for cognitive component (item 5-12) and three items for behavior component (item 13-15.) All the 15 items were presented in the form of four-point numeral likert scales (See in appendix C). The participants were asked to rate the extent to which they agree with the statements. They had 10 minutes to complete the questionnaire. The likert scales in the questionnaire included strongly disagree, disagree, agree and strongly agree. The evaluation criteria of the questionnaire were as follows.

1.00 – 1.99 means strongly disagree.

2.00 – 2.99 means disagree.

3.00 – 3.99 means agree

4.00 means strongly agree

Validation

All the items in questionnaires were translated into Thai and then were validated. The researcher created an Index of Item Objective Congruence (IOC) form to check whether or not the questionnaire was appropriate to use to measure the perceptions toward learning vocabulary through narrow reading instruction and correctly translated into Thai. The IOC index ranges from – 1 to 1 as follows:

+1 means Appropriate

0 means Uncertain

-1 means Inappropriate

After the experts had validated the questionnaire, the gained scores were calculated. The results revealed that all of the items in questionnaire were scored above 0.6, meaning that they were appropriate with the set criteria and the questionnaire could be used for the study. However, one of the expert suggested that the objective of questionnaire should be added, so the researcher added it accordingly. In addition, there were some items of which Thai translation had to be revised for consistency.

After validated and revised according to the comments from the experts, the questionnaire was piloted with another class of grade 6 students in order to ensure that the students could clearly understood all of the items. The results demonstrated that there was no difficult or problem for students to complete the questionnaire. Therefore, the questionnaire was then used with the sample group of the study. Moreover, while students were completing the questionnaire, each of the items were explained in Thai by the researcher to ensure the correct understanding.

Interview

After the close ended questionnaire, a semi-structure interview was also used to investigate more deeply about student's perceptions toward learning conditioned narrow reading in vocabulary learning. The interview included six questions. Constructed based on three components, the same as the questionnaire, the six interview questionnaire included item 1 – 3, asking about the affective component, item 4 – 5 for the cognitive component, and item 6 for the behavior component (see the question in appendix D). The purpose of the question in affective component was asking about the

feeling of the participants about the instruction i.e. whether they like or enjoy the instruction. In the cognitive component, the researcher aimed to investigate whether the participant thought that their vocabulary knowledge was improve through the instruction. Lastly, the question in the behavior component aimed at examining the behavior of the participant that could occur after the implementation to improve their vocabulary knowledge. To ensure the correct understanding and avoid language barrier, the interview was conducted in Thai. Students who were interviewed were selected based on their performance; 2 high performance students, 2 middle performance students and other 2 low performance students.

Validation

The 6 interview questions were developed and translated into Thai. They were then validated by three experts. The researcher also constructed an Index of Item Objective Congruence (IOC) form to examine content validity, whether or not the interview questions were appropriate to use to measure the perceptions toward learning vocabulary through narrow reading instruction and correctly translated into Thai. The IOC index ranges from -1 to 1 as follows:

+1 means Appropriate

0 means Uncertain

-1 means Inappropriate

After the experts had validated the interview questions, the gained scores were calculated. The results showed that all of the interview questions were scored above 0.6, meaning that they were appropriate with the set criteria and the questions could be

used to conduct the interview. However, one of the expert suggested that some Thai version questions, which included items 1, 2, and 3, had to be revised for the consistency with English version. Furthermore, for the item 5, the same expert also suggested distinguishing the terms “theme” and “topic” used in this question. The researcher decided therefore to use the term “theme” only because the reading texts used in the study were mainly in the same theme but different topic.



5. Instructional instrument

Reading Material

Main material for the current study was reading passage based on the theme from student's textbook. The reading passages that were used to teach the participants consisted of two main themes: festival and technology. The length of the reading text was approximately 150 – 170 words. The reading passages were found out and adapted from several sources, both online and textbook. Regarding to difficulty level of each reading passage, the researcher then used Flesch-Kincaid Grade Level to assess grade level of reading passage and check the difficulty of the passage. The Flesch-Kincaid Grade Level was between 5 and 6 which was appropriate for the students at grade 5 – 6. After checked grade level, the passages were analyzed in VocabProfile on <https://www.lex tutor.ca/vp/eng/> to select the potential words for learning. This website showed which words in the reading passage belong to which word-frequency level. The target words that were employed in this study were the first 1,000 word frequency proposed by Nation (2012), which is likely to be encountered and needed for communication in daily and appropriate for beginner level learners who were participants in this study (Webb & Nation, 2017).

To ensure the appropriateness, the reading materials were validated along with the lesson plan. The validation results were therefore reported with that of lesson plan, which will be revealed in the following section.

Lesson plan

The lesson plan in this study was based on learning conditioned narrow reading instruction. The instruction included 3 steps as follows.

Step 1, Noticing: Students read passage with the same theme, discussed and guessed meaning of target words from context.

Step 2, Retrieval: Student read another passage with the same theme again, answered comprehension question and letter filling activity.

Step 3, Generative use: Students were assigned to use the learned words in different context, including speaking and writing.

There were six lesson plans in the study. One lesson was used for two periods (50 minutes per period). Three reading passages with the same theme were used in one lesson plan.

Validation

Three experts were asked to validate the lesson plans. An Item-Objective Congruence (IOC) form was developed and used to check whether the lesson plans were appropriate in term of content, instruction, and time. The IOC index ranges from – 1 to 1 as follows:

- +1 means Appropriate
- 0 means Uncertain
- 1 means Inappropriate

After the experts had validated the interview questions, the gained scores were calculated. The results indicated that all aspects of the lesson plan were rated above 0.6, meaning that it was appropriate with the set criteria and could be used for the study. However, one of the experts provided some suggestions about teaching steps. The first suggestion was that in the noticing step, the number of target words should be reduced due to time constraint, try to underline the words that were not too close to one another and some context clues, like synonym, definition or examples after the target words should be added. The second one was that in the retrieval step, since one of the learning outcomes required students to be able to recognize the spelling of the vocabulary, the cloze test exercise should be changed to letter filling exercise instead to meet the set learning outcomes. According to the expert's suggestion, the research revised the lesson plan accordingly.

To ensure that teaching plan would go smoothly, after validation, one lesson was tried out with another class of 20 sixth-grade students who had similar characteristics with the participants of the study in term of English proficiency and educational background. The teaching activity was conducted interchangeably in both Thai and English. The result of the pilot was that the students were able to understand the instruction of each activities and finish the activity in time. Furthermore, little students knew the meaning of the target words. However, the writing and speaking activities in generative use step were quite too difficult for the students. The researcher therefore provided them first a few sample sentences. And finally they could create the sentences on their own.

6. Data collection

To collect data, the researcher submitted the letter for asking the permission to collect data at Jirasart Wittaya School, Phra Nakhon Si Ayutthaya province from the school director. Once the letter is approved, the researcher took altogether fourteen weeks to collect data. The below table shows the data collection in details.

Table 4 data collection procedures

Week	Unit
Week 1	Introduce briefly about the research projects to the participants such as the purposes, data collection procedure, period. Pretest
Week 2 - 3	Theme : Festival Unit 1: Loy Krathong Festival
Week 4 – 5	Theme : Festival Unit 2: New Year Festival
Week 6 – 7	Theme : Festival Unit 3: Christmas Festival
Week 8 – 9	Theme : Technology Unit 4: Mobile phone
Week 10 – 11	Theme : Technology Unit 5: Robot
Week 12 - 13	Theme : Technology Unit 6: Car innovation
Week 14	Posttest, perception questionnaire and interview

7. Data analysis

Data analysis for research question 1

Research question 1 was concerned about the effectiveness of learning conditioned narrow reading on EFL learners' vocabulary knowledge. To analyze the data, the participant's means scores from pretest and posttest were collected. The means scores of both pretest and posttest were analyzed by a paired-sample t-test to investigate the different vocabulary learning achievement level of the participants. Moreover, the effect size proposed by (Cohen, 1988) was calculated the magnitude of the implementation. The analyzed result was interpreted with the following criteria.

> 0.8 signifies a large effect size.

0.5 – 0.8 signifies to a medium effect size.

0.0 – 0.4 signifies to a small effect size.

Data analysis for research question 2

The questionnaire data was analyzed by descriptive statistics including arithmetic mean, standard deviation and was calculated to find the student's perception. The information from the interview was analyzed by a content analysis, using key theme from three components, affective, cognitive and behavior components. The affective component was about feeling toward the instruction. The cognitive component involved thought or belief about the knowledge gained from the instruction. Eventually, the behavior components related to behavior that occurred to improve vocabulary knowledge after the instruction

The summary of research question, research instruments, and method of analysis are presented as follows.

Research questions	Research instrument	Data analysis
1. To what extent can learning conditioned narrow reading enhance vocabulary knowledge of EFL learners?	Pretest and posttest	<ul style="list-style-type: none"> - S.D. and mean - A paired-sample t-test - Effect size
2. What are the student's perception towards learning conditioned narrow reading on vocabulary knowledge?	Closed ended questionnaire and semi-structure interview	<ul style="list-style-type: none"> - S.D. and mean - Content-analysis.

Chapter 4 Findings

This chapter shows the research findings of vocabulary knowledge following the implementation of learning-conditioned narrow reading instruction. The research findings present the results according to two research objectives. The first objective is to investigate the effectiveness of learning conditioned narrow reading instruction on vocabulary knowledge of EFL learners. The first objective is reported by the mean scores of pre-test and posttest of all participants. Another objective is to investigate the perceptions of students towards learning conditioned narrow reading instruction on vocabulary knowledge. The perceptions of students are analyzed by the information from the questions and the interview responded by the participants.

The findings are reported based on the research questions

Research question 1: To what extent does learning conditioned narrow reading instruction improve vocabulary knowledge of EFL learners?

This research question aims to examine the effect of learning conditioned narrow reading instruction on vocabulary knowledge of EFL students. The pretest and posttest which share the same items are employed to find the extent to which the instruction improved students' receptive vocabulary knowledge in aspect of written form and meaning. The data from vocabulary knowledge pre-test and posttest was analyzed. The mean scores from pre-test and posttest were compared using the paired sample t-test. The analyzed results are shown in the following table.

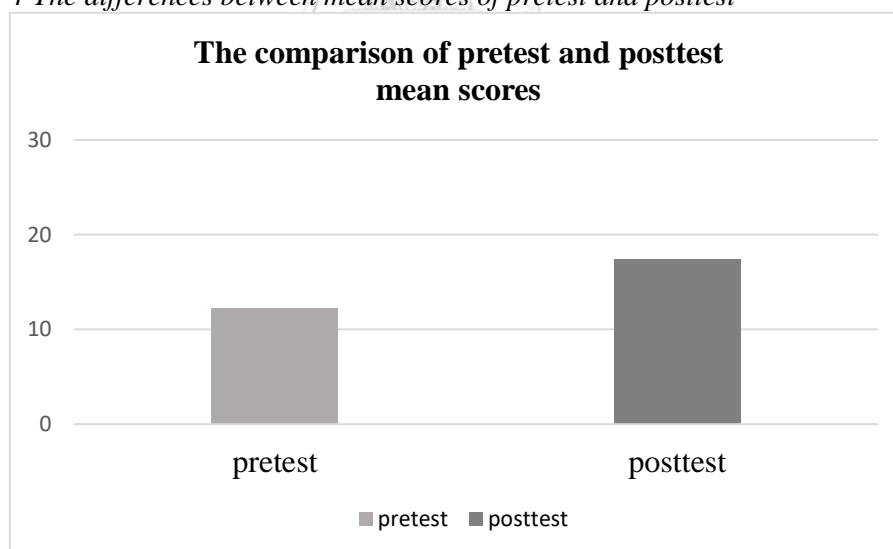
Table 5 Result of pretest and posttest for vocabulary knowledge of all participants

Vocabulary knowledge	N	\bar{X}	S.D.	Mean difference	t.	df.	Sig.
Pretest	30	12.00	2.57	5.17	11.82	29	.001
Posttest	30	17.17	4.06				

***P < .05**

The result in the above table reveals that the participants' posttest mean score ($\bar{X} = 17.17$, S.D. = 4.06) is higher than pretest mean score ($\bar{X} = 12.00$, S.D. = 2.57) at the significant level of $P < .05$. The total score of the two tests is 30 points. The mean difference is 5.17. T-value is 11.82. Degree of freedom is 29. The differences between mean scores of pre-test and posttest are also shown in the following figure.

Figure 4 The differences between mean scores of pretest and posttest



According to figure 4, the result indicates that learning conditioned narrow reading instruction was able to improve student's vocabulary knowledge. The mean score of post was higher than pretest with mean difference of 5.17.

Additionally, in order to measure the magnitude of the effects of learning conditioned narrow reading instruction on vocabulary knowledge of EFL learners, the effect size value was calculated. In this study, the effect size was calculated using Cohen's *d*. The result was indicated in the following table.

Table 6 The effect size of using learning conditioned narrow reading on vocabulary knowledge of EFL learners

Cohen's <i>d</i>	Effect size
1.52	Large

According to the table 6, the Cohen's *d* was 1.52, which was interpreted as a large effect of the implementation. According to the criteria proposed by Cohen (1988), $d = 0.0 - 0.4$ means small effect size, $d = 0.5 - 0.7$ means medium effect, and $d > 0.8$ means large effect. It was therefore indicated that learning conditioned narrow reading instruction had large effect size on vocabulary of the students.

Since there were 2 parts for the pretest and posttest, including 10 items for multiple choices and 20 items for gap-filling, to provide more detail, the results from both parts for pretest and posttest were also reported as follows.

Table 7 Result of pretest and posttest for multiple choices and gap-filling format

Vocabulary knowledge	N	\bar{X}	S.D.	Mean difference	t.	df.	Sig.
Multiple choices							
Pretest	30	4.80	1.03	2.57	14.47	29	.001
Posttest	30	7.37	1.16				
Gap-filling							

Pretest	30	7.17	2.10	2.83	8.26	29	.001
Posttest	30	10.00	3.20				

The result in the above table reveals that for the multiple choices test, the posttest mean score ($\bar{X} = 4.80$, S.D. = 1.16) is higher than the pretest mean score ($\bar{X} = 7.37$, S.D. = 1.03) at the significant level of $P < .05$, with a mean difference of 2.57, t-value of 14.47, and degree of freedom of 29.

For the gap-filling test, the posttest mean score ($\bar{X} = 10.00$, S.D. = 3.20) is also higher than the pretest mean score ($\bar{X} = 7.17$, S.D. = 2.10) at the significant level of $P < .05$, with a mean difference of 2.83, t-value of 8.26, and degree of freedom of 29.

According to the results in the above table, it is indicated that vocabulary knowledge assessed by both parts of the test is significantly improved.

The findings of pretest and posttest was also analyzed in detail in order to see the improvement of the participants' vocabulary knowledge after the experiment according to their performance level. The results are reported as follows.

Table 8 The result of pretest and posttest for vocabulary knowledge according to performance levels

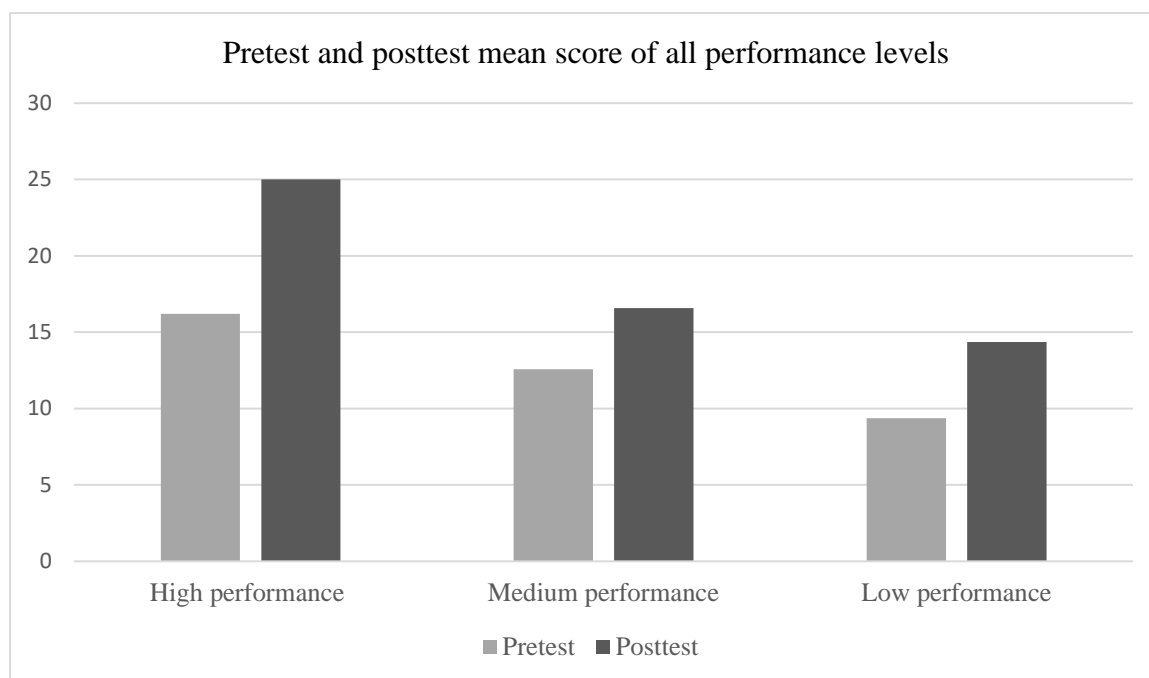
Participants' Performance level	N	\bar{X}	S.D.	Mean	t.	df.	Sig.
				difference			
High performance	5			8.80	17.96	4	.001
Pretest		16.20	1.10				
Posttest		25.00	1.87				
Medium performance	14			4.00	6.64	13	.001

Pretest	12.57	0.94				
Posttest	16.57	2.03				
Low performance	11					
Pretest	9.36	0.81	5.00	16.58	10	.001
Posttest	14.36	1.21				

***P < .05**

The results from the table report the pretest mean score and posttest mean score of all performance levels of the participants. According to the table, the posttest mean score of high performance participants ($\bar{X} = 25.00$, S.D. = 1.87) was higher than the pretest mean ($\bar{X} = 16.20$, S.D. = 1.10) score at the significant level of .001 ($p < .05$) with a mean difference of 8.80, t-value of 17.96, and degree of freedom of 4. Regarding the medium performance group, the posttest mean score ($\bar{X} = 16.57$, S.D. = 2.03) was also higher than the pretest mean score ($\bar{X} = 12.57$, S.D. = 0.94) at the significant level of .001 ($p < .05$) with a mean difference of 4, t-value of 6.64, and degree of freedom of 13. Moreover, the posttest mean score ($\bar{X} = 14.36$, S.D. = 1.21) of the low performance group was also higher than the pretest mean score ($\bar{X} = 9.36$, S.D. = 0.81) at the significant level of .001 ($p < .05$) with a mean difference of 5, t-value of 16.58, and degree of freedom of 10. The results of pretest and posttest of all performance levels are also shown in the following figure.

Figure 5 Pretest and posttest mean score of all performance levels



According to the figure 5, the findings shows that vocabulary knowledge of high, medium and low performance participant has been significantly improved after the experiment. The high performance group received the highest mean difference, while the medium performance group received the lowest mean difference.

Research question 2: What are the students' perceptions towards learning conditioned narrow reading instruction on vocabulary knowledge?

To examine the students' perceptions about learning vocabulary through leaning conditioned narrow reading instruction, the researcher developed the questionnaire and the interview questions based on three components: affective component, cognitive component and behavior component. The questionnaires were distributed to all participants, while only six participant were selected to interview. The six participants for interview were selected based on their performance, two high-

performance, two medium-performance and three low-performance students. The data from the questionnaire and the interview was therefore analyzed and reported based on the three components as follows.

1. Affective component

The affective component has purpose to investigate the participants' feeling toward learning vocabulary through learning conditioned narrow reading instruction. The data was obtained both from the questionnaire and interview respectively as follows.

Table 9 The results of perception questionnaire from affective component.

Items	\bar{X}	S.D.	Meaning
1. I enjoy learning vocabulary with the instruction.	3.07	0.64	Agree
2. I like reading the passage with the same theme repeatedly.	2.73	0.64	Disagree
3. Reading the passage with the same theme repeatedly makes me feel more comfortable to learn new vocabulary.	3.47	0.51	Agree
4. The instruction makes me feel more motivated to learn vocabulary.	3.10	0.66	Agree
Total mean score	3.09	0.61	Agree

The result from the table indicates that the participants mostly have positive feeling toward the instruction with the mean score of 3.09. It interprets that the students have positive feeling toward the instruction because the questions in the questionnaire are positive questions. According to the result, item 3 gained the highest score. This indicates that reading the passage with the same theme repeatedly makes them feel more

comfortable to learn new vocabulary. However, the item 2 has the lowest score. This shows that some participants did not like much reading the passage with the same theme repeatedly.

In addition to questionnaire, the positive feeling of the participants toward learning vocabulary through learning conditioned narrow reading instruction was also confirmed by the data from the interview. In this study, the interviewees are coded by using letters and numbers. For instance, H stands for high performance, M stands for medium performance, and L stands for low performance. Most of the interviewees stated that they liked and enjoyed the instruction and supported their answers with the following 3 common reasons.

- 1) Different types of activity during the instruction made vocabulary learning more fun and interesting. Some excerpts from the interview are shown as follows.

H1: “ชอบการเรียนแบบนี้ค่ะ เพราะว่า มีกิจกรรมให้ทำเยอะดีค่ะ”

“I like this kind of instruction because there are various activities to do”

M1: “ชอบค่ะ เพราะว่า สนุก น่าสนใจ แล้วก็ทำได้ทำอะไรหลายอย่างค่ะ ชอบทายคำศัพท์
ตอบคำถาม”

“I like this kind of instruction because it is fun and interesting. The activity that I like is guessing word meaning and answering reading comprehension question”

L2: “ชอบครับ เพราะว่า กิจกรรมสนุกและไม่น่าเบื่อครับ”

“I like the instruction because it is fun and not boring”

- 2) Some interviews stated that doing group work made learning vocabulary become easier. Some excerpts are presented below.

L1: “ชอบเพราะว่า ได้เข้ากลุ่มกับเพื่อน พอมีเพื่อนช่วยก็ทำให้เดาความหมายคำศัพท์ได้ง่ายขึ้นครับ”

“I like this kind of instruction because I can work in group with my friends. My friends help me guess word meaning as result it is easier to guess word meaning.”

M2: “ได้เข้ากลุ่มกับเพื่อนแล้วสนุกดีครับ ได้อยู่กับเพื่อนที่เก่งกว่า เพื่อนก็ช่วย งานที่ครูให้ทำบางทีก็ยาก แต่พอมีเพื่อนช่วย ก็ไม่ยากมาก”

“Working in group is fun. Higher-ability friend help me finish the assignment. Although the assignment is difficult, it is not too difficult because of help from my friend.”

- 3) Some interviewees also expressed that they found learning a lot of new vocabulary was challenging.

M1: “ได้เรียนคำศัพท์ใหม่ๆ เยอะค่ะ บางคำไม่เคยได้เรียนก็ยาก แต่ว่ามันน่าสนใจ และสนุกดีค่ะ”

“I have a chance to learn a lot of new vocabulary. Some new words are difficult but it is interesting and enjoyable to learn.”

H2: “ชอบครับ เพราะว่า ได้รู้คำศัพท์มากขึ้น รู้สึกว่าท้าทายและสนุกครับ”

“I like this kind of instruction because I have learned a lot new vocabulary and it is challenging and fun.”

L1: “ชอบครับ สนุกและก็น่าสนใจครับ ได้รู้คำศัพท์หลายคำที่ยากๆ”

“I like the instruction because it is fun and interesting to learn some vocabulary that is difficult”

H2: “ชอบครับ เพราะว่า ได้รู้คำศัพท์มากขึ้น รู้สึกว่าท้าทายและสนุกครับ”

“I like this kind of instruction because I have learned a lot new vocabulary and it is challenging and fun.”

L1: “ชอบครับ สนุกและก็น่าสนใจครับ ได้รู้คำศัพท์หลายคำที่ยากๆ”

“I like the instruction because it is fun and interesting to learn some vocabulary that is difficult”

Moreover, the interviewees also had positive feeling toward the learning activity designed with vocabulary learning conditions, including guessing word meaning, gap-filling exercise, answering comprehension questions, speaking and writing activity. The majority of the interviewees indicated that they preferred guessing word meaning, answering comprehension question and writing sentences the most. They supported their answers with the reasons as shown in the following example of excerpts.

H1: “ชอบที่ได้เดาคำศัพท์ค่ะ เพราะว่า ได้เดาคำศัพท์หลายๆ แบบ ต้องคิดเยอะขึ้น ถึงจะเดาได้ถูกค่ะ พอได้คิดเยอะๆ แล้วรู้สึกตื่นเต้นและสนุกค่ะ”

“I like guessing word meaning because I learnt how to guess word meaning by various methods. I had to think a lot to be able to correctly guess word meaning, which made me feel excited and fun.”

M1: “ชอบการเดาคำศัพท์ค่ะ เพราะได้ฝึกการเดาหมายคำศัพท์ที่ไม่รู้กับเพื่อนๆ ตอนแรกก็ยาก พอตอนหลังเริ่มชินแล้ว ก็รู้สึกสนุกค่ะ”

“I like guessing word meaning because I had chance to practice guessing word meaning with my friends. At first, it was hard to do it, but after getting used to, it was fun to me.”

H2: “ชอบการตอบคำถามจากเรื่องทีอ่านมากที่สุดค่ะ เพราะทำให้เข้าใจคำศัพท์ที่อ่านและนำไปตอบถามได้อย่างเข้าใจค่ะ”

“I like answering comprehension question the most because it help me understand more the learned word and I could use them to answer the question appropriately.

L1: “ชอบที่ครูถามคำถามจากเรื่องทีอ่านครับ เพราะทำให้เข้าใจความหมายของคำศัพท์ที่เรียนมากขึ้น”

“I like when teacher asked reading comprehension question because it help me understand more meanings of the learned words.”

M1: “ชอบการได้เขียนแต่งประโยคค่ะ เพราะได้ใช้คำศัพท์ที่เรียนมา ได้ฝึกแต่งประโยคกับเพื่อนๆ ด้วยค่ะ”

“I like writing sentence activity because I had chance to use the learned word and practice writing a sentence with classmates.”

L2: “ชอบการเขียนประโยคค่ะ เพราะว่า ได้ฝึกเขียนประโยคเป็นกลุ่ม และก็ ได้ใช้คำศัพท์ทีได้อ่านมาแต่งประโยคค่ะ”

“I like writing sentence activity because I had chance to work in group to practice creating sentences and also use the learned word to make a sentence.

Furthermore, the interviewees also showed their positive feelings toward some reading topics that were assigned to read. To illustrate, some excerpts are provided as examples as follows.

H1: “ชอบหัวข้อเกี่ยวกับที่เกี่ยวกับหุ่นยนต์ค่ะ เพราะ ได้รู้คำศัพท์ที่เกี่ยวข้องกับเทคโนโลยีที่ทันสมัย และตื่นเต้นที่ได้รู้ว่า หุ่นยนต์ทำอะไรได้บ้าง”

“I like the topic about Robot because I got to know the vocabulary related to modern technology and I feel excited to know what robot can do.”

M2: “ชอบเรื่องหุ่นยนต์ค่ะ เพราะว่า ได้รู้อะไรที่ไม่เคยรู้มาก่อน ได้รู้ว่า หุ่นยนต์ช่วยทำงานในโรงงานและที่บ้านได้ด้วย รู้สึกว่า โอ้ หุ่นยนต์ทำอะไรแบบนี้ได้ด้วย”

“I like the topic of Robot because I got to know what I had never know before like robot’s ability to work in both factory and house. It was exciting to know what robot could do.”

H2: “ชอบอ่านเรื่องรถยนต์ที่ใช้ไฟฟ้าได้ด้วยครับ เพราะมันแปลกใหม่น่าสนใจไม่เคยอ่านมาก่อนครับ”

“I like reading the topic of hybrid car because it’s new to me and I had never read it before.”

L2: “ชอบอ่านหัวข้อเกี่ยวกับวันปีใหม่ค่ะ เพราะได้รู้ว่า ประเทศอื่นๆ เขาทำอะไรกันบ้างในวันปีใหม่ แปลกๆ ดีครับ”

“I like reading the topic about New Year festival because it made me know what other countries did during New Year day. It was new to me.”

However, there was an interviewee stating some concern toward the instruction as reported in the excerpt as follows.

H2: “...แต่ว่า บางครั้ง พอดต้องอ่านเรื่องซ้ำๆ ก็รู้สึกน่าเบื่อครับ เพราะรู้แล้วว่าครูจะให้อ่านอะไร เลขน่าเบื่อบางครั้งครับ”

“...I sometimes thought it was boring to read the same topic text repeatedly because I already knew what I was going to read”

According to the interviewees' answers, it can be noticed that most of them preferred the topic in technology theme to festival theme. The answers were mainly focused on the newness of topic which made them more excited or interested in to learn.

2. Cognitive component

The cognitive component aimed to examine beliefs or thoughts about the effects learning conditioned narrow reading instruction on vocabulary knowledge. The data was obtained both from the questionnaire and interview respectively as follows.

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Table 10 The results of perception questionnaire from cognitive component

Items	\bar{X}	S.D.	Meaning
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5. Guessing word meaning from context activity with teacher and peers helps facilitate vocabulary learning.	3.37	0.56	Agree
6. Filling letter practice helps me understand the meanings of the learned vocabulary better.	3.17	0.46	Agree
7. When the teacher ask comprehension questions, I have the opportunity to retrieve the learned vocabularies to answer the questions.	3.20	0.48	Agree
8. The speaking activity helps me understand and remember the learned vocabulary better.	2.83	0.75	Disagree
9. The writing activity help me understand and remember the learned vocabulary better.	3.23	0.50	Agree
10. Reading the passages with the same theme repeatedly makes me encounter with the same vocabulary frequently.	3.40	0.57	Agree
11. Frequent encounter with the same word help me memorize the correct spelling of the vocabulary better.	3.07	0.58	Agree
12. Frequent encounter with the same word help me memorize the meaning of the vocabulary better.	3.40	0.61	Agree
Total mean score	3.21	0.56	Agree

The result from the table reports the participants' perception from cognitive component aspect, which is related to belief or thought about this kind of instruction. The result indicates that according to the participant's perceptions, learning conditioned narrow reading instruction help improve their vocabulary knowledge. Referring to the above table, item 10 and 12 received the highest score. Regarding item 10, it is indicated

that the participants perceived the repeated encounter with the same words from reading the passage with the same theme. Moreover, according to the item 12, it is revealed that participants perceived that frequent exposure to the same words help them remember vocabulary more easily. However, the item 8 received the lowest score, showing that speaking activity help the participants understand and remember the learned vocabulary the least.

Moreover, the data from interview also confirmed the thought that learning conditioned narrow reading instruction helped them improve vocabulary knowledge. The followings are example of excerpts from the interview.

H1: “ได้เจอคำศัพท์เดิมซ้ำๆ ช่วยให้จำง่ายขึ้น”

“Facing repeatedly with the same vocabulary helped us recognize the vocabulary easily”

M1: “หนูจำความหมายของคำศัพท์ได้ดีกว่าเดิม เพราะว่า เจอคำศัพท์คำเดิมซ้ำๆ กัน”

“I could remember better word meaning because of repeated encounter with the same words”

Moreover, some interviewees also thought that the various activities in the classroom provided them an opportunity to practice using learned words in different contexts. The example of excerpts are shown as follows.

H2: “ได้ทำกิจกรรมหลายๆ อย่าง ทำให้ได้ใช้คำศัพท์เวลาตอบคำถามจากเรื่องี่อ่าน และ เวลาแต่งประโยคละ”

“A lot of activities help us practice using the learned words to answer comprehension questions and to write sentences.”

L1: “ได้ฝึกเดาคำศัพท์ ตอบคำถาม เดิมตัวสะกดคำศัพท์ ทำให้ได้ฝึกเขียน ฝึกพูดคำศัพท์ จำคำศัพท์ได้ด้วยครับ”

“Guessing word meaning, answering comprehension questions and gap filling activity gave us a chance to practice writing and speaking by using the learned word. I also could remember the vocabulary.”

According to the data from both the questionnaire and the interview, it can be confirmed that learning conditioned narrow reading instruction had positive effects on vocabulary knowledge of students.

3. Behavior component

The participants' perceptions from behavior component, mean that how this kind of instruction cause the participants behave in which particular way. The results from the questionnaire about this component are reported as follows.

Table 11 The results of perception questionnaire from behavior component

Items	\bar{X}	S.D.	Meaning
13. I will keep on reading the passage or the book having the same theme (festival and technology) in the future to improve my vocabulary knowledge.	2.80	0.61	Disagree
14. I will frequently read the passage or the book with other themes interesting to me in the future to improve my vocabulary knowledge.	3.20	0.55	Agree
15. I will apply what I have learned from the instruction to improve my vocabulary knowledge.	3.33	0.55	Agree
Total mean score	3.11	0.57	Agree

According to the table, the item 15 has the highest score, illustrating that the participants have intention to apply what they have learned from the instruction to further improve their vocabulary knowledge. However, the item having the lowest score is item 13, indicating that fewer students will continue to reading the passage with the same theme as the ones they did during the experiment.

The data from the questionnaire was also consistent with the data received from the interview, indicating that the participants had intention to apply what they have learned from the instruction to further improve their vocabulary knowledge. Some

interviewees said that they still wanted to continue reading the same theme as the one they read during the experiment which was the passage about Robot. Some excerpts are shown as follows.

L1: “ก็ยังสนใจอ่านเกี่ยวกับเรื่องหุ่นยนต์ครับ เพราะอยากรู้เรื่องเกี่ยวกับเทคโนโลยีใหม่ๆ ด้วย ผมชอบหุ่นยนต์ด้วยครับ”

“I was still interested in reading about robot because I wanted to know the updated technology. I also liked robot.”

M1: “อยากอ่านเกี่ยวกับหุ่นยนต์อีกค่ะ เพราะว่า อยากรู้อีกว่า หุ่นยนต์จะสามารถทำอะไรได้อีก น่าสนใจดีค่ะ อยากมีหุ่นยนต์ไว้ที่บ้านทำหลายๆ ให้อีกด้วยค่ะ”

“I still wanted to read about robot because I wanted to know more what robot could do. It was interesting. I also wanted to have a robot at my home to several things for me.”

According to the interviewees’ answers, it can be seen that their personal preferences motivated them to continue reading the passage with the same theme as the one they had read during the experiment.

Apart from the above answer, the rest of interviewees preferred to read other theme that interested them like fashion clothes, mobile phone games, eating and drinking, and football.

To see overall picture of students’ perception toward learning conditioned narrow reading instruction, the summary of the data of all components from the questionnaire are presented as follows.

Table 12 Summary of information of all aspects from the questionnaire

Items	\bar{x}	S.D.
Affective component		
1. I enjoy learning vocabulary with the instruction.	3.07	0.64
2. I like reading the passage with the same theme repeatedly.	2.73	0.64
3. Reading the passage with the same theme repeatedly makes me feel more comfortable to learn new vocabulary.	3.47	0.51
4. The instruction makes me feel more motivated to learn vocabulary.	3.10	0.66
Cognitive component		
5. Guessing word meaning from context activity with teacher and peers helps facilitate vocabulary learning.	3.37	0.56
6. Filling letter practice helps me understand the meanings of the learned vocabulary better.	3.17	0.46
7. When the teacher ask comprehension questions, I have the opportunity to retrieve the learned vocabularies to answer the questions.	3.20	0.48
8. The speaking activity helps me understand and remember the learned vocabulary better.	2.83	0.75
9. The writing activity help me understand and remember the learned vocabulary better.	3.23	0.50
10. Reading the passages with the same theme repeatedly makes me encounter with the same vocabulary frequently.	3.40	0.57
11. Frequent encounter with the same word help me memorize the correct spelling of the vocabulary better.	3.07	0.58
12. Frequent encounter with the same word help me memorize the meaning of the vocabulary better.	3.40	0.61
Behavior component		
13. I will keep on reading the passage or the book having the same theme (festival and technology) in the future to improve my vocabulary knowledge.	2.80	0.61
14. I will frequently read the passage or the book with other themes interesting to me in the future to improve my vocabulary knowledge.	3.20	0.55
15. I will apply what I have learned from the instruction to improve my vocabulary knowledge.	3.33	0.55
Total	3.16	0.58

Summary

The overall findings indicated that vocabulary knowledge of participants was developed at the significant level of .001 after experiencing learning conditioned narrow reading instruction.

Regarding the participants' perceptions toward learning conditioned narrow reading instruction, the findings showed that most of the participants had positive thinking toward the instruction. According to the information from the questionnaire and interview, the majority of participants had positive feeling toward both learning activities and narrow reading. The instruction was interesting and challenging to them. Moreover, they also revealed that learning through this kind of instruction provided them a chance to encounter the same vocabulary repeatedly, which helped them remember vocabulary easily. In addition, most of the interviewed participants revealed that they wanted to continue developing their vocabulary knowledge through reading passage with the same theme that was interesting to them in the future.

In conclusion, the overall findings of the study could be summarized that learning conditioned narrow reading instruction had positive effects on developing vocabulary knowledge of the students and encouraged students to have positive aspects toward learning vocabulary through this kind of instruction.

Chapter 5 Summary, Discussions and Recommendations

This chapter consists of six parts. The first part is a summary of the study, including research objective, research design and research methodology. The second part summarizes findings of the study. The third part presents a discussion of findings. The fourth part includes pedagogical implication. The fifth part is the limitation of the study. And the last part proposes recommendation for further study.

1. Summary of the study

The study explored the effects of learning conditioned narrow reading instruction on vocabulary knowledge of EFL learners. There were two objectives, including 1) to investigate the effectiveness of learning conditioned narrow reading instruction on vocabulary knowledge of EFL learners, and 2) to investigate the perceptions of students towards learning conditioned narrow reading instruction on vocabulary knowledge. A single group pre and posttest was employed as a research design in this study. The participants were 30 sixth grade students who were studying at a private school in Ayutthaya province, in a regular program of the second semester, academic year 2020.

The study took 14 weeks to collect the data. Two weeks were for conducting pretest, posttest, perception questionnaire and interview. The other 12 weeks were for implementing the instruction. To collect data, there were 3 research instruments; pretest and posttest, perceptions questionnaire and interviews and 1 instructional instrument which was the lesson plan. In order to explore the effects of learning conditioned narrow

reading instruction on vocabulary knowledge of EFL learners, the pretest and posttest were employed and analyzed using a paired-sample t-test to compare mean score, mean difference and standard deviation. Furthermore, to investigate the participants' perceptions toward the instruction, the perceptions questionnaire and interview were conducted. The data from the perceptions questionnaire was analyzed by using mean score. The data from the interview was analyzed by using content analysis.

2. Summary of findings

The summary of findings of this study can be divided into two aspects according to the research questions, comprising of vocabulary knowledge and perceptions toward using learning conditioned narrow reading instruction.

2.1 Vocabulary knowledge

With reference to the research question one, the results from a paired sample t-test revealed that the mean score of posttest was higher than the one of pre-test at the significant level of 0.05. It can be therefore concluded that the students' vocabulary knowledge have been significantly improved after learning through learning conditioned narrow reading instruction.

2.2 Participants' perceptions toward learning conditioned narrow reading instruction

To response to the research question two, the results from questionnaire and interview were employed. The findings from questionnaire were analyzed basing on the three components: affective, cognitive and behavior component respectively. From the affective component, the results showed that the majority of participants had positive feeling toward the instruction. Regarding the cognitive component, it was

revealed that the participant thought that the instruction helped improve their vocabulary knowledge. For the behavior component, the results indicated that the instruction persuaded the participant to continue to improve their vocabulary knowledge with the same ways as they experienced during the experiment. Moreover the data from the interview analyzed using content analysis was also consistent with the result from the questionnaire. It was indicated that most of the participant had positive feeling toward both learning condition and narrow reading. The main reasons were that various activities made them enjoyable and challenging to study. In addition, through this kind of instruction, the participant thought that their vocabulary knowledge was improved. The reasons were primarily mentioned that repeated encounter with the same vocabulary help them remember vocabulary easily, and they had chance to practice using the learned vocabulary through learning activity during the experiment. Furthermore, the instruction also convinced them to continue reading narrowly to the same theme that is interesting to them to improve further their vocabulary knowledge in the future.

3. Discussion

The purposes of the current study were to investigate the effects of learning conditioned narrow reading instruction on vocabulary knowledge of EFL learners and to examine the participants' perceptions toward learning vocabulary through learning conditioned narrow reading instruction. The results of the study are discussed in two aspects, including students' vocabulary knowledge and their perceptions toward the instruction. The discussion is indicated as follows.

3.1 Students' vocabulary knowledge

According to the results, it is shown that learning conditioned narrow reading instruction had enhanced receptive vocabulary knowledge in aspect of written form and meaning. The finding is consistent with several studies for instance, Krashen (2004), Matwangsang (2019), Kang (2015), Yousefieh and Bizhani (2017), Abdollahi and Farvardin (2016), and Chang and Renandya (2019). The findings can be explained by narrow reading process and possible reasons as follows.

First, the designed narrow reading process provided students opportunity to face the same target words repeatedly through reading the text with the same theme and same topic. It is beneficial for the acquisition of vocabulary. When students read the texts that provide abundant repetition of words, their word recognition will be promoted. As a result, they could remember better vocabulary better. As stated by Schmitt and Carter (2000), word repetition help promote word retention effectively. For example, in this study, when reading 3 texts of festival theme about Loy Krathong festival that take place in different provinces in Thailand, the same target words which are related to the topic occurred in these 3 texts, such as festival, celebration, local, firework, visitor, and float etc. To provide more example, 3 texts of technology theme with the topic about robots also contained the target words for instance, build, modern, useful, dangerous, replace, factory, and change etc. There are also a lot of scholars in the field of vocabulary agreeing with this claim. For example, Nation (2013b); Schmitt (2000); Thornbury (2006) stated that word could be remembered due to frequent encounter with that word. Moreover, Krashen (2004) also confirmed that series of passages with the same theme or same topic give students a chance to expose to the same words a lot of times.

Second, narrow reading process is also advantageous in aspect of vocabulary burden. It help reduce vocabulary burden. According to Schmitt and Carter (2000), reading narrowly to one specific area requires fewer amount of vocabulary to be able to understand the texts. This is because the texts for narrow reading mostly shared both similar content and vocabulary. Reading several texts with the same theme or topic therefore help the readers or students gradually accumulate background knowledge from the previous text to the next ones. The readers or students became familiar with the vocabulary they had already encountered with in the previous text while they were reading the next text. For instance, in this study, 3 texts with the same theme about New Year topic shared the similar content and vocabulary about New Year festival in different places. Similarly, another 3 texts with the same theme about mobile phone topic also expose students to similar content about how people addicted to mobile.

Third, vocabulary learning conditions, noticing, retrieval and generative are another possible factor that could lead to the improvement of students' vocabulary knowledge after learning through learning conditioned narrow reading instruction. Firstly, noticing in which the students had to guess word meaning from the text. In this stage this stage, students had an opportunity to practice using a vocabulary learning strategy, resulting in better vocabulary acquisition (Schmitt, 1997). In addition, guessing word meaning allowed students to largely play attention to the learned words, which consolidated vocabulary learning (Barcroft, 2009). In the noticing stage, students were also provided a chance to negotiate word meaning themselves in small group. Newton (2013) stated that word meaning negotiation is more beneficial for acquiring vocabulary knowledge than simple exposure in the text. Next, retrieval stage, students had a chance to read the texts with the same topic as in the noticing stage and contained

the same target words. Without telling word meanings, students had to read and retrieve the learned words by themselves. Moreover, after reading, students had to answer reading comprehension question in which the learned word contained or require students to use the learned to answer the question. In this stage, students had to retrieve word form and meaning in order to accomplish the task. This learning activity also provided therefore the opportunity for retrieval. Barcroft (2007) supported that providing much retrieval facilitates vocabulary learning more than directly providing meaning of word at each time of encounter. Eventually, Generative use stage, students had to use the learned word interchangeably in each week by writing and speaking. In this stage, students had a chance to encounter and use the learned words in different context from the previous encounter. Nation (2013b); Webb and Nation (2017) indicated that when having to retrieve form or meaning of word to use in the different contexts, students tend to learn word better and consequently word recognition is promoted.

Fourth, the another possible factor that could lead to improvement of students' vocabulary knowledge after learning through learning conditioned narrow reading instruction is a combination of incidental and intentional learning occurred during the experiment. The activities conducted during the experiment facilitated both incidental and intentional learning according to the following example. Firstly, reading narrowly the same theme exposed students several times to same words and this could make vocabulary learning occur incidentally (Schmitt & Carter, 2000). In the present study, the reading passage were divided into two main themes: festival and technology. Each theme consist of three sub-topics and each sub-topic includes three passages with the same topic from various resources for students to read. The three passages with same

topic comprised of the same target words. As a result, when reading these three passages respectively, the students could incidentally acquire vocabulary from meeting repeatedly the same words. Secondly, various learning activities that followed the three vocabulary learning conditions: noticing, retrieval and generative use could also facilitate incidental and intentional vocabulary learning interchangeably. For noticing, students had a chance to work in group to guess word meaning from context after reading the passage. According to Webb and Nation (2017), guessing meaning from context is one of the activity that support incidental learning. For retrieval stage, students had to read the third passage and have the same topic as the two previous ones. When reading the passage with the same topic, students had a chance to expose to the same target words as in the two previous ones. This process is beneficial for word retention because students had a chance to meet the same words again and had to recall theirs meaning to be able to understand the passage (Schmitt, 2000). This activity can also be considered as one of the incidental learning (Thornbury, 2006). Moreover after reading, the students also had to answer comprehension question that were created so that the target vocabulary in the text occurs in the questions or students had to use them to answer the question correctly. This activity was called as vocabulary-focused comprehension questions as proposed by Webb and Nation (2017). Since this activity attracts students' attention to comprehension more than word meaning directly, it lead students to learn vocabulary incidentally (Ur, 2012b). Lastly, in generative use stage, students had a chance to practice using the learned words through creating new sentences by writing and speaking. This activity could be considered as word-focused task in which students had to recall the learned word to be able to perform the tasks

completely. The word-focused task is one of the activity that leads to deliberate vocabulary acquisition (Schmitt, 2008).

In addition, other scholars also agreed that to learn vocabulary more effectively, learners should face two circumstances, including enhanced condition and normal condition (Laufer, 2003; Min, 2008; S. Rott, 1999). The enhanced condition is signified as reading, followed by word-focused activity. The normal condition is signified as reading as much as possible to acquire vocabulary incidentally. Moreover, Wesche and Paribakht (1996) also stated that learning vocabulary through the combination of incidental condition, such as reading and deliberate condition, like text-based vocabulary exercise after reading could be more effective to acquire vocabulary than reading for comprehension only. More recently, Fikria (2018) also confirmed that when incidental vocabulary learning by reading was integrated with deliberate vocabulary learning by doing vocabulary exercise could improve students' word retention.

Fifth, vocabulary learning group could be another factor that might account for the enhancement of students' vocabulary knowledge after experiencing learning conditioned narrow reading instruction. As stated by Newton (2013); Schmitt (2000), when having repeated opportunity to learn or do vocabulary activities in group, learners could succeed at negotiating unknown vocabulary and they could learn from one another. Similarly, Dansereau (1988) also indicated that vocabulary learning group help encourage active and interactive learning that enhance motivation of learners, and result in more effective learning. In the present study, throughout the 3 stages: noticing, retrieval and generative use, students had to perform the task in group. In the noticing, students worked in group to guess word meaning from the context. They had to discuss

and negotiate with each other in order to guess word meaning correctly. In the retrieval stage, students were also assigned to work in group to do answer comprehension question and to complete letter filling exercise. In the generative use stage, students also had to help each other in group to create new sentences using the learned words by writing and speaking. In conclusion, it can be seen that throughout the experiment, students had repeated chance to work in group to complete the task. It is possibly one the factor that explain the improvement of students' vocabulary knowledge after the experiment.

However, even though the pretest mean score was 12, which was less than half of the total score, it could not be classified as too low score for vocabulary knowledge. According to pretest mean score, it might signify that most of the students had already known some target words. Additionally, even though the posttest mean score was higher than the pretest mean score at the significant level, it might not be claimed that students acquired or learn much the vocabulary knowledge from the implementation because they had already known some target words. One possible factor is that selecting the target word from the first 1,000 frequency word that consists of the words used frequently in daily life. It was possible that the student had already learned and remember these target words. Thus, in this case, it might not be able to completely claim that learning conditioned narrow reading instruction contributed to students' vocabulary knowledge. Nevertheless, narrow reading process is still beneficial for vocabulary learning because it provides the appropriate vocabulary learning conditions, which include word repetition and various word contexts. Through narrow reading, students tend to improve word recognition and quality of word knowledge (Nation, 2013b). In addition, narrow reading is suggested to be done with all English language

proficiency, starting from beginning to advanced level (Cho & Krashen, 1994). The beginners can gradually develop their proficiency to advanced level through narrow reading (Renandya et al., 2018).

3.2 Students' perceptions toward learning vocabulary through learning conditioned narrow reading instruction

According to the results from questionnaire and interview, it is revealed that the majority of students have positive feedback toward learning vocabulary through learning conditioned narrow reading instruction. The results are discussed based on three components, affective, cognitive and behavior components which were employed to construct the questionnaire and the interview questions as follows.

3.2.1 Affective component

The result from affective component revealed that most students had positive feeling toward the instruction. From the closed-ended questionnaire, the item that gained the highest mean score was that reading the passage with the same theme repeatedly made students feel more comfortable to learn new vocabulary. The reason that possibly account for this issue is that keep reading the passage with the same theme repeatedly provided students a chance to expose to the same word and it gradually reduced vocabulary burden when reading the next passage that have the same theme. As a result of reduced vocabulary load, students would feel that the passage become easier and feel more relaxed to read the text that they are familiar with. This result also aligned with Chang and Renandya (2020), stating that the narrow reading passages that shared similar contents and vocabulary could help students comprehend the text more easily and feel more relaxed to read.

In addition, from interview, most the interviewees felt that the instruction was fun and interesting. The interviewee reported that they enjoyed learning with the instruction. Several reasons were given as follows. Firstly, the instruction was enjoyable for them because of various activities, which included reading the passage, guessing word meaning, letter filling exercise, answering comprehension question, practicing using the learned words by writing and speaking. Ur (2012b) also supported that different kinds of activities could increase learners' interests in learning vocabulary. Especially for young learners, easily get distracted, various kinds of activities allowed them to be able to pay more attention to the learning in a longer period and feel more interested in the learning (Slattery & Willis, 2001). Moreover, another possible reason that make students have fun is that some degree of competitions was included during the instruction. It was consistent with Webb and Nation (2017), indicating that young learners are likely to be more motivated and enjoyable to learn when involving in some degree of competition. In this study, for example, the noticing stage, in which each group of students were assigned to guess meaning of 2-3 words. Each group had to try to guess meanings of their assigned words first. If that group cannot provide the correct meaning, the other group can try to guess word meaning instead. And if that other group can provide correctly word meaning, they will get a point. Most of them looked very enjoyable when they got a point.

Secondly, the interviewees preferred to do the task in group. From the researcher's observation, most of them look more active and excited to work in group, especially the low-ability students. According to the interview, the low ability told that when working in group, they can perform the task better because the higher-ability could help them and they could learn from their peers.

However, from the questionnaire, the item that asked whether the participants liked reading the passage with the same theme repeatedly or not obtained the lowest score. This results are also consistent with the results from the interview. Some interviewees indicated that reading repeatedly the same topic sometimes lead them to boredom because there was nothing new to read. The possible reasons are that the selected texts did not interest them. This is probably because the texts were selected based on the theme from their school's textbook, but were not based on their preferences. Consequently, when reading the text with the topics that were not interesting to them multiple times, they could feel bored and did not want to continue reading.

3.2.2 Cognitive component

The result from the cognitive component in the questionnaire revealed that the majority of students perceived that reading the passages with the same theme repeatedly made them encounter with the same vocabulary frequently and it helped remember the meanings easily. This statement is consistent with Kang (2015), demonstrating that due to repeated exposure to the same topic, the same vocabulary continuously occurred and it helped students increase their word meaning retention.

The result from the questionnaire was also consistent with the result from interview. Most of the interviewees also perceived that their vocabulary knowledge was improved. The given reasons were that repeated encounters with the target word helped increase their word retention. Important condition for words to be remembered is multiple exposures, as proposed by Zahar et al. (2001). Specifically, for young learners, frequent and repeated input i.e. repeated reading can considerably improve vocabulary

knowledge (Webb & Chang, 2012). It is also aligned with Lin (2014) who conducted a research emphasizing on repeated-input to develop vocabulary knowledge of primary EFL students. The positive results from the research showed that half of target words were learned by the third encounter. Moreover, another reason was that having a chance to use the learned word by speaking and writing sentence in generative use stage also helped them remember the words better. Similarly to Laufer and Hulstijn (2001), it was indicated that writing task using the target words could promote word retention of EFL learners better than reading the text the text only. Joe (1995, 1998) demonstrated that the words that are employed in different ways or contexts tend to be recognized better than those employed in similar context such as exposure to words in reading material only.

However, according to the results from the questionnaire, the item asking whether speaking activity helps the students understand and remember the learned vocabulary better or not gained the lowest score. The possible factor was that during speaking activity, the researchers randomly selected the words to create new sentences for each group of students. Each group of the students did not have chance to practice using all of learned words by speaking activity. They therefore might not think that this activity help them learn or recognize vocabulary effectively.

3.2.3 Behavior component

The result from the behavior component reported that most of the students were persuaded to apply what they had learned from the instruction to improve their vocabulary knowledge, meaning that they want to use narrow reading approach for their improvement of vocabulary in the future.

Furthermore, the interviews were also asked whether they wanted to keep on reading series of passages with the theme or topic that were interesting to them. Some of them said that they still want to read the topic about robot. The main reason was that robot was their personal preferences. The others also revealed that they liked to read series of passages with the other topics that were interesting to them. From the interview, it could be noticed that students' personal preferences were inspired them to read repeatedly the text with the same theme or the same topic. It was consistent with Cho et al. (2005), also conducted a research using narrow reading with a topic of interest of primary-grade students. The data from the questionnaire in the study revealed that most of the students were inspired to continue reading series of text because the topic was pleasurable to them.

4. The limitations of the study

Even though the present student showed that the students' vocabulary knowledge had been enhanced at the significant level after the experiment, some limitations were discovered. First, a delayed posttest were not conducted. The study were therefore unable to examine whether the learning conditioned narrow reading positively affected the long term retention of vocabulary. Second, even though vocabulary knowledge comprises various aspects to learn, this study was limited to investigation of receptive knowledge of written form and its meaning only. It cannot be investigated whether the other aspects, such as grammatical function, collocation has been also improved. Third, since there was no a test that examined whether the students knew the target words prior to the implementation and they might know the target words, it could not be totally claimed that the treatment contributed to students'

vocabulary knowledge. Lastly, another limitation for the present study was caused by the passages in the limited theme and topic. The theme and the topic was not selected on students' interest. When reading repeatedly the passages which were not in their preferable field, some students could feel bored or discouraged to read.

5. Pedagogical implications

The results of the present study could suggest some pedagogical implications as follows.

5.1 Material preparation for narrow reading text

The first implication is the material preparation for narrow reading text. To prepare passages for narrow reading, the advance of technology like internet could be advantageous. The internet offers various sources for reading material. The passages in this study were selected and adapted from various online sources such as online newspapers and other websites providing specifically reading material for learning. However, the online newspapers are authentic material and may be appropriate only for advanced learners. If the students are in beginner level, the passages should be simplified or adapted appropriately in order to meet students' proficiency level. In this study, for instance, some texts from the authentic materials were simplified by replacing vocabulary with ones that tend to meet students' proficiency level and changing the complex sentences to simple sentences. To ensure the suitable proficiency level of the reading texts, teacher can take advantage of using technology i.e. Flesch-Kincaid Grade Level. In addition to the texts with the same theme that were used in this study, the teachers, who want to incorporate narrow reading in the classroom, could also select

other forms of text organization, for example texts by the same author, same genre, same topic or series of book if there are longer periods of time available.

5.2 Text selection for narrow reading

To select texts for narrow reading, topic, theme, or genre of the texts that are appropriate to students' age and proficiency level should be identified first. Relevant texts are then searched for. The narrow reading texts could be reading 3-6 short relevant passages or series of book that share the same title, theme, or genre. Since narrow reading required students to read repeatedly the passage that had very similar content, it might be sometimes boring for the students. The topic selected should be interesting to students. To make the lesson more motivating, teacher might conduct a need analysis to investigate which topic interests students the most and should select the passages based on its result. Students thus have more freedom to select the topic of the passage that they really want to study.

5.3 Vocabulary learning activities based on learning conditions

Vocabulary learning activities could be designed appropriately based on vocabulary learning conditions, including noticing, retrieval and generative use. In addition to the activities conducted during the implementation, there are also other interesting activities that can be designed under these conditions. For example, based on the noticing, which means pay attention to the learned words, the activities might include guessing word meaning, using flashcard to learn form and meaning, using a dictionary or glossary. Based on retrieval, which means providing to reencounter the previously learned word in different context, the activities might include doing cloze

exercises after reading, playing games to review the learned words etc. Based on generative use, the activities might be retelling the story with the learned word by writing or speaking.

6. Recommendations for further study

The finds of the present study created the recommendations for both teachers and further study as follows.

6.1 Recommendations for teachers

First, even though the learning conditioned narrow reading conditioned could be applied to every level of language proficiency, teachers should design the learning activity that is suitable with the students' ages. For example, for young learners, the learning activities should be enjoyable and attractive. Teachers might therefore create positive reinforcement by giving students awards when they can accomplish the task, or having them compete among groups to complete the task. For example, when students could manage to guess word meaning, answer comprehension question, create the new sentences using the learned words correctly, teacher might praise them and give them a reward. For the present study, it could be noticed that most of students became more encouraged when they got rewards and had to compete with each other to answer the questions.

Second, if teachers want to incorporate narrow reading to promote vocabulary knowledge in class, text selection should vary according to students' proficiency level and ages. For example, authentic reading on their own interests should be employed with high proficiency level and adult learners because they are able to select their own favorite reading materials. In contrast, teachers themselves probably have to select

appropriate text for low proficiency or young learners because they might not have ability to select their own favorite reading material. To encourage them to continue reading narrowly to one specific area, selecting texts interesting to them should be one of prior concerns of teachers.

6.2 Recommendations for further study

First, as stated in the limitation of the study, indicating that this study was designed to investigate the receptive knowledge of written form and meaning only, it would be more interesting if the further study examine the effects of narrow reading on other aspects of vocabulary knowledge for example, spelling, grammatical function, collocation, or productive knowledge for any other aspects.

Second, in addition to improvement of vocabulary knowledge, theoretically, narrow reading could also enhance other skills including reading comprehension, reading fluency and vocabulary fluency. Therefore, the further study in the future might be more challenging and interesting if the other proposed aspects are additionally investigated.

Third, as indicated in the limitation of the study that this study did not conduct a delayed posttest, it was thus unable to investigate the effect of the learning conditioned narrow reading on long term retention. It would be more beneficial to examine the effects of the instruction on long term retention.

Lastly, as stated by Schmitt and Carter (2000), narrow reading do not provide only multiple exposures to the language but also similar content, resulting in the increase of reading comprehension and content retention. It will be more interesting if the next study try to combine narrow reading with content-based instruction, of which

the focus is on the topic or subject matter. Reading narrowly to one specific area might boost both vocabulary knowledge and understanding related to that content.



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Appendices



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Appendix A: Sample of a unit plan

Theme: Festival time

Topic: Loy Krathong festival

Week: 1 – 2

Time allocation: 100 minutes (2 periods)

Learning Outcomes:

1. Students will be able to recognize correct spelling of the target words.
2. Students will be able to tell the meaning of target word in the passage.
3. Students will be able to use target words in full sentences appropriately.

Target word: festival, celebration, take place, visitor, basket, contest, firework, float, local (n.), river, place, light

Instruction procedures

Learning stage of vocabulary	Teacher	Students	Material	Time (minutes)
Week 1 (50 minutes)				
Learning outcomes				
<ol style="list-style-type: none"> 1. Students will be able to recognize correct spelling of the target words. 2. Students will be able to tell the meaning of target word in the passage. 				
Warm - up	<ul style="list-style-type: none"> • Greets students. • Shows the picture of Loy Krathong festival in Power Point slide and ask questions to activate background knowledge. <u>Example of question</u> “What festival is it?” “Have you ever attended to this festival before?” “What do you do at the festival?” 	<ul style="list-style-type: none"> • Greet teacher. • Think about the answers and share to the class. 		10
	<ul style="list-style-type: none"> • Shows the title of passage in Power Point slide and asks 	<ul style="list-style-type: none"> • Discuss to each other about what they are 		

Learning stage of vocabulary	Teacher	Students	Material	Time (minutes)
	<p>students to discuss what they are going to read.</p> <p><u>Example of question</u></p> <p>“According to the picture and the title, do you think what we are going to read?”</p>	<p>going to read and share to the class.</p>		
Noticing	<ul style="list-style-type: none"> • Distributes reading passage 1 about Loy Krathong festival in Ayutthaya. • Asks students to read the provided passage 1 • Asks students what the passage is talking about • Distributes reading passage 2 about Loy Krathong festival in Chiang Mai • Asks students to read the passage 2 • Asks students what the passage is talking about • Has students pay attention to the highlighted words in the two passages • Asks students which highlighted words in both passages are the same. 	<ul style="list-style-type: none"> • Read the passage 1. • Tell the teacher what the passage 1 is talking about • Read the passage 2. • Tell the teacher what the passage 2 is talking about • Read out loud the highlighted words 	<p>Passage 1,2 (Topic: Loy Krathong festival at Ayutthaya and Chiang Mai province)</p>	30

Learning stage of vocabulary	Teacher	Students	Material	Time (minutes)
	<ul style="list-style-type: none"> • Shows sentences containing the target words from the two passages on the Power Point slide. • Has students try to guess meaning of each target words by encouraging them to look at the clues provided in the text or additionally added by teachers, including picture and other sentences around it. <i>For instance, to guess meaning of the word “local” from two sentences in the text “the locals, people who live in Ayutthaya” and the sentence “There are many locals, Bangkok people”, teacher explains that the sentences after comma can tell the meaning of the word before it.</i> • Has students guess the meaning of target word. • Has students check if their guess in context make sense 	<p>from the two passages.</p> <ul style="list-style-type: none"> • Try to guess word meaning from the context and share to the class. 		

Learning stage of vocabulary	Teacher	Students	Material	Time (minutes)
	<p>by reading the sentence again and substituting the definition for the target word</p> <ul style="list-style-type: none"> • Divide students into group of 5 • Has students work in group to guess meanings of the highlighted words (2 words per group.) • After all groups finish sharing their guess to the class, teacher tell answer to students. 	<ul style="list-style-type: none"> • Substitute the definition for the target word and discuss with teacher if it makes sense. • Share how they guess meanings of the words to the class. 		
Wrap – up	<ul style="list-style-type: none"> • Asks students what they learn today? 	<ul style="list-style-type: none"> • Go over what they learn today. 		10
Week 2 (50 minutes)				
<p>Learning outcomes</p> <ol style="list-style-type: none"> 1. Students will be able to recognize correct spelling of the target words. 2. Students will be able to tell the meaning of target word in the passage. 3. Students will be able to use target word in full sentences appropriately 				
Warm – up	<ul style="list-style-type: none"> • Greets students. • Has students play the matching games to review the vocabulary. • Divide students into 2 teams. Each team takes turns choosing two squares. If the squares have the same matching translation/word then that team gets a point. 	<ul style="list-style-type: none"> • Greet teachers. • Play the matching games to the review the vocabulary. 		5

Learning stage of vocabulary	Teacher	Students	Material	Time (minutes)
	Students must try to remember where the matching pairs are.			
Retrieval	<ul style="list-style-type: none"> • Distributes a practice asking students to read the provided sentences and complete the missing letter in the blank. • Has students work in pairs to complete the practice and share the answer to the class • Distributes passage 3 about Loy Krathong in Bangkok. • Asks students to read the passage. • Checks comprehension of 3 passages by asking the questions. <p><u>Example of questions</u></p> <ul style="list-style-type: none"> - Where can we float Krathong? - When is Loy Krathong celebrated each year? - What is the other festival that is celebrated with Loy Krathong in Chiang Mai? - Where does the festivals take place in Ayutthaya province? 	<ul style="list-style-type: none"> • Work in pairs to complete the practice. • Read the provided passage. 	Passage 1, 2, and 3 (Topic: Loy Krathong at Ayutthaya, Chiang Mai and Bangkok)	20

Learning stage of vocabulary	Teacher	Students	Material	Time (minutes)
	<ul style="list-style-type: none"> - What can we call Krathong in English? - Where can we go to celebrate Loy Krathong festival in Bangkok? • Asks each group of the student to share their answers to the class. 	<ul style="list-style-type: none"> • Works in group of five to answer the questions. • Each group share their answer to the class. 		
Generative use	<ul style="list-style-type: none"> • Divides students into group of 5. • Provide them worksheet to write sentences about the provided picture by using the learned words. • Ask students to share their sentences. 	<ul style="list-style-type: none"> • Work in group, write their own sentences containing the learned words. • Each group of students shares their sentences to the whole class. 		20
Wrap-up	<ul style="list-style-type: none"> • Review new vocabulary learned in these 2 days. 	<ul style="list-style-type: none"> • Ask questions if they wish. 		5

Loy Krathong in Ayutthaya



Loy Krathong **festival** happens on full moon night of 12th month. There is the **celebration** for the Loy Krathong around Thailand. In Ayutthaya province, the celebration for Loy Krathong **takes place** at the Bang Sai Arts and Crafts Center in Bang Sai district and three other **places**.



At the Center, **visitors** and tourists can enjoy a Krathong-making competition, beauty queen **contest** or the Noppamas queen competition and cultural dance. They can also taste delicious food, buy handicrafts and watch **firework**, colorful light and noise in the sky.



In downtown Ayutthaya, the **locals**, people who live in Ayutthaya and tourists buy a floating **basket** or Krathong. Then they **float** their Krathong in Chaopraya **river**. They enjoy fireworks, **light** and sound show in front of the Chandrakasem Palace National Museum, under the Pridi-Thamrong Bridge and in front of Suriyothai Pagoda.

Loy Krathong in Northern Thailand - Chiang Mai



Loy Krathong and Yee Peng: Two **festivals** at the same time!

In Northern Thailand, Chiang Mai, Loy Krathong is special because it is **celebrated** together with the Yee (Yi) Peng festival. People **float** the basket, or Krathong in the river in Loy Krathong festival and release floating lanterns into the sky in Yee Peng festival. So in Chiang Mai, you can do both! Before the festival, the **locals**, or Chiang Mai people decorate their homes and temples with colorful **light** and lanterns.

The festivals **take place** in the full moon night of November. Loy Krathong is to give thanks to the spirit of the **river** and the water. The beautiful **basket** ('or Krathong') with a candle, flowers and sometimes money are floated on the river.

Tourists and **visitors** can enjoy shopping at the market, colorful **firework**, local dance, beauty queen **contest** or "The Noppamas queen competition".

Chiang Mai is one of the best **place** to go!

The Thai Festival of Light in Bangkok



Loy Krathong is a famous festival in Bangkok. A lot of people comes to rivers to float their handmade basket or Krathong. The handmade basket or Krathong is made of banana tree, leaves, and flowers. In Bangkok, people like to float their Krathong in Chao Phraya river.



Loy Krathong festival takes place in full moon night every year. In Bangkok, you can go to many places to celebrate Loy Krathong festival, for example Asiatique, Lumpini park, and Benjakitti park.

Asiatique is one of the place where people can go to celebrate the festival. There are many locals, Bangkok people and visitors from other countries come to Asiatique. They have special dinners and watch colorful fireworks in the sky with their families and friends.

Loy Krathong festival also takes place at Lumpini Park and Benjakitti Park. Many visitors, who come to the park wear Thai local clothes. They can also enjoy Thai local dance and beauty queen contest or "The Noppamas queen competition". The park is full of colorful light. Loy Krathong festival is very beautiful.

Read the sentences and complete the words.

1. They invited me to join in their Christmas c ___ l ___ b ___ t ___ n.
2. Christmas is one of main f ___ s t ___ a ___
3. The wedding will t ___ k ___ l ___ c ___ at the church.
4. The café is popular with l ___ c ___ s, the people in that area.
5. There was a boat on the ___ i v ___.
6. She paid for the apples and put them in her shopping ___ a ___ k ___ t.
7. He was cycling at night without l ___ g ___ t.
8. There wasn't enough water to ___ l o ___ t the boat.
9. Stone decided to hold a c ___ n ___ e ___ t to see who could write the best song.
10. The sky was alight with hundreds of ___ r ___ r ___ s
11. A school is a great ___ l ___ e for making new friends.
12. There are millions of v ___ s ___ t ___ s from many countries to spend their holidays in Thailand.

Writing complete sentences about an image

Direction: Write a complete sentences for each picture by using the given vocabulary.



Vocabulary: celebration, take place



Vocabulary: visitor, festival, local



Vocabulary: firework, place



Vocabulary: light



Vocabulary: float, river



Vocabulary: contest



Vocabulary: basket

Appendix B: Pretest and Posttest

Objective: To measure receptive vocabulary knowledge form-meaning aspect.

Time: 30 minutes

Part 1: Form-meaning recognition test (10 items) (10 marks)

Directions: Complete the following sentences by choosing the appropriate answer.

- 1) We can cross the _____ by boat.
 1. holiday
 2. river
 3. basket
 4. place

- 2) She won the first prize in a singing _____.
 5. place
 6. contest
 7. decoration
 8. festival

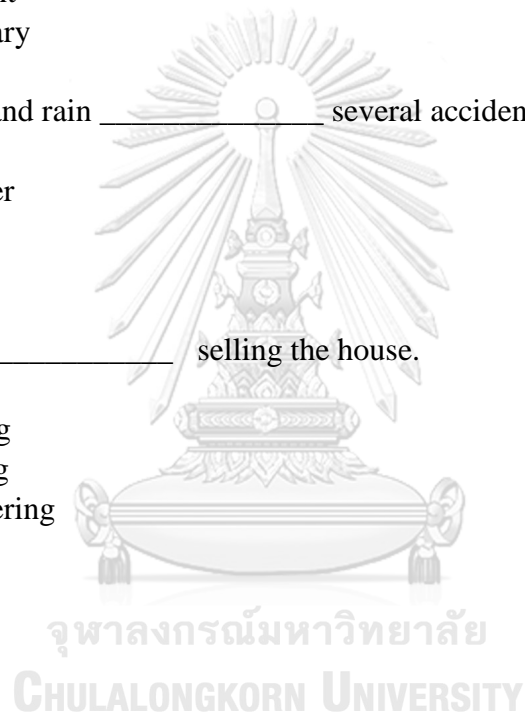
- 3) They _____ the table with flowers and candles.
 1. celebrate
 2. decorate
 3. receive
 4. invite

- 4) The next meeting will _____ on Thursday.
 1. invite
 2. produce
 3. take place
 4. prepare

- 5) Songkarn festival is a very _____ holiday for Thai people. Thai people love Songkarn festival.
 1. modern
 2. excited
 3. useful
 4. pleasant

- 6) This shirt is too small – can I _____ it for one in a larger size?
 1. exchange
 2. produce
 3. comfort
 4. prepare

- 7) A cow is a _____ animal. It can produce milk for people.
1. difficult
 2. useful
 3. noisy
 4. beautiful
- 8) He's more _____ with computers than with people.
1. responsible
 2. comfortable
 3. different
 4. necessary
- 9) The wind and rain _____ several accidents.
1. notice
 2. discover
 3. cause
 4. fail
- 10) We're _____ selling the house.
1. failing
 2. noticing
 3. creating
 4. considering



Part 2: Cloze test (20 items) (20 marks)

Directions: Complete the following passages by choosing the given words as follows.

1.

Word for item 1 – 5:

excited festival holiday celebration visit

Word for item 6 – 10:

places great visitors famous spend



Big Water Festival

Every year in April, there is (1) a _____ of Songkarn festival in Thailand. (2) The _____ takes place from April 13th – 15th. It is also a long (3) _____ for Thai people. Thai people stop working during these days. So, Thai people are very (4) _____ about the festival.

During Songkarn, a lot of Thai people go back to their hometown to (5) _____ their family and cousins. They love to (6) _____ their times with their beloved people. It is one of (7) _____ time for Thai people.

Water fight is another way to celebrate the festival. Thai people also enjoy the biggest water fight ever. The water fight happens in many (8) _____ around Thailand. Bangkok, Chaing Mai, and Khon Kaen are the most (9) _____ destinations during Songkarn. Both local people and (10) _____ enjoy the water festival.

2.

Word for item 1 – 5:

improved easier difficult modern created

Word for item 6 – 10:

waste changes useful replaces boring

Great invention

In the past, there was not any (1) _____ technology to help people wash their clothes. In 1846, the first washing machine was (2) _____, but it was (3) _____ to use. The water was cold, so people warmed it on fire. When technology was (4) _____, the first electric washing machine was built in 1908. It was (5) _____ to use because it could warm the water.

It becomes (6) _____ items today. It help us finish housework which is tiring and (7) _____. It (8) _____ our lives today. We don't have to (9) _____ a lot of time on washing clothes. The washing machine (10) _____ us. All hard work is done for us while we just sit and relax.

End of the test

Appendix C: A questionnaire of perception toward learning conditioned narrow reading instruction to improve vocabulary knowledge

Objective: This questionnaire aims to investigate the perception toward learning conditioned narrow reading instruction to improve vocabulary knowledge of EFL learners.

วัตถุประสงค์: แบบสอบถามนี้มีวัตถุประสงค์เพื่อตรวจสอบความเข้าใจต่อการอ่านเชิงลึกโดยใช้เงื่อนไขของการเรียนรู้ต่อความรู้เรื่องคำศัพท์ของผู้เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ

Please tick (/) for the following items according to your opinions.

โปรดทำเครื่องหมายถูก (/) ลงในช่องที่ตรงกับความเห็นของนักเรียน

Description ข้อความแสดงความคิดเห็น	Strongly disagree ไม่เห็นด้วย อย่างยิ่ง (1)	Disagree ไม่เห็นด้วย (2)	Agree เห็นด้วย (3)	Strongly agree เห็นด้วยอย่างยิ่ง (4)
Affective component (ด้านความรู้สึก)				
1. I enjoy learning vocabulary with the instruction. ฉันรู้สึกสนุกกับการเรียนคำศัพท์ด้วยการเรียนการสอนนี้				
2. I like reading the passage with the same theme repeatedly. ฉันชอบการอ่านบทอ่านที่มีหัวข้อเดียวกันซ้ำๆ กัน				
3. Reading the passage with the same theme repeatedly makes me feel more comfortable to learn new vocabulary. การได้อ่านบทอ่านที่มีหัวข้อเดียวกันซ้ำๆ กันทำให้ฉันรู้สึกสบายใจมากขึ้นในการเรียนรู้คำศัพท์ใหม่ๆ				
4. The instruction makes me feel more motivated to learn vocabulary.				

Description ข้อความแสดงความคิดเห็น	Strongly disagree ไม่เห็นด้วย อย่างยิ่ง (1)	Disagree ไม่เห็นด้วย (2)	Agree เห็นด้วย (3)	Strongly agree เห็นด้วยอย่างยิ่ง (4)
การเรียนการสอนนี้ทำให้ฉันรู้สึกมีแรงบันดาลใจในการเรียนรู้คำศัพท์มากขึ้น				
Cognitive component (ด้านความรู้ความเข้าใจ)				
5. Guessing word meaning from context activity with teacher and peers helps facilitate vocabulary learning. กิจกรรมการทายคำศัพท์จากบริบทกับคุณครูและเพื่อนในชั้นเรียนช่วยทำให้การเรียนรู้คำศัพท์ง่ายขึ้น				
6. Gap filling practice helps me understand the meanings of the learned vocabulary better. แบบฝึกหัดเติมคำในช่องว่างช่วยให้ข้าพเจ้าเข้าใจความหมายของคำศัพท์ที่เรียนมากขึ้น				
7. When the teacher ask comprehension questions, I have the opportunity to retrieve the learned vocabularies to answer the questions. เมื่อคุณครูถามคำถามเพื่อตรวจสอบความเข้าใจ ข้าพเจ้าได้มีโอกาสดึงคำศัพท์ที่ได้เรียนมา มาใช้เพื่อตอบคำถามได้				
8. The speaking activity helps me understand and remember the learned vocabulary better. กิจกรรมการพูดช่วยให้ข้าพเจ้าเข้าใจและจดจำคำศัพท์ที่เรียนได้ดียิ่งขึ้น				
9. The writing activity help me understand and remember the learned vocabulary better.				

Description ข้อความแสดงความคิดเห็น	Strongly disagree ไม่เห็นด้วย อย่างยิ่ง (1)	Disagree ไม่เห็นด้วย (2)	Agree เห็นด้วย (3)	Strongly agree เห็นด้วยอย่างยิ่ง (4)
กิจกรรมการเขียนช่วยให้ข้าพเจ้าเข้าใจและจดจำคำศัพท์ที่เรียนได้ดี ยิ่งขึ้น				
10. Reading the passages with the same theme repeatedly makes me encounter with the same vocabulary frequently. การได้อ่านบทอ่านที่มีหัวข้อเหมือนกันช่วยให้ฉันได้พบคำศัพท์เดิมบ่อยครั้ง				
11. Frequent encounter with the same word help me memorize the correct spelling of the vocabulary better. การได้พบคำศัพท์เดิมบ่อยครั้งช่วยให้ฉันจำตัวสะกดของคำศัพท์ได้แม่นยำมากขึ้น				
12. Frequent encounter with the same word help me memorize the meaning of the vocabulary better. การได้พบคำศัพท์เดิมบ่อยครั้งช่วยให้ฉันจำความหมายของคำศัพท์ได้แม่นยำมากขึ้น				
Behavior component (ด้านพฤติกรรม)				
13. I will keep on reading the passage or the book having the same theme (festival and technology) in the future to improve my vocabulary knowledge. ฉันจะอ่านบทอ่านหรือหนังสือที่มีหัวข้อเดียวกันนี้ (หัวข้อเทศกาลและเทคโนโลยี) ต่อไป เพื่อพัฒนาความรู้คำศัพท์ของฉัน				

Description ข้อความแสดงความคิดเห็น	Strongly disagree ไม่เห็นด้วย อย่างยิ่ง (1)	Disagree ไม่เห็นด้วย (2)	Agree เห็นด้วย (3)	Strongly agree เห็นด้วยอย่างยิ่ง (4)
14. I will frequently read the passage or the book with other themes interesting to me in the future to improve my vocabulary knowledge. ฉันจะอ่านบทอ่านหรือหนังสือที่เป็นหัวข้ออื่นๆ ที่ฉันสนใจบ่อยครั้ง เพื่อพัฒนาความรู้คำศัพท์ของฉัน				
15. I will apply what I have learned from the instruction to improve my vocabulary knowledge. ฉันจะนำสิ่งที่ได้เรียนรู้จากการเรียนการสอนนี้ ไปประยุกต์ใช้เพื่อพัฒนาความรู้คำศัพท์ของฉัน				

Other suggestions (ข้อเสนอแนะอื่นๆ)

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Appendix D: Semi – structured interview questions

1. Do you like to learn vocabulary with the kind of instruction? Why/ Why not?

นักเรียนชอบการเรียนการสอนคำศัพท์แบบนี้หรือไม่ เพราะอะไร

2. Which learning activity in the class do you like the most? Why?

กิจกรรมการเรียนรู้ใดในห้องเรียนที่นักเรียนชอบมากที่สุด เพราะอะไร

3. What topic of reading passage do you like to read the most? Why?

บทอ่านหัวข้ออะไรที่นักเรียนชอบอ่านมากที่สุด เพราะอะไร

4. Do you think that the instruction help you to improve vocabulary knowledge?

How?

นักเรียนคิดว่า การเรียนการสอนนี้ช่วยพัฒนาความรู้เรื่องคำศัพท์ของนักเรียนหรือไม่ อย่างไร

5. How do you think about reading the passage with the same theme repeatedly?

Is it interesting or boring to you?

นักเรียนมีความคิดเห็นอย่างไรกับการอ่านบทอ่านที่มีหัวข้อเหมือนกันหลายครั้ง นักเรียนคิดว่า

น่าสนใจ

หรือน่าเบื่อ

6. Are you going to keep on reading the passage with the others theme that is interesting to you in the future to improve your vocabulary knowledge? If yes, what theme is interesting to you?

นักเรียนจะอ่านบทอ่านที่มีหัวข้อเดียวกัน ตามหัวข้อที่นักเรียนสนใจอื่นๆ ต่อไป เพื่อพัฒนา

ความรู้คำศัพท์ของตนเองหรือไม่ ถ้าใช่ นักเรียนสนใจอ่านบทอ่านเกี่ยวกับเรื่องอะไร

Appendix E: List of Experts

1. Experts validating vocabulary knowledge test, perception questionnaire and interview questions

1.1 Assistant Professor Maneerat Ekkayokkaya, Ph.D.

Faculty of Education, Chulalongkorn University

1.2 Assistant Professor Dr. Mattanee Palungtepin, Ph.D.

Chulalongkorn University Language Institute

1.3 Patricia Visser, Ph.D.

International College for Sustainability Studies, Srinakharinwirot University

2. Experts validating lesson plans

2.1 Assistant Professor Ruedeerath Chusanachoti, Ph.D.

Faculty of Education, Chulalongkorn University

2.2 Assistant Professor Vanlee Siriganjanavong, Ph. D.

Language Institute, Thammasat university

2.3 Denchai Prabjandee๗, Ph. D.

Faculty of Education, Burapha University

Appendix F: Lesson plan evaluation form

Guideline for evaluation

Please put a tick (✓) in the rating box (+1, 0, -1) in order to identify the appropriateness of the lesson plan according to your opinion. Please also specify comments for each item.

+1	means	Appropriate
0	means	Uncertain
-1	means	Inappropriate

Unit 1: Festival time

Part 1: Content objective

Topics	Level			Comments and suggestions
	+ 1	0	-1	
Learning outcome				
1. Learning outcomes are clearly stated what the students will know and will be able to do.				
2. Learning outcomes are appropriate to the students' level.				
3. Learning outcomes support language learning.				
Reading texts and material				
4. Content difficulty and language level are appropriate for the students.				
5. Content is appropriate for learning outcomes.				
6. Material layout is attractive to the students.				
7. Content and materials can help learners to achieve the learning outcome.				
8. Content and material are relevant to the lessons.				
Learning conditioned narrow reading instruction				
9. <i>Noticing</i> The activities provide students the opportunity to practice guessing meaning from context.				
10. <i>Retrieval</i> The activities provide appropriately students the opportunity to encounter and recall the learned vocabulary in different context.				

Topics	Level			Comments and suggestions
	+ 1	0	-1	
11. <i>Generative use</i> The activities are suitable for students to use the learned vocabulary productively.				
Assessment				
12. The assessment aligns with the learning outcomes.				
Time				
13. The time is suitable for the lesson.				

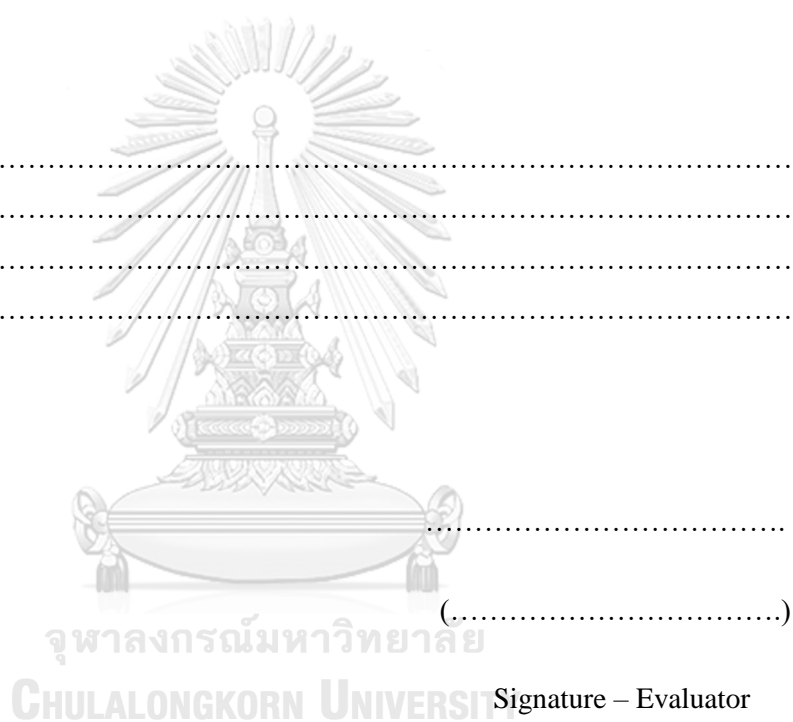
Other suggestions:

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Date.....

Appendix G: Pretest and posttest evaluation form

Guideline for evaluation

Please put a tick (✓) in the rating box (+1, 0, -1) in order to identify the appropriateness of the pretest and posttest according to your opinion. Please also specify comments for each item.

+1 means Appropriate
 0 means Uncertain
 -1 means Inappropriate

Items	Topics	Level			Comments and suggestions
		+ 1	0	-1	
Overall test					
I.	Are the test items appropriate to assess vocabulary receptive knowledge in aspect of form and meaning?				
II.	Is the instruction clear and understandable?				
III.	Is time allocation appropriate for students?				
IV.	Are the amount of test items suitable?				
Part 1 : Multiple choices					
14.	appropriate choice				
15.	appropriate choice				
16.	appropriate choice				
17.	appropriate choice				
18.	appropriate choice				
19.	appropriate choice				
20.	appropriate choice				
21.	appropriate choice				
22.	appropriate choice				
23.	appropriate choice				

Items	Topics	Level			Comments and suggestions
		+ 1	0	-1	
Part 2.1: Gap filling					
1.	appropriate choice				
2.	appropriate choice				
3.	appropriate choice				
4.	appropriate choice				
5.	appropriate choice				
6.	appropriate choice				
7.	appropriate choice				
8.	appropriate choice				
9.	appropriate choice				
10.	appropriate choice				
Part 2.2 Gap filling					
1.	appropriate choice				
2.	appropriate choice				
3.	appropriate choice				
4.	appropriate choice				
5.	appropriate choice				
6.	appropriate choice				
7.	appropriate choice				
8.	appropriate choice				
9.	appropriate choice				
10.	appropriate choice				

Appendix H: Questionnaire evaluation form

Guideline for evaluation

Please put a tick (✓) in the rating box (+1, 0, -1) in order to identify the appropriateness of the questionnaire according to your opinion. Please also provide comments for further adjustment and improvement.

+1 means Appropriate
 0 means Uncertain
 -1 means Inappropriate

No.	Items	+1	0	-1	Comments
1.	Is the instruction clear and understandable?				
2.	Is the format of the questionnaire easy to follow?				
3.	Is the scale used for the questionnaire appropriate?				
4.	Can the questionnaire indicate students' perception towards learning conditioned narrow reading instruction?				
5.	Is there consistency between English version and Thai version of the questionnaire?				
6.	Is statement 1 appropriate for students?				
7.	Is statement 2 appropriate for students?				
8.	Is statement 3 appropriate for students?				
9.	Is statement 4 appropriate for students?				
10.	Is statement 5 appropriate for students?				
11.	Is statement 6 appropriate for students?				
12.	Is statement 7 appropriate for students?				
13.	Is statement 8 appropriate for students?				
14.	Is statement 9 appropriate for students?				
15.	Is statement 10 appropriate for students?				
16.	Is statement 11 appropriate for students?				

No.	Items	+1	0	-1	Comments
17.	Is statement 12 appropriate for students?				
18.	Is statement 13 appropriate for students?				
19.	Is statement 14 appropriate for students?				
20.	Is statement 15 appropriate for students?				

Other suggestions:

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(.....)

Signature – Evaluator

Date.....



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Appendix I: Interview question evaluation form

Guideline for evaluation

Please put a tick (✓) in the rating box (+1, 0, -1) in order to identify the appropriateness of the interview questions according to your opinion. Please also provide comments for further adjustment and improvement.

+1	means	Appropriate
0	means	Uncertain
-1	means	Inappropriate

No.	Items	+1	0	-1	Comments
1.	Do you like the instruction to learn vocabulary? Why/ Why not? คุณชอบการเรียนรู้การสอนนี้หรือไม่ เพราะอะไร				
2.	Which learning activity in the class do you like the most? Why? กิจกรรมใดในห้องเรียนที่นักเรียนชอบมากที่สุด เพราะอะไร				
3.	What topic of reading passage do you like to read the most? Why? บทอ่านหัวข้ออะไรที่นักเรียนชอบมากที่สุด เพราะอะไร				
4.	Do you think that the instruction help you to improve vocabulary knowledge? How? นักเรียนคิดว่า การเรียนการสอนนี้ช่วยพัฒนาความรู้เรื่องคำศัพท์ของนักเรียนหรือไม่ อย่างไร				
5.	How do you think about reading repeatedly the passage with the same theme or the same topic? Is it interesting or boring to you? นักเรียนมีความคิดเห็นอย่างไรกับการอ่านบทอ่านที่มีหัวข้อซ้ำๆ กันหลายครั้ง นักเรียนคิดว่าน่าสนใจหรือน่าเบื่อ				
6.	Are you going to keep on reading the passage with the same theme that is interesting to you in the future to improve your vocabulary knowledge? If yes, what theme is interesting to you?				

No.	Items	+1	0	-1	Comments
	นักเรียนจะอ่านบทอ่านที่มีหัวข้อเดียวกัน ตามหัวข้อที่นักเรียนสนใจ ต่อไป เพื่อพัฒนาความรู้คำศัพท์ของตนเองหรือไม่ ถ้าใช่ นักเรียนสนใจ อ่านหัวข้ออะไร				

Other suggestions:

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(.....)

Signature – Evaluator

Date.....

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CHULALONGKORN UNIVERSITY

VITA

NAME Benchamas Hanuvong

DATE OF BIRTH 8 April 1990

PLACE OF BIRTH Ubonratchathani

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