



ผลของการอ่านเชิงลึกโดยใช้เงื่อนไขของการเรียนรู้ต่อความรู้เรื่องคำศัพท์  
ของผู้เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ

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

เบญจมาศ หนวงษ์<sup>1</sup> และ พรพิมล ศุขะวาที<sup>2\*</sup>

Benchamas Hanuvong<sup>1</sup> and Pornpimol Sukavatee<sup>2\*</sup>

บทคัดย่อ

งานวิจัยนี้เป็นการทดลองแบบ single group pretest and posttest มีวัตถุประสงค์เพื่อ 1) ศึกษาการพัฒนาความรู้เรื่องคำศัพท์ของผู้เรียนภาษาอังกฤษเป็นภาษาต่างประเทศด้วยวิธีการอ่านเชิงลึกโดยใช้เงื่อนไขของการเรียนรู้คำศัพท์ 2) สำรวจความคิดเห็นของนักเรียนที่มีต่อการเรียนรู้คำศัพท์ด้วยวิธีการอ่านเชิงลึกโดยใช้เงื่อนไขของการเรียนรู้คำศัพท์ กลุ่มตัวอย่างซึ่งคัดเลือกโดยวิธีการสุ่มตามความสะดวก ประกอบด้วยนักเรียนระดับชั้นประถมศึกษาปีที่ 6 จำนวน 30 คน ในปีการศึกษา 2563 โรงเรียนเอกชนแห่งหนึ่งในจังหวัดพระนครศรีอยุธยา เครื่องมือวิจัยประกอบด้วย 1) แบบทดสอบความรู้เรื่องคำศัพท์ก่อนและหลังเรียน 2) แบบสอบถามความคิดเห็นของนักเรียน และ 3) คำถามสัมภาษณ์เกี่ยวกับความคิดเห็นของนักเรียนต่อการเรียนรู้คำศัพท์ด้วยวิธีการอ่านเชิงลึกโดยใช้เงื่อนไขของการเรียนรู้คำศัพท์ สถิติที่ใช้ในการงานวิจัยคือ paired-sample *t*-test , ค่าเฉลี่ย, ส่วนเบี่ยงเบนมาตรฐานและการวิเคราะห์เนื้อหา ผลการวิจัยพบว่า 1) การอ่านเชิงลึกโดยใช้เงื่อนไขของการเรียนรู้คำศัพท์มีผลต่อการพัฒนาความรู้เรื่องคำศัพท์อย่างมีนัยสำคัญทางสถิติที่ระดับ .001 2) ผลจากแบบสอบถามและการสัมภาษณ์ พบว่า นักเรียนมีความคิดเห็นเชิงบวกต่อการเรียนรู้คำศัพท์ด้วยการอ่านเชิงลึกโดยใช้เงื่อนไขของการเรียนรู้

**คำสำคัญ :** ความรู้เรื่องคำศัพท์, การอ่านเชิงลึก, เงื่อนไขการเรียนรู้, การเรียนรู้คำศัพท์

<sup>1</sup> นิสิตมหาบัณฑิตสาขาวิชาการสอนภาษาอังกฤษเป็นภาษาต่างประเทศ ภาควิชาหลักสูตรและการสอน คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย  
Graduate Student of Teaching English as a Foreign Language Division, Department of Curriculum and Instruction, Faculty of Education,  
Chulalongkorn University, E-mail: benchamas.hanu@gmail.com

<sup>2</sup> อาจารย์ประจำสาขาวิชาการสอนภาษาอังกฤษเป็นภาษาต่างประเทศ ภาควิชาหลักสูตรและการสอน คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย  
Lecturer of Teaching English as a Foreign Language Division, Department of Curriculum and Instruction, Faculty of Education,  
Chulalongkorn University, E-mail: jjpornpimol@gmail.com

\* Corresponding author

## Abstract

This single group pretest and posttest research aimed to 1) investigate the effects of learning conditioned narrow reading instruction on vocabulary knowledge of Thai EFL learners, and 2) investigate the perceptions of students towards learning conditioned narrow reading instruction. Using convenience sampling, thirty grade 6 students of academic year 2020 at a private school in Ayutthaya province, Thailand were selected as participants of this study. The research instruments included 1) English vocabulary knowledge pretest and posttest 2) closed-ended questionnaire and 3) interview questions about the students' perceptions towards learning vocabulary through learning conditioned narrow reading instruction. The data analysis employed the statistics of paired-sample *t*-test, mean, standard deviation and content analysis. The results indicated that 1) students' posttest mean score after receiving learning conditioned narrow reading instruction was higher than pretest mean score at significant level of .001, and 2) the result of the questionnaire and interview revealed that students had positive perceptions toward vocabulary learning through learning conditioned narrow reading.

**Keywords:** vocabulary knowledge, narrow reading, learning conditions, vocabulary learning

## Introduction

Vocabulary is considered as a very important factor leading to success in language learning (Nation, 2013). To develop English listening, speaking, reading and speaking skills effectively, vocabulary is considerably needed (Richards, 2015). People cannot understand a conversation, read messages, and express their ideas and thoughts if they don't have sufficient vocabulary knowledge (Richards & Renandya, 2002). Meara (1996) therefore concluded that vocabulary acts as a predictor for English proficiency of learners.

As stated by Nation (2013), vocabulary knowledge consists of breadth and depth aspects. Breadth refers to the amount of vocabulary that learners know. Depth refers to knowing a word in various aspects, for example, pronunciation, spelling, morphological structure, part of speech, meaning, collocation and appropriate usage.

Many researches have indicated the problems of English skills that occurred because of the lack of sufficient vocabulary knowledge. As reported by Schmitt (2008), a lot of English as foreign language learners in different educational levels in many countries still do not have adequate quantity of vocabulary to communicate in English effectively. In Thailand (Kotchana and Tongpoon, 2015; Srisawat and Poonpon, 2014) all reported that Thai students in each educational level still possess small vocabulary size when compared to the requirement determined by the basic education core curriculum B.E. 2551. Since the vocabulary size test proposed by Nation (2013) is used to examine vocabulary knowledge in in aspect of form and

meaning, the mentioned researches could indicate that Thai EFL learners face the problem of vocabulary knowledge in aspect of form and meaning. Moreover, lack of vocabulary knowledge of form, meaning and use caused difficulty in English speaking, reading and writing skills for students (Al Hosni, 2014; Boonyarattanasoontorn, 2017; Chawwang, 2008; Rababah, 2002). Due to the problems of vocabulary mentioned earlier, giving attention to vocabulary instruction is necessary.

Krashen (2004) has proposed that narrow reading may be more efficient for learning vocabulary knowledge. (Krashen, 2004; Schmitt and Carter, 2000) defined narrow reading as reading series of text written by the same authors, with the same genre, same title or same theme. Reading narrowly to one specific area leads to decreased word type usage and repeated occurrence of the same vocabulary (Gardner, 2004; Rodgers & Webb, 2011). Abundant word repetition is a major factor for acquiring vocabulary knowledge (Webb & Nation, 2017). For example, (Chang and Renandya, 2020; Kang, 2015; Matwangsang, 2019), vocabulary knowledge in aspect of form and meaning could be obtained effectively through word repetition from narrow reading process.

Apart from reading, to learn vocabulary more effectively, learners should also learn vocabulary through the appropriate conditions. Nation (2013) proposed that vocabulary should be learned through three conditions, including noticing, retrieval and generative use. Noticing mean paying attention to the learned words. Retrieval refers to encountering the same word in different context. Generative use refers to using the previously learned words in different contexts for instance in writing and speaking. Webb and Nation (2017) suggested that under these conditions, learners will be more aware of learning vocabulary, more engaged in learning vocabulary through group work and encounter the learned words in various context instead of encountering in reading only.

Even though, some scholars have recommended that narrow reading is beneficial for vocabulary knowledge development, the experimental study examining the effects of narrow reading on vocabulary knowledge is still rare. Moreover, most previous studies were conducted with secondary and university level students. Study about narrow reading with primary-grade study are rarely found. Therefore, knowing that narrow reading and learning conditions can facilitate vocabulary learning, it is interesting to study about the effects of learning conditioned narrow reading instruction on vocabulary knowledge of EFL learners in Thailand.

## Research objectives

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

## Research Methodology

### 1. Population and Participants

The population for this study was students at a private school in Ayutthaya province, Thailand. Using convenience sampling, thirty grade-six students, studying in a regular program in academic year 2021, were selected as participants for the study. Furthermore, six students were selected as participants for the interview. These six students were selected basing on their performances determined by pretest scores, including 2 high-performance, 2 medium-performance and 2 low-performance.

### 2. Instruments

#### 2.1 Research instruments

##### 2.1.1 Pretest and posttest

The pretest and posttest, sharing the same items was constructed to examine the improvement of the participants' receptive vocabulary knowledge in an aspect of written form and meaning after experiencing learning conditioned narrow reading instruction. The test was designed as multiple choices and gap-filling format. There were 10 items for multiple choices format and 20 items for gap-filling format.

##### 2.1.2 Perception questionnaire

The close ended with four Likert-scale questionnaire was employed to examine the participants' perceptions towards learning conditioned narrow reading instruction. The questionnaire investigated the perceptions in three components, affective, cognitive, and behavior component as proposed by Pickens (2005). To ensure the understanding of students, the questionnaire was translated into Thai.

##### 2.1.3 Interview questions

A semi-structure interview was also administrated to gather more in-depth information and clarification about participants' perceptions in aspect of feeling, believe or thought and action after experiencing learning conditioned narrow reading instruction. Six questions, also constructed from the same components as in the questionnaire were therefore

used to ask six participants. The six participants were selected based on their performance according to the pretest scores, including 2 high-performance, 2 medium-performance and 2 low-performance participants. The interview lasted about 15 minutes for each participants. To ensure understanding, the interview was conducted in Thai.

## **2.2 Instructional instrument**

To narrow the reading of the participants, reading passages were divided into two main themes, festival and technology, from the participant's text book. There were 9 simplified passages from festival theme and the other 9 from technology theme. All 18 reading passages were checked difficulty level by Flesch-Kincaid Grade Level. The results were that the difficulty level was between 5 and 6, which was appropriate for grade 6 students. The target words selected in this study were the first 1,000 word frequency proposed by Nation (2012).

### **Data collection procedure**

In the first week of the study, the pretest was conducted to examine the participant's knowledge before the experiment. Afterwards, the treatment was proceeded for 12 weeks. During these 12 weeks, the participant had to read totally 18 reading passages from the 2 themes; festival and technology. The procedure of instruction followed the vocabulary learning conditions as follows.

#### *Noticing*

All participants were assigned to read the passage 1 and 2 that had the same topic under the same theme. The participants worked subsequently in group to guess target word meanings.

#### *Retrieval*

The participants did letter filling exercise to retrieve the form and meaning of the target words that had previously faced in the noticing stage. Afterward, the participants read the passage 3, which had the same topic as the ones read in the noticing stage. They answered the answer the question to ensure the comprehension. Some questions contained the learned target words and some required them to employ the target word to answer the question correctly.

#### *Generative use*

In this stage, the participants worked in group to create sentences using the learned target words by writing or speaking. The writing and speaking activity were utilized interchangeably in each week.

After the 12-week implementation, the posttest, sharing the same item with the pretest was administrated. The perception questionnaire was then distributed to students. Finally, the interview of 6 students based on their performance was conducted.

### Data analysis

The SPSS program was used to analyze the data from the pretest and posttest. The means scores of both pretest and posttest were analyzed by a paired-sample *t*-test to investigate the difference of vocabulary learning achievement level of the participants. Regarding to the data about perceptions, the data from the questionnaire was analyzed using descriptive statistics including arithmetic mean, standard deviation. The data from the interview was analyzed by content analysis.

### Results

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

**Table 1**

*Result of pretest and posttest for vocabulary knowledge of all participants*

Vocabulary knowledge	N	M	SD	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 table 1 reveals that the participants' posttest mean score ( $M = 17.17$ ,  $SD = 4.06$ ) is higher than pretest mean score ( $M = 12.00$ ,  $SD = 2.57$ ) 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 result indicates that learning conditioned narrow reading instruction was able to improve students' vocabulary knowledge.

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

**Table 2***The result of pretest and posttest for vocabulary knowledge according to performance level*

Participants' Performance level	N	M	SD	Mean difference	t	df.	Sig.
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			5.00	16.58	10	.001
Pretest		9.36	0.81				
Posttest		14.36	1.21				

\* $p < .05$ 

The result from table 2 indicated that the mean score of posttest of high, medium and low-performance students were higher than that of the pretest at the significant level, with a mean different of 8.80 (N = 5), 4 (N= 14) and 5 (N = 11) respectively. This shows that learning conditioned narrow reading instruction was able to improve students' vocabulary knowledge.

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

To investigate the students' perceptions towards the instruction, the closed-ended questionnaire and the interview question was constructed based on three components, affective, cognitive and behavior components as proposed by Pickens (2005). 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 had purpose to investigate the participants' feeling towards learning vocabulary through learning conditioned narrow reading instruction. The data was obtained both from the questionnaire and interview respectively as follows.

**Table 3***The results of perception questionnaire from affective component*

Items	<i>M</i>	<i>SD</i>
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
Total mean score	3.09	0.61

The result from the table 3 indicates that the participants mostly have positive feeling toward the instruction with the mean score of 3.09. Item 3 gained the highest score, indicating 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, showing that some participants did not like much reading the passage with the same theme repeatedly.

According to the data from interview, the interviewed students also showed their positive feeling toward the instruction. They expressed that “I like this kind of instruction because there are various activities to do”, “I like this kind of instruction because I can work in group with my friends”, “Some new words are difficult but it is interesting and enjoyable to learn”. Moreover, the interviewee expressed their positive feeling toward the learning activity during the implementation. They indicated that “I like guessing word meaning because I had chance to practice guessing word meaning with my friends”, “I like answering comprehension question the most because it helps me understand more the learned word and I could use them to answer the question appropriately”, “I like writing sentence activity because I had chance to practice writing a sentence with classmates.” Eventually, the interviewees showed their positive feeling toward some topics that were assigned to read. They stated that “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”, “I like reading the topic of hybrid car because it’s new to me and I had never read it before”, “I like reading the topic about New Year festival because it made me know what other countries did during New Year day” Most of them preferred the topic under the technology theme like robot, while some

liked the topic about New Year party. According to the provided reasons, it seemed that the newness of the topic interested them the most.

#### 1. 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.

**Table 4**

*The results of perception questionnaire from cognitive component*

Items	<i>M</i>	<i>SD</i>
1. Guessing word meaning from context activity with teacher and peers helps facilitate vocabulary learning.	3.37	0.56
2. Filling letter practice helps me understand the meanings of the learned vocabulary better.	3.17	0.46
3. When the teacher ask comprehension questions, I have the opportunity to retrieve the learned vocabularies to answer the questions.	3.20	0.48
4. The speaking activity helps me understand and remember the learned vocabulary better.	2.83	0.75
5. The writing activity help me understand and remember the learned vocabulary better.	3.23	0.50
6. Reading the passages with the same theme repeatedly makes me encounter with the same vocabulary frequently.	3.40	0.57
7. Frequent encounter with the same word help me memorize the correct spelling of the vocabulary better.	3.07	0.58
8. Frequent encounter with the same word help me memorize the meaning of the vocabulary better.	3.40	0.61
Total mean score	3.21	0.56

The result from the table 4 indicates that over all instruction help the students improve their vocabulary knowledge. Referring to the above table, item 10 and 12 received the highest score. This indicated that most students perceived that the instruction exposed them to the same word repeatedly and encountering the same words multiple times assist them to recognize vocabulary better. However, the item 8 received the lowest score, showing

that speaking activity help the participants understand and remember the learned vocabulary the least.

The data from the interview was also consistent with that from the questionnaire. The interviewed students thought that the learning conditioned narrow reading instruction could improve their vocabulary knowledge. The provided reasons were that “Facing repeatedly with the same vocabulary helped us recognize the vocabulary easily”, “A lot of activities help us practice using the learned words to answer comprehension questions and to write sentences”

### 1. 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 5**

*The results of perception questionnaire from behavior component*

Items	<i>M</i>	<i>SD</i>
1. 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
2. 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
3. I will apply what I have learned from the instruction to improve my vocabulary knowledge.	3.33	0.55
Total mean score	3.11	0.57

The table 5 revealed that the item 15 gained the highest score, illustrating that the students wanted to use the narrow reading approach to further improve their vocabulary knowledge.

In addition, the data from the interview also reported that most of interviewees want to employ what they learned during the implementation to acquire vocabulary knowledge. They stated that “I was still interested in reading about robot because I wanted to know the updated technology”, “I still wanted to read about robot. I wanted to know more what robot could do.” From the example excerpts, it indicated that some of the interviewees still wanted to continue reading the same theme as the one they read during the experiment

which was the passage about Robot. It can be seen that their personal preferences motivated them to continue reading by using narrow reading approach.

## Discussion

The discussion based on the findings will be discussed in two aspects as follows.

### 1. Students' receptive vocabulary knowledge in aspect of form and meaning

The designed narrow reading process exposed students to the same target words repeatedly by reading the passages that shared the same theme and topic. Krashen (2004); Schmitt and Carter (2000) confirmed that reading series of passages with the same theme or the same topic provides students a chance to encounter the same words repeatedly. For example, in the present study when reading three texts of festival theme about Loy Krathong festival in different places in Thailand, the same target words which were related to the topic occurred in these three texts, such as festival, celebration, local, firework, visitor and float etc. This results in abundant word repetition. Nation (2013); Schmitt (2000); Thornbury (2006) stated that word could be remembered due to frequent encounter with that word. Furthermore, the designed narrow reading process also help reduce vocabulary burden. This is because the reading narrowly to one specific area shares both similar content and vocabulary, resulting in requiring fewer amount of vocabulary to understand the texts. When vocabulary burden was reduced, the students could thus consolidate their word retention.

Moreover, the designed instruction cause occurrence of both incidental and intentional vocabulary learning. First, the incidental vocabulary learning occurred through reading narrowly the same theme and topic passage, since when reading three passages with same theme and topic respectively, the students could incidentally acquire vocabulary from meeting repeatedly the same word. In addition, answering comprehension question that contained or required the learned word to answer in the retrieval stage is also classified as incidental vocabulary learning (Webb & Nation, 2017). Second, the intentional vocabulary learning also occurred through the activity in the retrieval stage and generative use stage, such as letter-filling, speaking and writing sentences by using the learned word respectively. It is consistent with Fikria (2018); Laufer (2003); Min (2008); Wesche and Paribakht (1996) who indicated that learning vocabulary through the combination of incidental condition and intentional condition could be more effective to learn vocabulary than reading for comprehension only.

Eventually, vocabulary learning group could be another factor that might explain the improvement students' vocabulary learning after the implementation. In the present study, the instruction had students perform the task in group. They had to discuss and negotiate with each other to finish the activity. Newton (2013); Ur (2012) stated that when having repeated opportunity to learn or do vocabulary activities in group, students could succeed at negotiating unknown vocabulary and learn from each other, resulting in more effective vocabulary learning.

## 2. Students' perceptions toward learning conditioned narrow reading

The students' perceptions were investigated by three aspects, including affective, cognitive and behavior components. Firstly, the affective component, it was revealed that most interviewees had positive feeling toward the instruction, stating that reading narrowly to the same theme and topic make them feel more comfortable to learn vocabulary. This is because they get familiar with the similar content and the same vocabulary through narrow reading approach. The result is consistent with Chang and Renandya (2020), indicating narrow reading could help student comprehend the text more easily and feel more relaxed to read. However, it was also reported that some students stated that they sometimes felt bored to read the texts that shared similar content. This might be because the texts were not selected based on their preferences and reading similar contents several times could cause boredom. Secondly, the cognitive component, it was reported that the majority of students perceived that narrow reading approach made them encounter with the same vocabulary repeatedly and it helped increase their word retention. This aligns with Kang (2015); Zahar et al. (2001) suggested that multiple exposures to vocabulary is one of the most important condition for word to be remembered. Moreover, giving students a chance to use the learned word by speaking and writing could possibly be a factor that promoted word retention. Joe (1995, 1998) and Laufer and Hulstijn (2001) also confirmed that the words that are employed in different ways tend to be recognized better than those in similar context. However, speaking activity seemed to help improved vocabulary knowledge the least for the students. 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. Thirdly, the behavior component, most students tended to use narrow reading approach to further improve their vocabulary knowledge. Nevertheless, they preferred to read other topics that

are interesting to them. It seemed that their personal preferences were inspired them to continue reading narrowly to one specific area. It is consistent with Cho and Krashen (1994); Krashen (2004), stating that if the students read the topic that is interesting to them, they tend to be motivated to constantly read that topic.

### **Recommendation for further study**

First, since this study examine only the receptive vocabulary knowledge of written form and meaning aspect only, it would be more interesting if the further study examines the effects of narrow reading on the other aspects of vocabulary knowledge, for example, spelling, part of speech, collocation and productive knowledge. Second, theoretically, narrow reading could also enhance other skills, i.e. reading comprehension, reading fluency, and vocabulary fluency. It would be therefore challenging to additionally examine these aspects. Finally, 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 future study try to combine narrow reading with content-based instruction, of which the focus is on the topic or subject matter.

### **References**

- Al Hosni, S. (2014). Speaking difficulties encountered by young EFL learners. *International Journal on Studies in English Language and Literature (IJSELL)*, 2(6), 22-30.
- Boonyarattanasoontorn, P. (2017). An investigation of thai students english language writing difficulties and their use of writing strategies. *Journal of Advanced Research in Social Sciences and Humanities*, 2(2), 111-118.
- Chang, A. C., & Renandya, W. A. (2020). The effect of narrow reading on L2 learners' perceptions. *RELC Journal*, 51(2), 244-258.
- Chawwang, N. (2008). *An investigation of English reading problems of Thai 12th grade students in nakhonratchasima educational regions 1, 2, 3 and 7* [Master's thesis, Srinakharinwirot University]. Central Library Srinakharinwirot University.  
[http://thesis.swu.ac.th/swuthesis/Eng\(M.A.\)/Nongnat\\_C.pdf](http://thesis.swu.ac.th/swuthesis/Eng(M.A.)/Nongnat_C.pdf)
- Cho, K.-S., & Krashen, S. D. (1994). Acquisition of vocabulary from the sweet valley kids series: Adult ESL acquisition. *Journal of Reading*, 37(8), 662-667.

- Fikria, A. (2018). An intergration: Narrow reading to west's general service list for vocabulary acquisition for middle sschool level. *IJET (Indonesian Journal of English Teaching)*, 7(1), 12-23.
- Gardner, D. (2004). Vocabulary input through extensive reading: A comparison of words found in children's narrative and expository reading materials. *Applied Linguistics*, 25(1), 1-37.
- Joe, A. (1995). Text-based tasks and incidental vocabulary learning. *Second Language Research*, 11(2), 149-158.
- Joe, A. (1998). What effects do text-based tasks promoting generation have on incidental vocabulary acquisition?. *Applied Linguistics*, 19(3), 357-377.
- Kang, E. Y. (2015). Promoting L2 vocabulary learning through narrow reading. *RELC Journal*, 46(2), 165-179.
- Kotchana, S., & Tongpoon-Patanasorn, A. (2015). EFL learners' vocabulary size: A case in the northeastern region of Thailand. *ASEAN Journal of Education*, 1(1), 9-26.
- Krashen, S. D. (2004). The case for narrow reading. *Language Magazine*, 3(5), 17-19.
- Laufer, B. (2003). Vocabulary acquisition in a second language: Do learners really acquire most vocabulary by reading? Some empirical evidence. *Canadian Modern Language Review*, 59(4), 567-587.
- Laufer, B., & Hulstijn, J. (2001). Incidental vocabulary acquisition in a second language: The construct of task-induced involvement. *Applied Linguistics*, 22(1), 1-26.
- Matwangsang, R. (2019). The Effects of Topic Familiarity on Reading Comprehension and Incidental Vocabulary Learning: A Case of Narrow Reading for Primary School Learners. *Journal of Education, Mahasarakham University*, 13(4), 144-166.
- Meara, P. (1996). The dimensions of lexical competence. *Performance and Competence In Second Language Acquisition*, 35, 33-55.
- Min, H. T. (2008). EFL vocabulary acquisition and retention: Reading plus vocabulary enhancement activities and narrow reading. *Language Learning*, 58(1), 73-115.
- Nation, I. S. P. (2013). *Learning vocabulary in another language*. Cambridge University.
- Nation, I. S. P. (2012). *The BNC/COCA word family lists*.  
<https://www.wgtn.ac.nz/lals/resources/paul-nations-resources/vocabulary-lists/bnccoca-headword-lists/headwords-first-thousand.pdf>
- Newton, J. (2013). Incidental vocabulary learning in classroom communication tasks. *Language Teaching Research*, 17(2), 164-187.

- Pickens, J. (2005). Attitudes and perceptions. *Organizational Behavior in Health Care*, 4(7), 43-76.
- Rababah, G. (2002). *Communication problems facing arab learners of English*. ERIC. <https://files.eric.ed.gov/fulltext/ED473079.pdf>
- Renandya, W. A., Krashen, S., & Jacobs, G. M. (2018). The potential of series books: How narrow reading leads to advanced L2 proficiency. *LEARN Journal: Language Education and Acquisition Research Network*, 11(2), 148-154.
- Richards, J. C. (2015). *Key issues in language teaching*. Cambridge University.
- Richards, J. C., & Renandya, W. A. (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge University.
- Rodgers, M., & Webb, S. (2011). Narrow viewing: The vocabulary in related television programs. *TESOL Quarterly*, 45(4), 689-717.
- Schmitt, N. (2000). *Vocabulary in language teaching*. Cambridge University.
- Schmitt, N. (2008). Instructed second language vocabulary learning. *Language Teaching Research*, 12(3), 329-363.
- Schmitt, N., & Carter, R. (2000). The lexical advantages of narrow reading for second language learners. *Tesol Journal*, 9(1), 4-9.
- Srisawat, C., & Poonpon, K. (2014). *An investigation of vocabulary size of Thai university students*. Paper presented at the The 3rd International Conference “Language, Society, and Culture in Asian Contexts”(LSCAC 2014) on Asian Dynamics: Prospects and Challenge.
- Thornbury, S. (2006). *How to teach vocabulary*. Pearson Education India.
- Ur, P. (2012). *Vocabulary activities*. Cambridge University.
- Webb, S., & Nation, P. (2017). *How vocabulary is learned*. Oxford University.
- Wesche, M., & Paribakht, T. S. (1996). Enhancing vocabulary acquisition through reading: A hierarchy of text-related exercise types. *Canadian Modern Language Review*, 52(2), 155-178.
- Zahar, R., Cobb, T., & Spada, N. (2001). Acquiring vocabulary through reading: Effects of frequency and contextual richness. *Canadian Modern Language Review*, 57(4), 541-572.