Enhancing Thai Primary School Students' Reading Strategies, Comprehension, and Vocabulary Knowledge through Reading
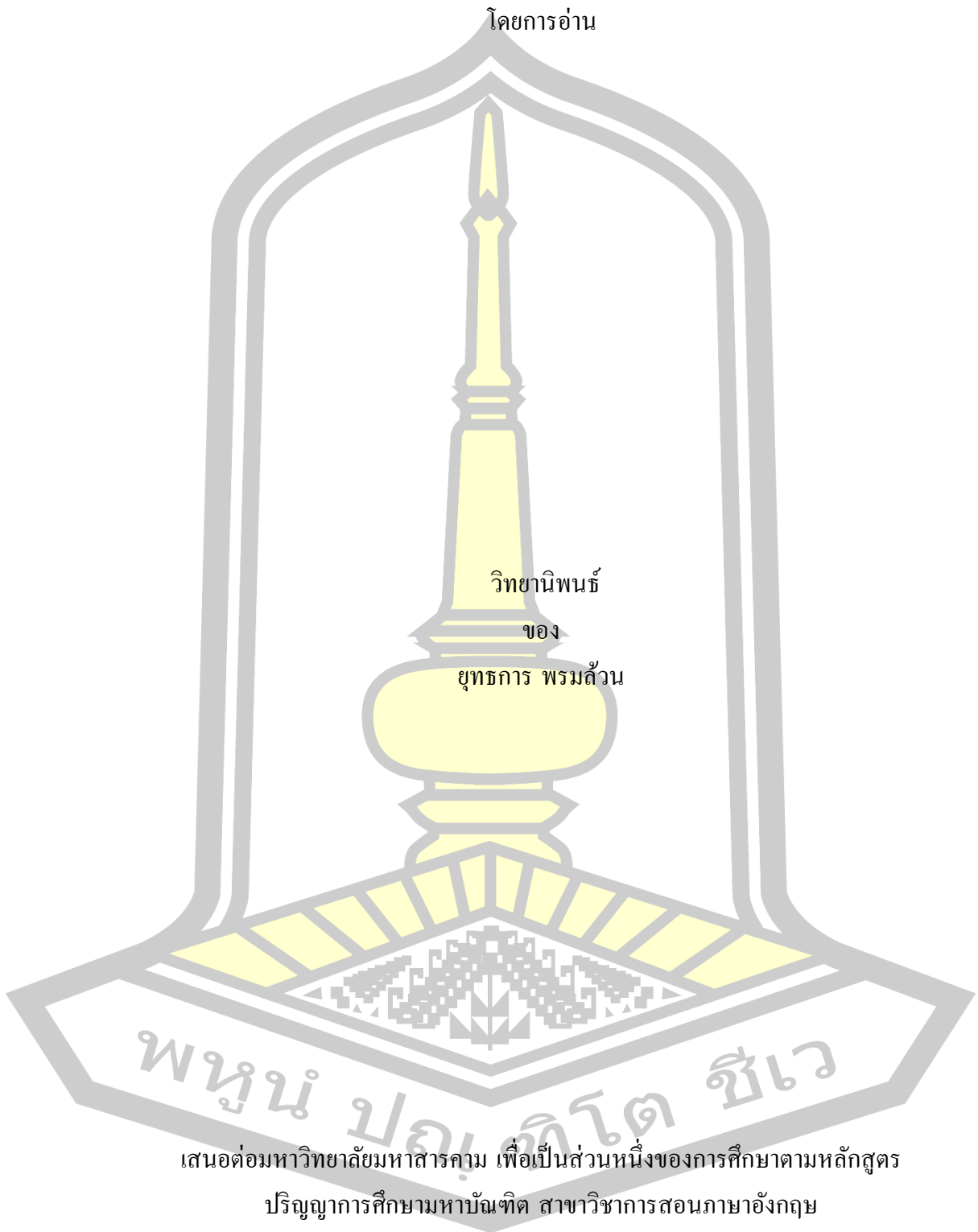
Yoottakan Promluan

A Thesis Submitted in Partial Fulfillment of Requirements for
degree of Master of Education in in English Language Teaching
May 2021

การส่งเสริมกลยุทธ์การอ่าน ความเข้าใจและความรู้ด้านคำศัพท์ของนักเรียนชั้นประถมศึกษาไทย
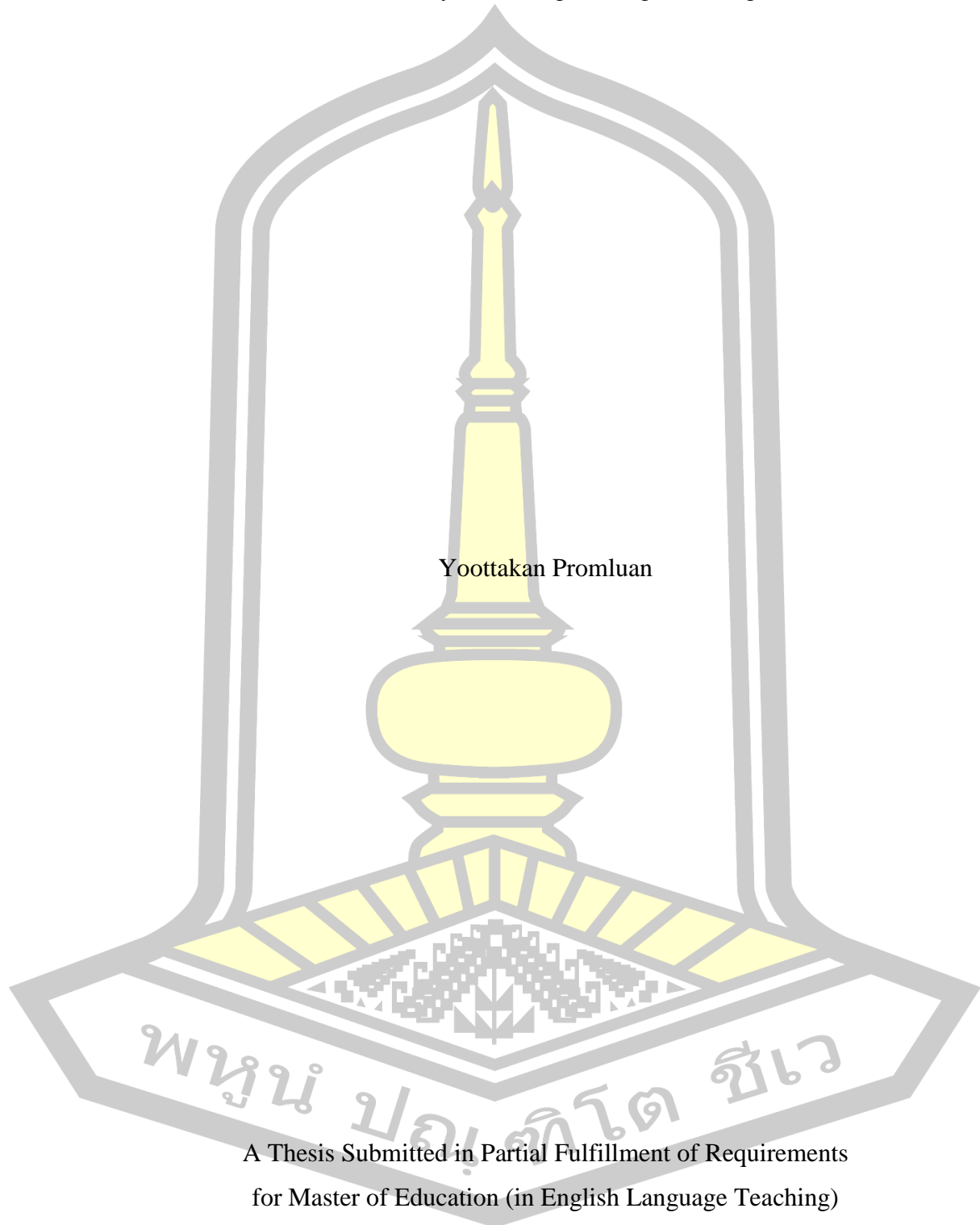โดยการอ่าน

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for Master of Education (in English Language Teaching)

May 2021

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ABSTRACT

Extensive reading (ER) is an approach that promotes not only vocabulary acquisition but can also enhance reading comprehension and attitude toward reading. This research aimed to investigate the effect of ER on Thai primary school students' receptive and productive vocabulary knowledge and reading comprehension. It also examined Thai primary school participants' strategy use while reading and their attitudes toward reading. Twenty primary school pupils at an opportunity extended school in northeastern Thailand were selected using convenience sampling. Their age ranged between 10 and 12 years old. Their native language was Thai, and they had about three hours of English language a week. Moreover, all of them had never studied English with native English teachers. The research instruments consisted of the Vocabulary Knowledge Scale (VKS) test, reading report, and reading attitude questionnaire. All participants were requested to read ten graded readers during a ten-week-reading program. The quantitative data were analyzed using means, standard deviation and percentage, while the qualitative data were coded into themes based on ER principles. Results showed that participants' receptive and productive vocabulary knowledge was developed after the 10-week implementation of ER. Regarding reading strategies for comprehension, the dictionary was the most frequently used, followed by guessing meanings from contexts and consulting others, and, finally, ignoring unknown words. The analysis of the current findings also revealed the gain in reading comprehension through ER. Primary school participants' attitudes toward ER (graded readers) was also positively increased. Overall, the current findings support the benefits of ER in vocabulary growth and reading comprehension. ER also developed primary schoolers' attitudes toward reading. However, the present study highlighted the significance of reading strategy training before ER program. Other implications in light of pedagogical and methodological practice were also discussed.

Keyword : reading comprehension, extensive reading, receptive and productive vocabulary knowledge, reading strategies

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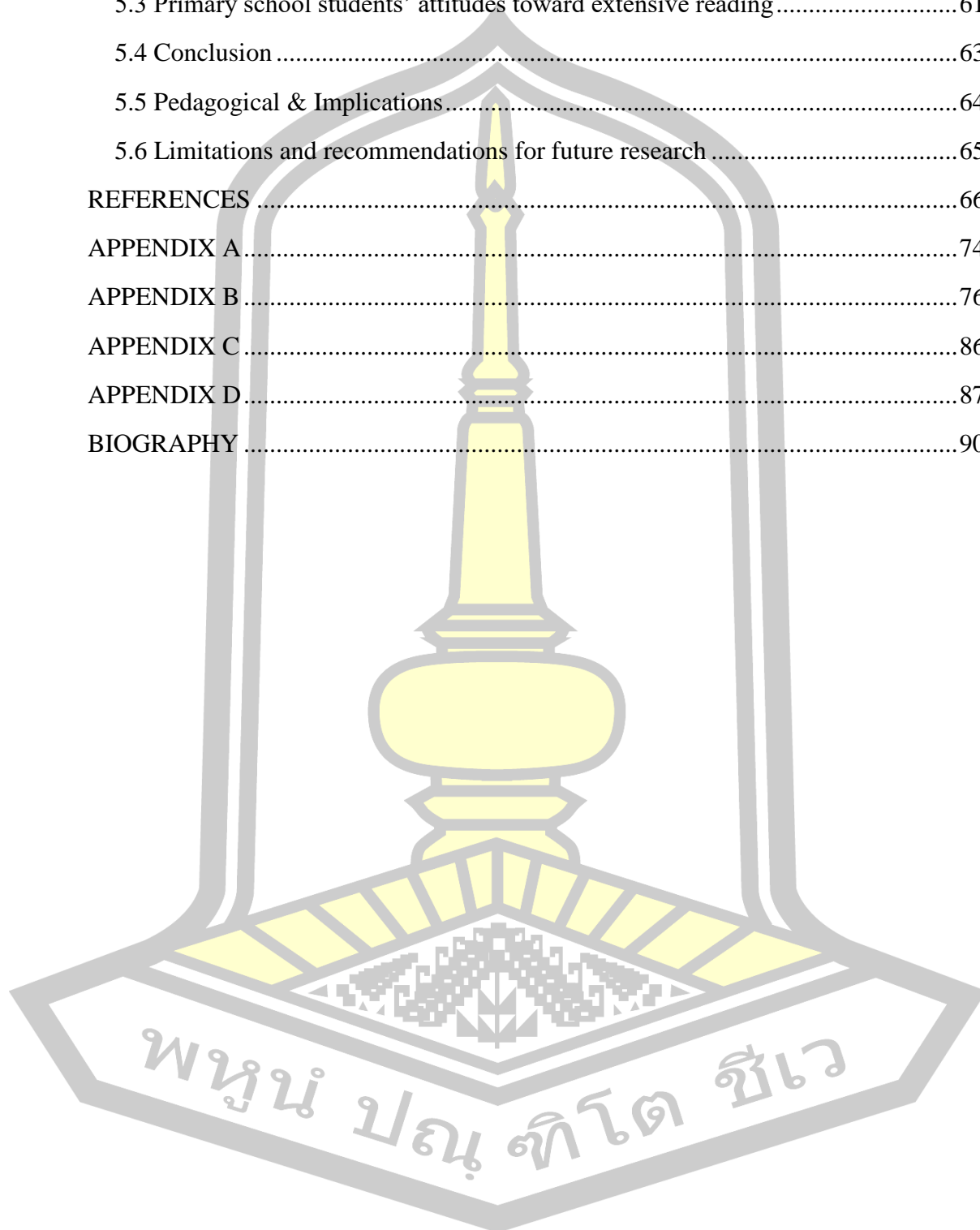
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CHAPTER I

INTRODUCTION

1. 1 Background of the study

Reading ability is a crucial skill in academic settings, where second language (L2) learners are required to read to learn and complete related tasks (Anderson, 2015; Grabe, 2009; Rosenfeld, Leung, & Oltman, 2001). Given the significance of reading in academic contexts, a crucial issue is how L2 reading competence can be developed. Indeed, reading ability is only likely to develop gradually when L2 learners are continually exposed to abundant, meaningful input or extensive reading (ER). ER has been suggested as one of the most effective methods for improving reading abilities because it can expose L2 learners to ample amounts of meaningful input, motivate L2 learners to read, and lead to the development of skilled reading abilities (Day & Bamford, 1998; Grabe, 2009; Krashen, 2004, 2011). Reading is a critical skill for those learning English as a second language or English as foreign language (ESL/EFL) learners. According to Bamford & Day (1988), reading is considered an ability to understand the meaning of written texts that enables the learner to acquire knowledge, gather information, and learn grammar structures and words from various text types. These contribute to language proficiency, academic success, and personal development (Wei, 2005). Besides, reading is a complex activity that requires the comprehension process. The learners will be able to know not only the direct meaning of the text but also interpret the writers' intended meaning (Hermida, 2009). Reading without comprehending the text will make the students' reading skills meaningless (Ameriratrini, 2017). Therefore, emphasizing the learners to read with comprehending is essential for their language proficiency development and learning success.

In Thailand, students learn English as a foreign language (EFL) as a compulsory subject from primary school to university, thus reading is one of four English skills that they have to master based on the school curriculum. English language learners have limited exposure to reading. Often, teachers use direct translation as primary reading instruction. Moreover, students are unlikely to search for the meaning of new words before class, indicating the students' passive learning and the failure of English reading instruction. Indeed, many Thai students are untrained readers, and language

instruction strategies in class are not applied as often as they should be (Fowle, 2000). Thus, there is a need for further investigation into the benefits of extensive reading, particularly in primary school children in Thailand in which English is learned as a foreign language.

Thai students are not successful in reading, and their reading ability is unsatisfactory (Pumirat, 1992). Longsombun (1999) conducted a study to investigate the English achievement of Prathomsuksa 6 students in Chonburi, Nonthaburi, Samutprakarn, Samutsakorn, and Prathomtani and found that the students' reading ability was below the minimum criterion. In addition, Champaruang (1999) carried out research studies to investigate the English achievement of Mathayomsuksa 6 students. They all came to the same conclusion and found that the students' reading ability was low. Besides, Ponmanee and Sinsuwan (2001) conducted a study to examine the needs and problems in the English usage of 60 graduate students in teaching Thai and social science compared with students in teaching English. Questionnaires and a reading test were used as research instruments. It was found that students in all three fields of study needed all four English skills, and poor reading was the main problem of these students.

Extensive reading (ER) is an approach to the teaching and learning of L2 reading in which participants read large numbers of books and other materials that are well within their linguistic ability (Day & Bamford, 1998). ER helps develop good reading habits, build up knowledge of vocabulary and structure, and encourage a link for reading (Richard & Schmidt, 2002). Further, it at least consolidates participants' acquisition of the second language and, at best, increase their proficiency if set up and carried out appropriately (Day & Bamford, 1998).

ER has long been recognized as one of the most successful second/foreign language education in pedagogical practice. A plethora of studies have shown that ER enables learners to gain several linguistic benefits, including enhancing reading fluency (Huffman, 2014; McLean & Rouault, 2017, Nakanishi, 2015), vocabulary development (Suk, 2016; Webb & Chang, 2015), and better writing ability (Mermelstein, 2015; Park, 2016). Besides linguistic benefits, students also develop broader and more in-depth knowledge about the world, helping learners relate and

connect with the text and other people (Renandya, 2016). Moreover, Belgar and Hunt (2014) examined the effects of the text types and levels of text (below or above students' vocabulary knowledge) in an ER program on the reading fluency progress of 76 first-year students in a Japanese university over one academic year. Their study shows that reading lower-level-simplified texts was more beneficial for fluency improvement than reading higher-level simplified texts or unsimplified texts for these students with lower intermediate English ability. This study has provided experiential evidence for the belief that accessible texts are optimal for reading fluency development.

Additionally, Hagley (2017) study involved a group of 600 tertiary engineering students in a Japanese context. The ER program was conducted for 15 weeks, and the findings indicated a statistically significant improvement in students' favorable view of English after the course. His results suggest that the ER program had positively affect students' attitudes toward English.

More recently, research also shows positive effects of pleasure reading and direct vocabulary teaching on acquiring academic vocabulary (Belgar & Hunt, 2014; Hagley, 2017; Huffman, 2014; McLean & Rouault, 2017; Park, 2016; Suk, 2016; Tien, 2015). For example, McQuillan (2019) investigates the amounts of academic words occurrences in fiction novels and calculates the probability that students would acquire these encounter words incidentally. The finding reveals that pleasure reading is between two and six times more efficient than direct instruction in increasing students' repertoire of academic words.

According to the previous literature, most ER studies had been conducted at the tertiary level of education. One study (Webb & Chang, 2015) investigates the effect of ER versus grammar-translation on high school students' (15-16 years old) mastery of grammar. The findings show that participants in the ER group outperform those in the control group in the grammatical test. Indeed, the ER group scored higher in all four components than the control group, which indicated that learning grammar through the ER was more effective than learning grammar via the traditional grammar-translation approach.

However, to the best of the researcher's knowledge, little effort has been made to investigate the effects of ER on primary school pupils in Thailand (Khansir & Dehghani, 2015; Lee et al., 2015; Webb & Chang, 2015). Indeed, most ER studies have focused on quantitative research and those in high school and tertiary levels of education. As such, the current study aimed to emphasize qualitative analysis focusing on the impact on ER in primary school students. Indeed, it aimed at enhancing primary school pupils' reading strategies, comprehension, and vocabulary knowledge through ER. Given ER benefits students in light of numerous linguistic and non-linguistic abilities, students should have a better chance of capitalizing on ER and embark on it earlier. This study would shed light on the role of ER in promoting primary school children in English as a foreign language (EFL) context, particularly in a Thai EFL setting where students lack the opportunity to English language use.

1.2 Purposes of the study

The current study focused on enhancing Thai primary school learners' reading strategies, comprehension, and vocabulary knowledge through reading. It aimed to determine the strategies primary school students use among three strategies, such as looking at words in a dictionary, guess the meaning from the context, ask someone for help, and skip parts they do not know through the reading. Notably, the current aimed to address the following three research questions are established to guide the study:

1. To what extent do Thai primary school students gain receptive and productive vocabulary knowledge after reading graded readers?
2. How do Thai primary school learners read graded readers of their appropriate reading levels in terms of reading strategies and comprehension?
3. What are Thai primary school learners' attitudes toward graded readers?

1.3 Scope of the study

This current study focused on vocabulary knowledge, both receptive and productive vocabulary knowledge, reading strategies and comprehension, and students' attitudes toward extensive reading. The participants in this study were homogeneous in that they shared a similar educational background, age, academic language exposure, and level of language proficiency. The current study was also 20 male and female Thai Primary opportunity extended school EFL learners in northeastern Thailand. The

duration of the current study was ten weeks. The materials were provided in this study is 60 books of graded readers. Vocabulary knowledge was measured by vocabulary knowledge scale test. The reading report measured their reading strategies and comprehension, and reading attitude toward Extensive reading was captured by reading questionnaire with 20 items by using the Thai version. The theoretical frameworks used in this current study included input hypothesis, i+1 hypothesis, and Affective filter hypothesis (Krashen, 2003).

1.4 Significance of the study

The current study would provide some fruitful information for practitioners and curriculum developers. First, the present study highlights the benefits of ER in reading comprehension and vocabulary growth. Therefore, ER should be integrated into the EFL classroom context, whether as stand-alone activities or in-class reading activities. Moreover, language educators should formulate a curriculum to promote reading skills among younger students to instill good reading habits early on in the learning processes. Second, the success of ER depends first and foremost on the teachers' guidance. The teacher should guide students throughout the ER program. The teacher should also encourage them to read extensively, as much as possible, and adapt the ER activity according to the student's language proficiency level for maximum benefits. The teacher should also create an active learning environment to motivate students to read more, such as group discussions where they can share their reading experiences with their peers. Low-proficiency students will also require more support from their teachers in terms of reading strategies and motivation. These students may begin with more accessible books that suit their proficiency and the difficulty level can be increased over time according to their language competency throughout the program. This will ensure that the students see reading as an enjoyable activity, not as a burden. The students reading motivation to read in L2 can also be further enhanced if they are provided with interesting materials at a suitable difficulty level (Leung, 2002)

1.5 Definitions of key terms

For this study, the following key terms are defined as follows:

Primary school students: Primary school students refer to students studying in grade four to grade six at opportunity extended school. They were aged between 10-12 years old.

Reading comprehension: Reading comprehension is the ability to process text, understand its meaning, and integrate with what the reader already knows at a literal level of comprehension,

Extensive reading (ER): ER refers to both inside and outside class readings printed English language materials of students interested in doing at their language level and pace. Students read both inside and outside class,

Graded readers: Graded readers are reading materials adapted and simplified for learners learning to read or learn a foreign language at their language proficiency level that start from beginning level in this study,

Reading strategy: Reading strategies is the broad term used to describe the planned and explicit actions that help the students translate print to meaning and also improve decoding and reading comprehension skills**,**

Vocabulary knowledge: Vocabulary refers to the knowledge of words as well as the meaning of words. Vocabulary knowledge is more than just citing the definition of a word. It requires that the reader use the word appropriately based upon a given context.
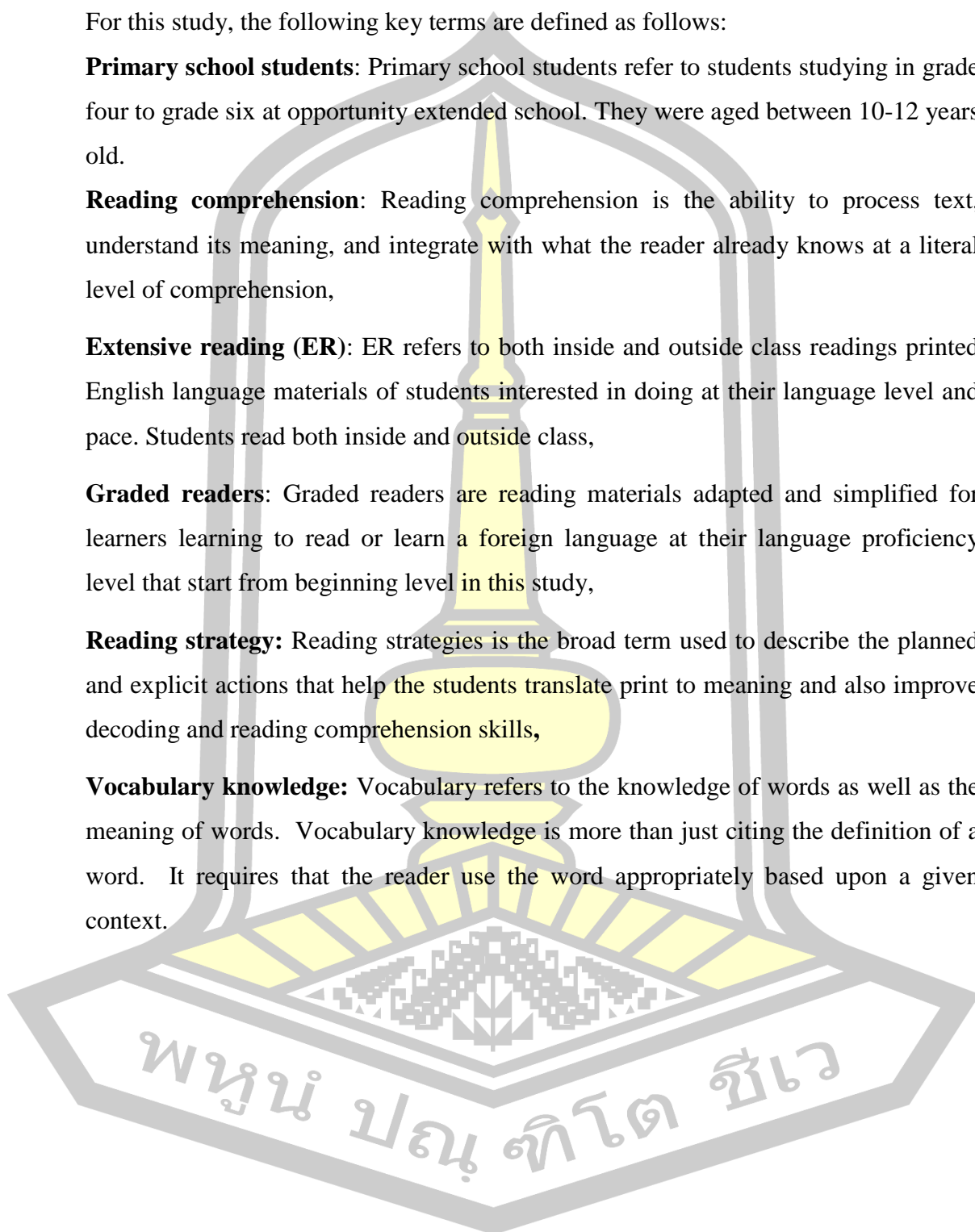
CHAPTER II

LITERATURE REVIEW

This chapter outlines theoretical frameworks and previous studies in ER that are relevant to the current study. Specifically, the chapter includes an overview of the reading construct, models of reading, and the importance of reading, reading strategies, and reading types. Then ER will be examined, including the ER's character, the benefits of ER, and graded readers.

2.1 Reading construct

2.1.1 Definitions of reading

Reading is an essential skill that English learners should master. Proficiency in reading provides opportunities for learners to study language, including vocabulary, grammar structure, punctuation, and how to create sentences, paragraphs, and text. Indeed, reading is essential to language learning and helps the learner acquire and perceive knowledge or material. Specifically, reading skills are critical to comprehend and interpret an author's thoughts and ideas in printed materials. Several language experts have provided definitions of reading. Krashen (2004) stated that reading is a powerful means of developing reading comprehension ability, writing style, vocabulary, grammar, and spelling.

According to Urquhart and Weir (1998), reading is defined as the process of receiving and interpreting information encoded in language form via the medium of print. Similarly, Dallman & Derboer (1978) state that reading involves the ability to understand and recall content that students have read and helps them to remember meanings and ideas from their previous knowledge and experiences.

Reading has also been described as a multilevel and interactive process in which readers construct a meaningful representation of text using their schemata (Al-Isa, 2006). These definitions highlight the importance of schemas in reading comprehension and describe reading as an interactive process between the reader and the written or printed text. Overall, reading can be defined loosely as the ability to make sense of written or printed symbols (Mitchell 1982) and represents a complex cognitive skill, consisting of a collection of psychological processes that together produce an understanding of a text (Just and Carpenter 1987).

Brown (2004) stated that reading is a method of negotiation of meaning. In this method, the readers convey their previous thought to the reading process to obtain meaning from the text they read. According to Harmer (2001), learners deploy a range of their own skills when they read written or printed texts. This indicates that reading relies on the reader's ability to interact with linguistic and world knowledge. Others have proposed simpler definitions of reading, such as

"reading is the process of reviewing and interpreting information encoded language from the medium of print″ (Urquhart & Weir, 1998) or " comprehension occurs when the reader extracts integrate various information from the text and combine it with what is already known″ (Koda, 2005).

More recently, Serravallo (2010) defined reading as thinking, understanding, and deriving meaning behind a text. Reading must be directed toward understanding and identifying the ideas provided in the test.

Indeed, reading is a dynamic process in which information from the text and knowledge possessed by the reader interact to enable him to construct meaning before/ during and after reading," (Goodman, 1973). Moreover, the learner: "interacts with a message encoded by the writer. He concentrates his total prior experiencing concepts he has attained as well as the language competence he has achieved".

Celce-Murcia (2001) also views reading as an interactive process that involves a text, a reader, and a social context in which the reading process occurs. The reader's past experiences, language background, cultural framework, and the reader's purpose for reading, influence the reader's interpretation of the text.

To summarize, reading can be defined as an interactive process that involves receiving or interpreting the meaning of the written or printed text. Reading is an essential skill for gaining information and involves three main components: a reader, the reading message, and an author. Readers must combine their language strategies, skills, and background knowledge in order to achieve complete reading comprehension.

2.1.2 Process of Reading

The reading process involves an interaction between the reader and the text (Alderson, 2005). This process is silent, internal, private, dynamic, variable, and various depending on the reader, the text, and the purpose for reading. Several methods are used to investigate the reading process, such as miscue analysis, which analyses mistakes made by readers when reading aloud or introspection through think-aloud protocols or verbal retrospection in the interview.

An alternative approach to examining the reading process is to inspect the reading product and compare it to the original text. Alderson (2005) argued that, although readers may engage in very different reading processes, the understanding will be similar. Thus, while there may be different ways of reaching a given knowledge, what matters is not how you achieve that understanding but also how you reach it. That is, the focus is on what one has understood. There are at least two limitations to the product approach to reading: one is the variation in the product, the other is the method used to measure the outcome. 'Variation in the product' means that the interpretation of a text can vary between readers. Indeed, the different experiences and knowledge of readers may lead to different understandings of a text.

2.1.3 Models of reading

Four theories have been proposed to explain the reading process: bottom-up, top-down, interactive, and transaction theory (Barchers, 1998). These theories are described below.

Bottom-up model
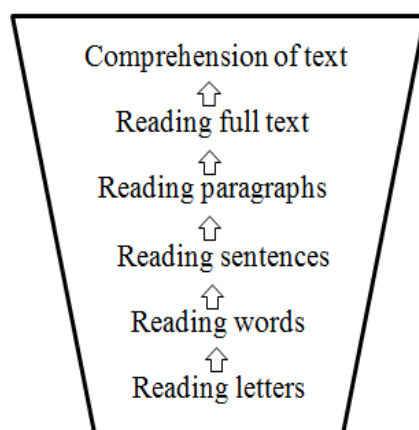
The bottom-up theory emphasizes a starting point, such as word identification. It focuses on how a sentence is built from words as the reader moves their eye through the text in a linear fashion. From this broad view theory, the reader gains the information from words, interprets it into a syntactic form, and then into discourse and a semantic structure.

Comprehension of text
⇧
Reading full text
⇧
Reading paragraphs
⇧
Reading sentences
⇧
Reading words
⇧
Reading letters

Figure 1: Bottom-up reading model.

Top-down model
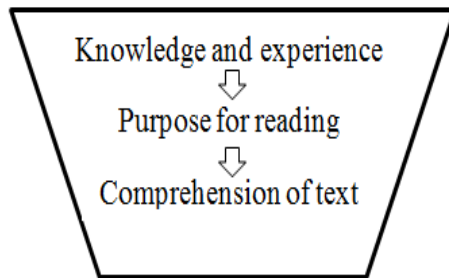
Figure 2:Top-down reading model

The top-down theory is based heavily on previous knowledge and the experience of the reader. This theory indicates the reader should have sufficient knowledge and experience about the subject in order to comprehend the text.

Interactive model
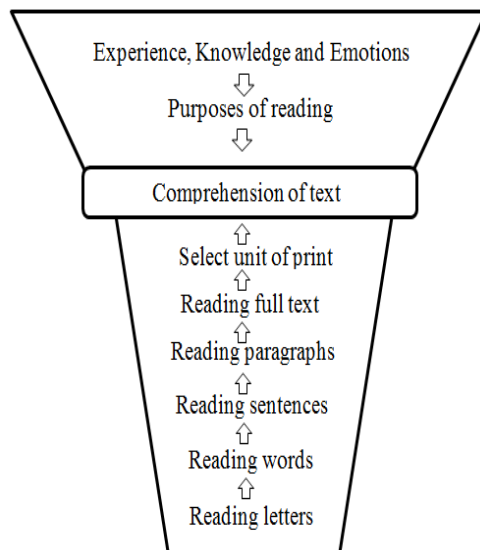
Figure 3: Interactive reading model

The interaction model combines both bottom-up and top-down theories. Students use their prior knowledge (top-down method) and their decoding skills (bottom-up method) simultaneously to gain the meaning from the text. It is believed that if the students have a fair amount of previous knowledge about the text, it will be much easier than if the learners have little or no knowledge about the topic.

Transaction model

The transaction theory expands the interactive theory by including the influence of social context on comprehension. In this model, learners understand texts via their prior knowledge and decoding skills, as well as the various contexts.
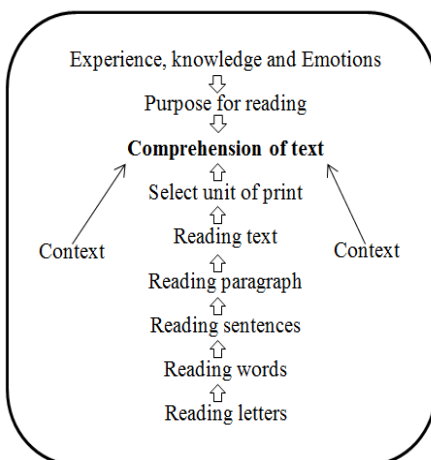
Figure 4: Transaction reading model.

In this current study, there is the possibility that students may have used a bottom-up model for decoding texts due to a lack of English language skills which are important for extensive reading. The students read the text and study the organization of the text without connecting it to their own background knowledge in order to construct meaning from what was written in the text.

2.1.4 Levels of reading comprehension

Common European Framework of Reference for Languages (CEFR) specifies progressive mastery of each skill, which is graded on a six-level scale (A1, A2, B1, B2, C1, C2) as the scale is shown in Figure 5 differentiates reading levels by the text's nature that can be read, including the difficulty of the language contained, the degree of familiarity of the text's subject matter, and the length and complexity of the text. In addition, the degree of independence and flexibility of the reader in approaching the text is important for the higher levels of ability. Moreover, the extent to which readers can read critically, understanding subtle shades of meaning, and the extent to which they need to re-read the text to understand it satisfactorily are seen as important elements in assessing comprehension skills. Reading skills are not explicitly mentioned in this scale, although critical reading, appreciating, and understanding details are included.

	Overall reading comprehension
C2	Can understand and interpret critically virtually all from the written language, including abstract, complex or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions style and implicit as well as explicit meaning.
C1	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of specialty, provided he/she can reread difficult sections.
B2	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms

	Overall reading comprehension
B1	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.
A2	Can understand short, simple texts on familiar matters of a concrete type that consist of high-frequency every day or job-related language. Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items
A1	Can understand very short, simple texts a single phrase at a time, picking up familiar names, word, and basic phrase, and reading as required.

Figure 5: A scale of reading development from Council of Europe Common European Framework.

2.2 Reading strategies for comprehension

Reading strategies are techniques and methods that readers use to make their reading successful (Baker & Boonkit, 2004). Some reading strategies include skimming, scanning, summarizing, guessing, predicting, making an inference, underlying words or phrases, and taking notes. These strategies are considered an essential feature of language learning since they can help learners to overcome reading problems. Syafrizal (2000) found that language learning strategies associated with reading contribute to students' reading achievement. In addition, students often use strategies such as making a prediction of the words that they did not know and using a dictionary to find the unknown word to understand a text (Sukarlan, 2003). Brown (2001) has provided some strategies for reading comprehension, including:

- using graphemic rules and patterns to aid in bottom-up decoding (especially for beginning level learners),
- identifying the purpose of reading,
- using efficient, silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels),
- skimming the text for main ideas and scanning the text for specific information,
- using semantic mapping or clustering,
- guessing when learners are unsure and analysis vocabulary,

- distinguishing between literal and implied meanings, and
- capitalizing on discourse markers to process relationships.

According to Carrell (1998), reading strategies are usually recognized as typical reading behaviors, such as skimming a text to get a general idea or scanning a text for a specific piece of information. Reading strategies also involve making contextual guesses about the meanings of unknown words, making predictions, tolerating ambiguity, skipping unfamiliar words, confirming or disconfirming inferences, identifying the main idea, rereading, and using cognates to comprehend. Other newly recognized strategies are also used, such as activating prior background knowledge and understanding text structure. Good readers generally proceed from the front to the back of papers when reading. They are selectively attentive, occasionally take notes, and also guess, paraphrase, and back up when confused. Such readers also try to make inferences to fill in the gaps in the text and understand what they have read and intentionally attempt to integrate across the text. They do not settle for literal meanings but rather interpret what they have read, sometimes constructing images, and other times identifying categories of information in text and, on occasion, engage in arguments with themselves about what a reading might mean. After making their way through the text, good readers can support their understanding and memory of the text's messages, from explicitly attempting to summarize to self-questioning about the text to rereading and reflecting.

2.3 Types of reading

Reading skill has become a priority in second or foreign language classrooms. Therefore, reading instructions are an essential component of which teachers of English need to be aware of their lesson activities. Training learners can achieve this by dealing with a given text and explaining the different steps required for useful reading. To make the task of reading easy, teachers should provide students with various types of reading, including intensive reading and extensive reading:

2.3.1 Intensive reading, learners usually read a page to explore the meaning and to be acquainted with writing mechanisms. During this type of reading, the learners first gain text comprehension, then, they will form a critical view and will be able to state their opinions about the content, the arguments, and the language used, the message, the intention, and the form of the text. Intensive reading focuses on details and

analysis. Nuttall (1982), requires "the student to pay great attention to the text. Intensive reading aims to arrive at a profound and detailed understanding of the text".

2.3.2 Extensive Reading (ER) is a language teaching process where learners are exposed to a variety of reading materials to gain a global understanding, although they may read for pleasure (Day & Bamford, 2004). Students select the books themselves and read independently, any follow-up tasks related to the reading material. If they do not feel any interest in the chosen material or find the content hard to understand, they can leave it there and start with a new book or text. Students of any age and level can benefit from ER, but the selected reading materials must be appropriate for their skill level (Day & Bamford, 2004). According to Krashen (2004), ER is similar to the voluntary reading approach, sustained silent reading, and optional independent reading. Hafiz and Tudor (1989) argue that ER is of great pedagogical value since it emphasizes the importance of the learners' experience to large quantities of meaningful and interesting L2 material. This, in turn, has a beneficial effect on the learners' command of L2.

2.4 Extensive reading (ER)

A useful definition of ER in the context of English language teaching states:

> "An extensive reading program is a supplementary class library scheme, attached to an English course, in which pupils are given the time, encouragement, and materials to read pleasurably, at their level, as many books as they can, without the pressures of testing or marks. Thus, pupils are competing only against themselves, and it is up to the teacher to provide motivation and monitoring to ensure that the maximum number of books is being read in the time available. The watchwords are quantity and variety rather than quality. Therefore, books are selected for their attractiveness and relevance to the pupils." (Renandya & Jacobs, 2002)

In ER, language learners read a large number of books and other materials within the learner's linguistic competence. This means that the reading should be relatively easy, indicating that the appropriate level would be $i1$ rather than $i+1$, from Stephen Krashen's Comprehensible Input, with i being the current proficiency level (Day and Bamford, 2002). (Hitosugi and Day, 2004) define ER as an approach to language learning in which students read a large number of books and other materials within

their linguistic competence at their speed and which they have an interest in reading**.** Maxim also sees ER as the "daily, prolonged reading of book-length texts for an extended period." Day and Bamford (2002) have proposed ten principles that characterize an ER program.

2.4.1 Characteristics/features of ER

It will be useful to familiarize the reader with the basic ER approach principles as they are presented in ER activities for teaching language by Day and Bamford (2002).
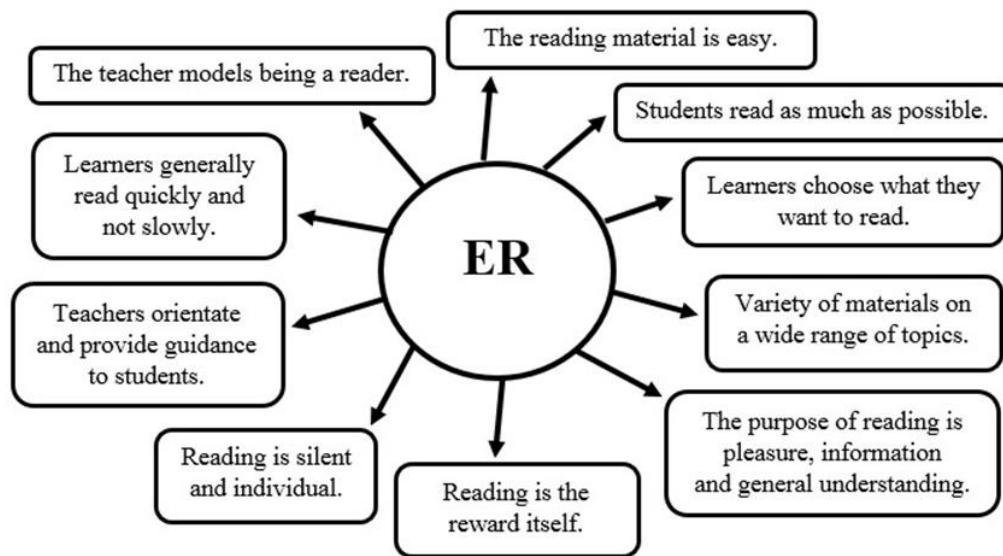
Figure 6: A list of ten principles of ER

1. The reading material is easy

Learners read an article that contains few or no unfamiliar items of vocabulary and grammar. There should be no more than one or two unknown vocabulary items per page for beginners and no more than four or five for intermediate learners. Students will not succeed in reading extensively if they have to struggle with difficult material.

2. Students read as much as possible

The most critical element in learning to read is the amount of time spent reading. While most reading teachers agree with this, it may be the case that their students are not given the opportunity or incentive to read. There is no upper limit to the amount of reading that can be done, but a book a week is likely the minimum amount of reading necessary to achieve the benefits of ER and to establish a reading habit. This

is a realistic target for learners of all proficiency levels, as books written for beginners and low-intermediate learners are shortened.

3. Learners choose what they want to read

Self-selection puts students in a different role from that in a traditional classroom, where the teacher decides or the textbook supplies reading material. This is why students enjoy ER. They are also encouraged to stop reading anything that is not interesting or that they find too difficult.

4. Variety of materials on a wide range of topics

There should be a variety of materials available to students, including graded readers, magazines written for language learners at different ability levels, and children's literature. For high-intermediate learners, young adult literature can offer a bridge to ungraded reading materials. Advanced learners can read books, magazines, and newspapers written for native speakers of English. This variety encourages a flexible approach towards reading as the students are reading for different purposes, including for information or pleasure.

5. The purpose of reading is pleasure, information, and a general understanding

In an ER approach, learners are encouraged to read for the same kinds of reasons and in the same ways as the general population of first-language readers. This sets ER apart from usual classroom practice and reading for academic purposes on the other. One hundred percent comprehension, or any particular objective level of comprehension, is not the goal. Instead, the focus shifts away from comprehension achieved or knowledge gained and towards the reader's personal experience in terms of reading outcomes. A reader's interaction with a text derives from the purpose of reading. In ER, the learner's goal is a sufficient understanding to fulfill a particular reading purpose, such as obtaining information, the enjoyment of a story, or passing time.

6. Reading is the reward itself

The goal of reading is the reader's own experience and joy of reading. However, teachers may ask students to complete follow-up activities after reading. These are designed to reflect student's experience of reading rather than comprehension. The learners' experience of reading the text is at the center of the ER approach, just as it is

in reading in everyday life. For this reason, ER is not usually followed by comprehension questions. It is an experience complete in itself. At the same time, teachers may ask students to complete follow-up activities based on their reading to determine what the student understood and experienced from the reading, to monitor students' attitudes toward reading, keep track of what and how much students read, to make reading a shared experience or to link reading to other aspects of the curriculum. For such reasons, students may be asked to write about their favorite characters or the best or worst book they have read, or do a dramatic reading of an exciting part of a novel. While respecting the integrity of students' reading experiences, such activities extend them in interesting and useful ways.

7. Reading is silent and individual

Silent, extensive individual reading contrasts with the way classroom texts are used as vehicles for teaching language, which are often translated or read aloud. It allows students to discover that reading is a personal interaction with the text and an experience for which they are responsible. Thus, together with the freedom to choose reading material, individual silent reading can help students discover how foreign-language reading fits into their lives. ER means learners are reading at their own pace. It can be done both in the students 'own time, when and where the student chooses, and also inside the classroom when part or all of a classroom period is set aside for silent, self-selected reading. In the latter case, as Henry describes it, "the most beautiful silence on earth that of students engrossed in their reading" (1995: xv).

8. The teacher orients and guides the students

Before starting an ER program, students must be familiarized with what it is, why they are doing it, what benefits it will bring them, and how they are going to proceed. The teacher keeps track of what and how much students read, what they are interested in, and their reactions to what was read in order to guide them in getting the most out of their reading.

9. Learners generally read quickly and not slowly

Because the material is easily understandable for the students, their reading is fluent. Students are discouraged from using dictionaries as this interrupts reading and makes

fluency impossible. Instead, learners are encouraged to ignore or guess the meaning of the few unknown items they may encounter from context.

10. The teacher is a role model of a reader.

The teacher gives students a model of what is to be a reader. For example, during the silent reading periods, the teacher should also read. The teacher should also be familiar with all the books students are reading in order to recommend reading to individual students and share their reading experiences. If teachers and students talk about what was read, they create an informal reading community, experiencing together the value and pleasure to be found in the written word.

2.4.2 The benefits of extensive reading

ER has been widely discussed over the last decades, and many studies generally support its benefits. Students who read more will become better and more confident readers, but they will also improve their reading, writing, listening, and speaking abilities, and their vocabularies will become more productive (Bamford & Richard, 2002). Furthermore, ER is a highly motivating approach, and its primal benefit appears to be in developing positive attitudes toward a foreign language, and increasing motivation to study it. Overall, there are many reasons why ER benefits language development, which are outlined below:

1. This approach allows students to meet the language in its natural context and see how it works in extended discourse beyond the language met in textbooks,

2. ER builds vocabulary. When students read a lot, they meet thousands of words and lexical (word) patterns time and time again, which helps them master them and predict what vocabulary and grammar may come next,

3. ER helps students build reading speed and reading fluency, which allows them to process the language more automatically, leaving space in memory for other things,

4. The ER approach builds confidence, motivation, enjoyment, and a love of reading, making students more effective language users. It also helps lower any anxieties about language learning the students may have,

5. It allows them to read or listen to a lot of English at or about their ability level so they can develop good reading and listening habits and

6. ER help students get a sense of how grammatical patterns work in context. Textbooks and other study materials introduce language patterns, but typically they do not appear often enough in a variety of contexts to facilitate a deep understanding of how the patterns work.

As shown in Figure 7, the beneficial effects of ER on various aspects of L2 ability, have been clearly demonstrated, such as gains in reading speed and reading comprehension (Bell, 2001; He, 2014, Mermestein, 2014; Suk, 2017; Tanaka & Stapleton, 2007), silent reading rate (Taguchi, Takayasu-Maass, & Gorsuch 2004), vocabulary knowledge (Tiryaki & Tütüniş, 2012; Wang, 2013), reading comprehension and vocabulary knowledge (Chen, Chen, Chen & Wey, 2013), grammatical competence (Sheu, 2003), and general English language proficiency (Al'zubi, 2014; Elley & Mangubhai, 1983; Yamashita, 2008), and development of writing skill (Al-Mansour & Al-Shorman, 2014; Kirin, 2010; Mermelstein, 2015). ER has also been found to boost students' L2 reading motivation (Fujito & Noro, 2009; Guo, 2012), L2 reading attitude (Atay, 2004; Ro & Park, 2016; Salameh, 2017; Yamashita, 2013), L2 reading self-efficacy (Burrows, 2012; Lake, 2014; Raissi & Roustaei, 2013), learner autonomy (Channuan & Wasanasomsithi, 2012; Mede, Incecay, & V. Incecay, 2013) and to lower L2 reading anxiety (Ro, 2013).
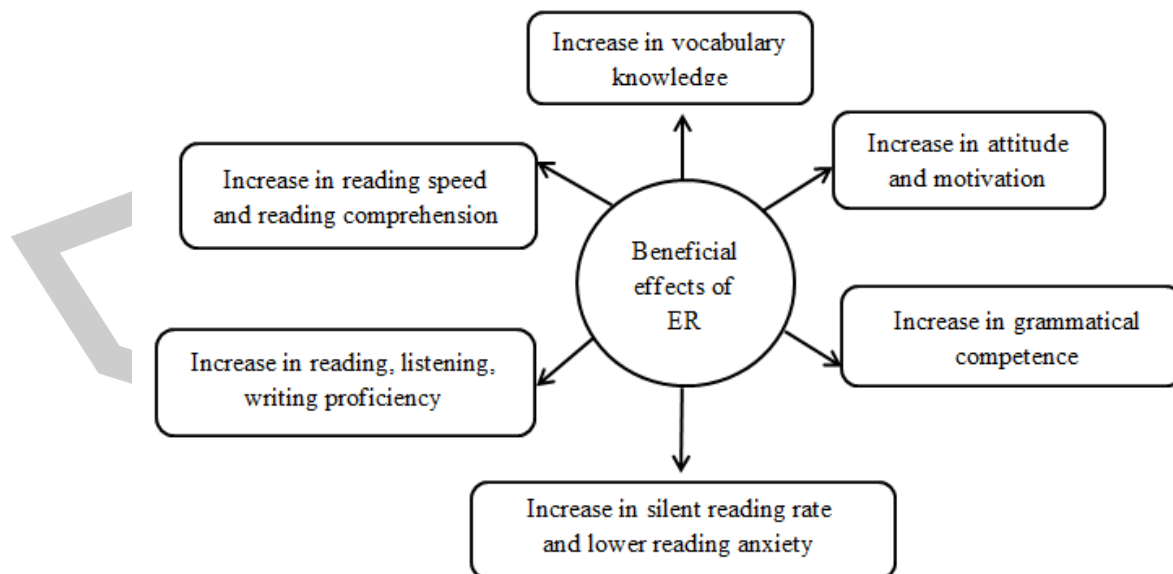
Figure 7: The benefits of ER

2.4.3 Second language theories as the underlying framework of ER Input hypothesis

Comprehension a text or message is a necessity for the language acquisition and development of language literacy, according to Krashen (2003). The comprehension hypothesis states that "we acquire language and develop literacy when we understand messages, that is when we understand what we hear and what we read when we receive "comprehensible input" The claim made by the comprehension hypothesis is that people acquire the components of language, the "skills" such as vocabulary and grammar when they obtain comprehensible input (Krashen, Lee, & Lao, 2018). To facilitate language acquisition, the comprehension hypothesis states that "input must be at least interesting so that acquirers will pay it attention" (Krashen et al., 2018, p. 2). Furthermore, for optimal acquisition, input should be compelling, that is, the input should be so interesting that the acquirer enters a state of "flow" (Csikszentmihalyi, 1990). When readers enter a state of flow during reading, they are wholly engrossed in the text (Nell, 1988). The evidence for this Compelling Input Hypothesis is the numerous unexpected improvement cases in a language without conscious effort, but merely by being very interested in reading, or watching films and television programs (Krashen et al., 2018). The theoretical significance of ER is derived from implicit learning. According to Ellis (2008), implicit learning refers to the acquisition of knowledge without conscious awareness. It is essential in developing reading processes that contribute to automatic lexical and syntactic processing and fluency in reading (Grabe, 2009). For implicit learning to impact reading development, long-term and large volumes of input are necessary (Grabe, 2009), which means that learners need to read a lot and widely.

i+1 hypothesis

In this hypothesis, learners should be exposed to language input that is slightly more advanced than their current level. Krashen calls this level of input "i+1", where "i" is the learner's interlanguage, and "+1" is the next stage of language acquisition. If i describe previously acquired linguistic competence and extra-linguistic knowledge, the hypothesis claims that we move from i to i+1 by understanding input that contains i+1. Extra-linguistic knowledge includes knowledge of the world and the situation,

that is, the context. The +1 represents 'the next increase of new knowledge or language structure that will be within the learner's capacity to acquire.

Affective filter hypothesis

Stephen Krashen claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. Low motivation, low self-esteem, and debilitating anxiety can combine to "raise" the affective filter and form a "mental block" that prevents comprehensible input from being used for acquisition. In other words, when the filter is "up" it impedes language acquisition. However, it must be noted that positive affect is necessary, but not sufficient on its own, for acquisition to take place.

2.5 Graded readers

Graded readers are produced for second language learners and are defined as "books written for English learners using limited lexis and syntax."(Hill, 2008) When learners read at their reading ability, they stand a better chance of developing their reading confidence and fluency. Graded readers involve restricting grammatical structures and vocabulary (Nation & Mingtzu, 1999) such that learners read at their level of understanding. Indeed, facing an abundance of unfamiliar words while reading may discourage readers. In graded readers, new vocabulary and grammatical structures are repeated and recycled for learners so that they become familiar with them. Thus, as learners continue to read, their ability to understand is promoted, and they are encouraged to read more. Learners have an opportunity to improve their skills using graded readers, and graded readers contribute to vocabulary development Waring and Takaki (2003). Specifically, graded readers help learners with "gaining skills and fluency in reading, establishing previously learned vocabulary and grammar, learning new vocabulary and grammar" (Nation & Mingtzu, 1999). Reading graded readers also helps to motivate students to read and develop fluency in reading English, enhance and extend their grasp of vocabulary and grammatical structures, and offer the most accessible source to expose them to the English language (Wan-a-rom, 2012).

At least one graded reader book per week is the appropriate amount and a realistic target for learners at all proficiency levels (Day and Bamford, 2002). Indeed, books

written for beginners and low-intermediate learners are very short. Therefore, readers can benefit from reading extensively and establish good reading habits. The level of graded readers typically covers a range beginning at approximately 300-500 headwords (word families) to 2,000-3,000 headwords. According to Hill and Thomas's (1988) surveys, thousands of graded readers are available on the worldwide market, and graded readers appear in a large number of forms and series. Graded readers differ in their levels, the amount of vocabulary at each level, and the vocabulary lists on which they are based. As such, a graded reader creates a series of stepping stones for second language participants to improve their reading skills. They are designed to form a set of stages, consisting of a series of vocabulary and grammar levels, to control readability at each program level. A low proficiency learner would begin reading books at the lower level of the scheme, and when reading at that level was comfortable, would move on to books at the next levels.

2.6 Roles of ER in English language skills

In this section, the effects of ER on reading rate, comprehension, vocabulary gains, and improvements in writing, motivation, attitude, and grammar will be discussed.

McLean and Rouault (2017) investigated the effect of ER versus grammar-translation on improving reading rates for first-year Japanese university students over an academic year. This study involved 50 participants and found that the ER group achieved greater reading rates than the grammar-translation group. The data revealed that ER has positive to reading rate. Similarly,

Hagley (2017) showed a statistically significant increase in students' favorable view of English after an ER course in a cohort of 600 engineering students at a Japanese university. Students were positive about the program and reported that ER was beneficial to their English study.The data showed that students have positive attitude toward ER.

Park (2016) analyzed the impact of ER on L2 university students' writing, particularly in the EAP writing classroom over 16 weeks. All students were enrolled for the in-sessional intermediate writing course at a US university, and almost all of them came from Asia. Fifty-six participants were split equally into two groups: the ER-oriented writing class and the traditional writing class. The only difference during class time

was that the ER group spent 15 minutes in each class on silent reading plus five minutes of discussion. The traditional group did free-writing for 20 minutes. In terms of homework, participants in the ER class were required to continue the ER and do a short writing activity based on their reading. In contrast, participants in the traditional class were assigned textbook-based homework. The ER class holistic post-test score was better than that for the traditional class, and the ER class did better than the traditional class in all five sub-skills of writing: content, organization, vocabulary language use, and mechanics. The ER program helps the students' writing skill.

Another study examined the effect of ER on EFL learners' writing abilities in Taiwan and involved 211 third-year undergraduate students (Mermelstein, 2015). The students were divided into two groups: the ER group and the control group. A reading level test was conducted for all students to determine the graded reader's level that would be most appropriate for them to understand at least 95% of the vocabulary in the books. During class time, the ER group spent between 15 and 20 minutes per week on silent reading while the control group used the 15-20 minutes on pair work or group work in class. In terms of homework, participants in the ER group were required to continue reading and record their daily reading on a record sheet. In contrast, participants in the control group were given cloze passages and intensive reading worksheets as homework. Participants' writing ability was analyzed by comparing the pre-test and post-test writing scores. The topic for both tests was similar. The results revealed that both groups achieved significant gains on all of the subscales of writing measured, including content, organization, vocabulary, language use, mechanics, and fluency. However, the ER group made more improvements than the control group in all six categories, including outperforming.

Together, these studies illustrate that a short amount of in-class time spent on ER each week, accompanied with low-stress ER homework, can have huge impacts on all sub-skills of writing compared to control groups that did not engage in ER. The learners' writing abilities of the ER group made improvements.

Lee, Schallert, and Kim (2015) conducted a study on 124 Korean middle school EFL learners (13-14 years old) for one year to determine the effects of ER and grammar-translation method on the grammatical knowledge and attitudes of the students.

Grammatical knowledge was measured via a general grammar knowledge test and a test that dealt solely with prepositions and articles. The ER group consisted of 75 students, while the grammar-translation group had 49 students. The only difference between these two groups was that for one lesson a week, the ER group had 45 minutes of reading using English graded readers in the school library while the translation group translated a short English passage into Korean and went over challenging vocabulary or sentence structures with the teacher. The ER group also wrote short summaries in Korean about the book they had read. Overall, both groups showed significant improvement in general grammar knowledge. For the ER group, the high and middle proficiency students showed significant improvements in both grammar knowledge and usage of articles and prepositions, with the high proficiency group obtaining more significant improvement than the intermediate proficiency group. By contrast, for the grammar-translation group, only the intermediate proficiency students improved significantly on both grammar measures. Thus, this study showed that ER was more to beneficial grammar improvement than the grammar-translation method.

Similarly, Al-Nafisah (2015) conducted a study on the effect of an ER program on the reading comprehension of Saudi EFL university students. Students were assigned to an experimental and a control group. Pre-test and post-test were collected within three months. The findings of the study showed that the experimental group outperformed the control group in reading comprehension achievement.

In Iran, Khansir and Dehghani (2015) carried out a similar study as Lee et al. (2015) to examine the effect of ER versus grammar-translation on male high school students' (15-16 years old) mastery of grammar. It was found that participants in the ER group outperformed in the tense, objective pronouns, adverbs of frequencies, and determiners. The ER group scored higher in all four components than the control group, which demonstrates that learning grammar through the ER is more effective than learning grammar via the traditional grammar-translation approach.

Tien (2015) carried out a university-wide ER program in a Taiwanese university involving 5711 non-English majors (93 classes). The results showed that students generally have positive perceptions of the ER program. Specifically, students from the

College of Management had the most positive attitudes toward ER compared to students from all the other colleges, and their English proficiency had no significant difference in their engagement in ER. Overall, many students agreed that ER is a productive method of learning English, and it helps develop a reading habit.

Huffman (2014) investigated the effect of ER versus intensive reading (IR) on the reading fluency improvement of 66 first-year students in a Japanese nursing college over a 15-week semester. Higher reading rate gains were found for the ER group compared to the IR group. The comprehension score changes for both groups between pre-test and post-test were not significant, indicating that ER leads to reading fluency gains without sacrificing comprehension. A similar study conducted on 171 Korean university students and found that the ER group achieved a significant reading rate and a relatively small gain in reading comprehension compared to an IR group (Suk, 2016).

Belgar and Hunt (2014) investigated the effects of the type of text (simplified or unsimplified) and level of text (above or below students' vocabulary knowledge) in 76 first-year students in a Japanese college over one academic year. It was shown that for students with lower intermediate English proficiency, reading lower level simplified texts was more beneficial for fluency development as compared to reading higher-level simplified texts or unsimplified texts. This study provides support for the claim that easy texts are optimal for reading fluency development.

ER also improves knowledge of spelling, meaning, and grammatical characteristics (Pigada and Schmitt, 2006). Moreover, the acquisition of spelling did not require many encounters, but the improvement of the knowledge of meaning required encountering the target words at least ten times.

Sheu (2003) conducted a study to examine the effects of ER on reading achievements and attitudes in EFL Taiwanese grade 8 students over a year. The results showed that the ER group significantly increased from pre-test to post-test in comprehension and attitudes to reading, but the control group did not. The finding also indicated that the learners' attitude to reading and the ER program was positive.

Finally, Bell (2001) conducted a two-semester study with 26 young adult government employees in the Yemen Arab Republic. The study measured both reading rate and comprehension in two groups: an intensive reading group (n = 12) and a large reading group (n = 14). The participants in the intensive reading group read short passages and completed activities focused on grammar, vocabulary and rhetorical patterns in the passages. The ER group read graded readers and engaged in several ER activities. The results revealed that the ER group showed significant improvements in reading comprehension and reading rate. However, despite the positive impact of ER on reading comprehension and reading rate, the study has clear limitations. First, the amount of reading done by the participants is not reported. It is also unclear whether the participants understood the texts while reading at their normal speed because the reading rate tests did not include reading comprehension questions.

2.7 Relationship between ER and vocabulary gains

ER provides a large vocabulary input for learners, which can lead to more incidental vocabulary learning and vocabulary growth. Suk (2016) investigated the impact of an ER approach over a 15-week semester on the reading comprehension, reading rate, and vocabulary acquisition of Korean university students studying English as a foreign language. A quasi-experimental research design was employed using four intact classes: two controls (n = 88) and two experimental (n = 83). The control classes received 100-minute intensive reading instruction per week, whereas the experimental classes received equivalent 70-minute intensive reading instruction and 30-minute ER instruction per week. A repeated-measures multivariate analysis of variance revealed that the experimental classes significantly outperformed the control classes on combining the three dependent variables. Subsequent analyses of variance confirmed the positive impacts of extensive reading on all three areas.

Similarly, Webb and Chang (2015) investigated the effect of ER with audio support on vocabulary learning 82 EFL participants in Taiwan (aged 15-16) for over 13 weeks. Ten levels one graded reader and three levels, two graded readers were selected with audio-recordings for the experiment. The experimental group did ER for all English lessons each week, which involved reading and listening to one graded reader in class. Meanwhile, the control group received form-focused instruction. After

class, there was no required homework. The results showed greater average gains for the ER group in the post-test compared to the control group.

Alahirsh (2014) also conducted another study based on the methodology used in Horst (2005) in an attempt to overcome some shortcomings found in her study. For example, pre-test and post-tests were created using words that truly appear in the books read by the subjects, unlike Horst (2005), who planned the pre-test using vocabulary from all the books that were available to the participants, some of which remained unread by the participants. A total of 80 adult Libyans participated in the study and were equally assigned to the control and the experimental groups. Forty different novels were available to the participants to read in the university library, but participants were not allowed to take the books home. Students were not informed that they would be tested after the treatment, nor were they allowed to use dictionaries, as both might "invoke the process of intentional learning of vocabulary" (Alahirsh, 2014, p. 164). After a 9-week treatment, only 18 participants in each group were able to finish the experiment. However, the scores show significant vocabulary growth in the experimental group compared to the control group, indicating that ER resulted in a significant incidental vocabulary gain.

Al-Homoud and Schmitt (2009) also found significant vocabulary growth in groups subjected to IR and ER, as indicated by participants'scores on the Vocabulary Levels Test (VLT). The test originally measures vocabulary knowledge from five frequency levels: 2,000, 3,000, 5,000, the Academic Word List, and 10,000-word bands. However, a modified version was used that measures the vocabulary knowledge of only three frequency levels (2,000, 3,000, and the Academic Word List). The rationale was to make the test plausible for their participants who were low-level learners. Al-Homoud and Schmitt (2009) estimated the number of words learned per day from each frequency level as follows for the IR and ER groups, respectively: 5.57 and 6.57 words from the 2,000 level, 2 and 2.03 words from the 3,000 level, and 0.46 and 0.62 words from the Academic word list.

In conclusion, these studies demonstrate the effectiveness of ER support in increasing participants' receptive knowledge of words and that ER helps learners in vocabulary learning.

2.8 Related studies on ER

    2.8.1 Related studies in global contexts

In Malaysia,Ruhil Amal, et al., (2019) investigated the ER approach using Graded Readers among university students enrolled in various compulsory English courses during a 14-week academic calendar. The ER approach was conducted to supplement learning through various in-class projects. Data was collected through pre- and post-tests, progress tests, and extensive reading tests obtained through Edinburgh Project in ER. The results indicated no significant difference among control and experimental groups for pre-tests, post-tests, and ER tests.

In the kingdom of Saudi Arabia, Salmeh (2017) investigated the effect of ER on EFL learners' reading attitudes. The study sample consisted of 70 undergraduate participants studying English as a foreign language. Three attitudinal values were measured, Affective, Cognitive, and Behavioral. It was using a 20-item adopted questionnaire scored on a five-point Likert scale. The results indicated that even though the majority of the EFL learners did not like reading in English at the beginning of the semester, most responded positively towards extensive reading after fifteen weeks of extensive reading implementation inside and outside the class. Further studies and applications were recommended to examine how long the effect of ER continues taking into consideration the educational context and the learners' preferences. It was also recommended that ER should be implemented under the careful observation of the learners by teachers to promote the best results of extensive reading.

Jeon and Day (2016) investigated the impact of ER on reading proficiency using a global meta-analysis. This study gathered 71 unique samples from 49 primary studies published from 1980 to 2014, involving 5,919 participants. Effect sizes were generated separately according to two different study designs: experimental-versus control contrasts and pre-to-post-test contrasts. A small to medium effect was found in both study designs. Moderator analysis showed a growing interest in ER in the field over the last 30 years. Also, a higher effect was found in adults than in the children and adolescents group. English as a foreign language (EFL) settings showed a higher effect than English as a second language (ESL) settings, and web-based stories had a

higher effect than paper books. Finally, ER as a part of the curriculum showed the highest mean effect among ER types.

In Japan, Nakanishi (2015) reported that ER has a substantial effect on reading rates (Cohen's d = 0.98) and a medium effect on reading comprehension (Cohen's d = 0.63) for group contrasts using pre-and posttests. Concerning vocabulary, the effect size for pre-post contrasts is small (Cohen's d = 0.18). However, this result needs to be interpreted with caution. First, the link between vocabulary acquisition and ER is questionable because the confidence interval in the results included zero. Second, vocabulary improvement outcomes may be impacted by the type of vocabulary gain measure used. In the meta-analysis, Nakanishi reported that the most frequently used type of vocabulary test was standardized L2 vocabulary tests. Because the Vocabulary Levels Test, for example, only minimally samples high-frequency vocabulary bands, the test may not include vocabulary items from materials that students have read during ER, and no significant difference between groups would seem to be an expected result. More densely sampled vocabulary measures are needed, especially ones with many high-frequency vocabulary items, to generate a useful and relevant measure of gains made through reading input. Third, among 34 studies measuring rate, comprehension, and vocabulary gains that were included in his meta-analysis, 16 did not include control groups. Without control groups, it is hard to assert whether the ER treatment itself had any effect.

More studies in Japan, Yamashita (2013) examined the effects of extensive reading on reading attitudes in a foreign language. Participants were 61 undergraduates learning English as a foreign language at a Japanese university. Five attitudinal variables were measured using a 22-item questionnaire scored on a Likert scale in the categories of comfort, anxiety, intellectual value, practical value, and linguistic value. After removing the linguistic value from a ceiling effect, the result showed increases in comfort and intellectual value and decreased anxiety, with no effect on practical value.

In another EFL study, Takase and Otsuki (2012) found positive effects of ER on learners in EFL contexts. This study involved 81 non-English major EFL university students who had failed their previous English courses. They participated in extensive

reading for approximately three months, during which students were also involved in Sustained Silent Reading in class. Over the course, many of the participants read over 100 books, which led them to gain self-confidence and a feeling of self-efficacy. The post-questionnaires showed participants built a positive attitude towards extensive reading and motivation to learn English. It was suggested that students experienced implicit learning by reading an abundance of easy books with complete storylines, rather than excerpt-like passages that are frequently used in school textbooks (Takase and Otsuki, 2012). The Edinburgh Project on Extensive Reading Placement/Progress was administered as a pre-test and post-test to examine participants' English ability, and the results showed improvements in the participants' English ability after three months. Thus, ER not only effectively develops English proficiency but also fosters joy and pleasure to read in the target language.

Furthermore, In Japan, Nakanishi and Ueda (2011) investigated the effects of shadowing activities on extensive reading, especially on text comprehension. Shadowing involves a listening process in which the learner tracks the target speech and repeats it immediately as precisely as possible. The study included two groups of students: one group engaged solely in extensive reading, whereas the other group combined shadowing with ER. The results showed that the group of students participating in ER with shadowing read more words and had substantial improvement in comprehension scores on their post-test. It was concluded that when extensive reading is combined with shadowing, it improves the learners' reading comprehension, listening, and speaking. Therefore, it may be as effective as conventional teaching methods in classrooms. In addition, they suggested that students were able to familiarize themselves with the English phonological system, and this helped them feel a sense of achievement by being able to produce the right sounds.

Again in Saudi Arabia, Al-Homoudb and Schmitt (2009) investigated the effectiveness of ER on L2 reading abilities in 70 male EFL university students in a 10-week course. The intensive reading group (n = 23) were given quizzes and were taught new words and reading strategies. In contrast, the students in the ER group (n = 47) were given time for the silent reading of a self-selected graded reader and were

taught reading and vocabulary learning strategies. The ER group showed significantly larger improvements in their reading rate (a mean gain of 33.49 words per minute than the intensive reading group students (a mean gain of 26.13 WPM). Both groups showed improvements in reading comprehension; however, there was no significant difference between the groups. Although the findings support the claim that reading fluency can be developed with ER, comprehension questions should have followed the reading rate measures to validate whether the students actually read the passages at their normal speed with good comprehension. Also, the authors did not report data on the amount of reading done by the students in the large reading group, although they tried to estimate the reading amount.

In the United states, Cho and Krashen (1994) conducted a free reading experiment on four foreign female learners. The students were asked to choose some novels from a popular series written for young readers. They were not informed about the vocabulary post-test to allow incidental vocabulary learning. However, they were instructed to underline the new words they encounter while reading. The results indicated that learners significantly improved their vocabulary knowledge. According to the post-test scores, the participants' knowledge of the target words in the novels varied from 56 to 80%. However, one cannot rule out the probability that some of the target words were learned from other sources since they live in a native English-speaking country.

In conclusion, there is a significant body of evidence suggesting that extensive reading helps develop EFL learners' reading comprehension by improving their reading proficiency.

2.8.2 Related studies in Thai EFL contexts

Several ER studies have been done in the context of Thai EFL tertiary students. Recently, Porkaew and Fongpaiboon (2018) measured participants' attitudes towards comfort, anxiety, intellectual value, practical value, and linguistic value before and after a 15-week ER course. Sixty-eight undergraduate students were asked to complete the 5-point Likert scale questionnaire of 23 items. A semi-structured interview was also employed. The results revealed that students had positive feelings toward ER, such that ER significantly increased their comfort and decreased their

anxiety. However, ER's practical value might bring advantages to students' study or future career was lower in the post-test. There was also no significant difference between the pretest and posttest in their beliefs about English language study benefits. Qualitative data from the semi-structured interviews showed that students were satisfied with their reading section. Altogether, the findings suggested that using the ER approach in English as a foreign language (EFL) classes increase students' positive attitudes, decrease negative attitudes towards reading, and develops good reading habits through reading engagement.

In another study, Laoarun (2013) examined the effects of the ER program using tales on attitude and motivation toward reading English in undergraduate students at Nakhonpathom Rajabhat University. Pre and post-test surveys were used to collect information and compare the changing of attitude and motivation of the students. The results show that extensive reading programs using tale books had a positive effect on undergraduate students ' attitudes and motivation in reading English.

Channuan (2012) investigated learner autonomy and English reading ability in an ER program. The participants were 37 undergraduate students who were enrolled in the reading academic - English course. Data was collected using the general English Reading ability pre- and post-test and the Learner Autonomy Training Strategies Questionnaires. Qualitative data were obtained from Bookworm's Diary, a teacher's observation checklist, and an interview after the ten-week treatment. The test scores showed that students' English reading ability was significantly improved. Moreover, the results indicate that students frequently used the cognitive and metacognitive strategies when reading extensively, and their positive attitudes toward both reading and learner autonomy also increased. Based on the finding, it could be concluded that the ER could enhance the reading ability and promote learner autonomy.

Wan-a-rom (2012) examined how EFL learners of English reacted to graded readers in terms of reading strategy use, comprehension, speed, attitude, and motivation. Eighty Thai high school students were placed into their reading level of graded readers, based on the scores gained from the graded reading-vocabulary size test. Through observations, semi-structured interviews, book journals, and post-reading questionnaires, it was found that both male and female participants increase the use of

strategies. When moving through other graded readers at the same level, the number of strategies utilized was significantly different, and the reading decreased. This suggests that comprehension, attitude, and motivation were positively affected.

Tamrackitkun (2010) investigated reading comprehension, reading fluency, and attitudes of Thai university EFL students after exposure to ER. Multiple measurements were used to assess comprehension with three narrative texts, written recall protocol, and translation tests, multiple-choice questions with twelve texts in timed reading to assess reading fluency, a survey questionnaire, and an in-depth interview data on attitudes towards ER. The findings suggest positive effects of ER on the learners' reading comprehension and provide conclusive evidence of reading fluency improvement and a positive attitude towards ER. Implications drawn from the findings suggest that in order to maximize the benefits of ER, an adjustment of procedures is essential before the integration with language courses in Thai and other similar contexts.

Pratontep (2007) examined 76 Thai undergraduate students' self-regulated learning strategies and their English reading comprehension in a 10-week ER program. The participants were divided into two groups of 38 each; group one was taught regular ER instruction and the other group with regular ER instruction, plus self-regulated learning strategies. The results from the English reading comprehension posttest mean scores showed no significant difference between the two groups. Both groups used "all three categories of self-regulation – metacognitive regulation, performance regulation, and learning environment regulation."

Wisaijorn (2007) investigated the effects of ER on proficiency in and attitudes toward reading English of Thai university students. Fifty-one final year students at a Thai regional university completed a 15-week project in which they engaged in ER, completed a pre- and post-test of reading ability, and a pre- and post-questionnaire about attitudes, and maintained journals recording their completed readings and mid- and post-project evaluations. Results of the pre- and post-test of reading ability in English showed little change in the performances of the more able students. Still, students who performed at a lower level in the pre-test improved considerably. Results of the pre- and post-questionnaire and evaluations showed an overall positive

development of attitudes to reading in English. The study indicates that Thai students' proficiency in reading English, especially those whose proficiency is not highly developed, and the attitudes to reading English can be improved by engaging in the ER.

Tutwisoot (2003) examined whether ER could develop reading comprehension and influence students' attitudes. Fifteen secondary students from the science and mathematics program at Assumption College Nakhon Ratchasima participated in the study. The research tools used in this study were a reading comprehension test, a Daily Reading Form, a Book Report Form, an Observation Form, and a questionnaire. Participants who took the ER program obtained significantly higher post-test scores than a control group. This indicates that the ER program helped to develop the students reading comprehension skills. In addition, the ER group was able to read independently for information and pleasure. The questionnaire's outcomes showed that the participants were satisfied with the organization of the ER program and the materials provided.

2.9 Summary of this chapter

Numerous studies on ER show that this approach has a wide range of learning benefits.ER can help develop reading abilities, reading speed, reading comprehension, and not only helps students to increase their vocabulary knowledge but also enhances positive attitudes toward reading.ER also leads to improvements in grammar knowledge. To achieve these beneficial effects of ER learners should be reading at the appropriate level. As such, effective measures, such as graded readers, should be used to assess a learner's language knowledge.

The next chapter will describe the participants and settings, research instruments, data collection procedures, and data analysis. A review of relevant previous studies relating to vocabulary knowledge scale testing and questionnaires will help identify the approaches that will fulfill the main study's aim, which is to develop in an ER program.

CHAPTER III

RESEARCH METHODS

This chapter outlines the research methodology for the study. This study aims to enhance reading ability using an extensive reading (ER) approach, focusing on reading comprehension and vocabulary acquisition, and assessing the students' overall attitude toward the extensive reading approach.

3.1 Participants and setting

The participants in this study included 20 voluntarily students, both male and female, of Thai Primary opportunity extended school EFL learners in northeastern Thailand. All participants were aged between 10-12 years old. The mother language of the participants is Thai, and no participant had stayed in an English speaking country. Participants had learned the English language around grade 1 and were familiar with the English alphabet, and had a small English vocabulary. That is, their English proficiency is at a beginning level.

3.2 Research instruments

Three research instruments used to assess the extent to which the ER approach influences students' vocabulary knowledge, reading comprehension, reading strategies, and student's attitude towards reading. These instruments included a reading attitude questionnaire, reading report, and vocabulary knowledge scale test.

3.2.1 Reading attitude questionnaire

Before and after reading a graded reader, each participant asked to complete a questionnaire. The questionnaire was adapted from Yamashita (2013). The addition of item 20 was also validated content based on the Index of Item-Objective Congruence (IOC), and all five experts agreed that this item measures the test. Each item was rated on a 3-point scale, +1=congruent, 0=not sure and -1=Incongruent. The reading attitude questionnaire used in this current study consisted of 20 items that examined participants' attitudes. The participants had to fill out this 5-point Likert scale ranging from 1=strongly disagree to 5=strongly agree, which contain the same questions and have the same format twice in the first week as a pretest of their reading attitude and the last week as a posttest inform their attitude change towards reading to answer the

question number 3.Th reading attitude questionnaire was translated into Thai by researcher and cross-checked by experts in the field of EFL translation.

3.2.2 Reading report

The participants were also asked to write in Thai on a diary after finishing a reading session. A diary allows readers to document how they feel about the characters, and the readers may gain insights about the theme and plot, this can expand the reader's overall enjoyment of the literature. In the current study, reading report used as (1) a record of the word (s) the readers might encounter, or thoughts are unknown to them when reading, (2) a summary chart of the story as understood by the reader, and (3) a reflection paper of how the readers feel about what they read and how they coped with the text when a full understanding of the text is enhanced. Before the participants fill out the reading report, the researcher informs the participants that they can choose one or more strategies. The researcher also provides the participants with a Thai explanation of the strategies. For the reading comprehension, the summary details were converted to reading comprehension scores. The scoring rubric of reading comprehension used in the study adapted from International Reading Association (ILA) and National Council for Teachers of English (NCTE) as following:

No.	Criteria	Score
1.	Briefly states main idea and significant details in own words and includes important details.	5
2.	Briefly states main idea and significant details in own words with some exact language from the text and includes important details	4
3.	Clearly states the main idea of the text and includes important details but some might be missing	3
4.	The main idea of the text is present and Includes some relevant details	2
5.	The main idea of the text is not present but contains irrelevant details	1
6.	No response is given or response given does not relate to the text	0

3.2.3 Vocabulary knowledge scale test

A receptive vocabulary size test was used to measure the participant's vocabulary knowledge before and after the ER period. The vocabulary knowledge scale (VKS) was used to measure vocabulary enhancement through ER (Sukying, 2017). The receptive vocabulary knowledge test is presented in a multiple-choice format to measure participants' vocabulary knowledge. The productive vocabulary knowledge test is presented in a gap-filling format to measure participants' depth of vocabulary knowledge. The productive vocabulary knowledge is administered first to avoid the possibility that participants might draw a connection between words on the receptive vocabulary knowledge test and spelling on the productive vocabulary knowledge test. Participants' answers on the receptive vocabulary knowledge test are scored as either incorrect or correct. Minor spelling mistakes on the productive vocabulary knowledge test are ignored if their meaning remained acceptably express. In addition, no points are subtracted in the case of an incorrect word being provided to complete a given sentence, as participants might have partial knowledge of the word, but be unable to provide the correct form of the word. Participants were asked to find target words suitable for each blank from a list of 60 target words. With one granted to a correct answer and 0 to a wrong answer. A partial point was granted for responses to a productive vocabulary knowledge test in context. For instance, if some participants made a minor mistake in using a target word, such as omission or addition of articles or plural(s), 0.5 points were given to them in this case. A vocabulary knowledge scale test was also developed based on Schmitt and Meara's (1997) study to measure a learner's growth of knowledge of given words during a relatively brief course of instruction. That is, this test captures significant stages of knowledge in word learning during a relatively short term of instruction. Specifically, the vocabulary knowledge scale test offers an alternative measure to assess aspects of word knowledge and the development of vocabulary learning among English learners. Vocabulary knowledge scale test is intended for measuring the progression in the development of vocabulary knowledge. Participants are tested self-evaluation on four levels of word knowledge. For instance, if a participant rated as unknown (A), it means that they don't remember having seen this word before. They rated it as B, it indicated that they have seen this

word before but I don't know what it means. They rated it as C, it confirmed that they understand the word when they see it in a sentence. The L2-L1 translation is needed in this item. For the last of the self-evaluation rating scale, they rated D, it means that they know the word and can use it in their own writing. Participants were asked to make a sentence on their own. The VKS also used after the completion of the program to establish the learner's overall vocabulary. Finally, these two scales were compared to determine if, and to what extent, the participants' vocabulary enhanced.

3.3 Word selection criteria

Laufer and Nation (2012) proposed the selection criteria for vocabulary consists of frequency, usefulness, and learnability/difficulty. In this current study, the frequency was used as a criterion for selecting the target words. Words with high frequency are more likely to provide a better return (Laufer, 2014; Nation, 2011, 2013b; Nation & Webb, 2011). High-frequency words in a general sense are words that frequently appear in all kinds of spoken and written texts, regardless of the specific contexts (Nation, 2013). Without knowledge of and fluent access to these words, learners will suffer in their L2 comprehension and production (Nation, 2013a, 2016). Therefore, words with high frequency ought to be prioritized in teaching and learning, especially for lower-level learners (Laufer, 2014; Nation, 2011, 2013a, 2013b; Nation & Webb, 2011). Lists of high-frequency words, such as the General Service List of English Words (West, 1953), have been constructed with this purpose in mind. Although some specialized words have low-frequency counts overall, they can be highly frequent in a certain field and very useful for communication within that field (Nation, 2013, 2016). The criteria for selecting the target words for the current study are:

1. The target words are selected from graded readers.
2. All the target words must appear in all graded readers selected for the current study.
3. The list of the target words is piloted with a different group of participants with a similar background of English proficiency
4. The target words participants in the pilot study rated known excluded from the target words.
5. The final list of target words was used in the vocabulary knowledge scale test to measure participants' vocabulary knowledge

3.4 Reading materials

Graded Readers

In the extensive reading program, materials used should be in terms of various interesting activities to motivate students. When considering how to choose books, Nuttall (2000) states that the books offered to develop the reading habit must be enjoyable and also suggests that the acronym SAVE to summarize the four main criteria for choosing material:

S: Short; the length of the book must not be intimidating. Elementary students, and anyone undertaking extensive reading for the first time, need short books that they can finish quickly, to avoid bored or discouraged.

A: Appealing; the books must genuinely appeal to the intended readers. It helps if they look attractive, are well printed and have illustrations – more pictures and bigger print for elementary students.

V: Varied; there must be a wide choice suiting the various needs of the readers in terms of content, language and intellectual maturity.

E: Easy; the level must be easier than that of the current target language coursebook. In this study, the ER was conducted, and graded readers were used as reading material. Throughout the study, the participants were asked to read books selected from the Oxford reading tree because each book is carefully structured to include many high-frequency words vital for first reading. The sentences on each page are supported closely by pictures to help understand and offer lively details to talk about the story. The participants were asked to select books according to their level, which they were assigned based on their test scores. Day and Bamford (2002) suggest that at least one graded reader book per week is appropriate and a realistic target for learners at all proficiency levels. Over the ten-week experiment, the learners are requested to read ten short stories. All books have 200 headwords, and their difficulty level is the starter to level 1. The language used in each reader is either British English or American English. This is determined by a pilot test of some stories with a similar group of students.

3.5 Data collection procedure

The vocabulary test was administered before the experiment. The questionnaire was also given to all participants to explore their attitudes toward the ER. During the

extensive reading program, all participants were requested to write a summary of the graded reader they had read. The participants were also asked to take some notes, write reading strategies used to gain reading comprehension of the graded readers. After the end of the extensive reading program, all participants were again given the vocabulary test to see if there was any vocabulary gain among the extensive reading program. Finally, the post questionnaire was administered.

3.6 The procedure for implementing the extensive reading program

The steps in the extensive reading program are as follows:

1. Before the program, students did the pretest of vocabulary knowledge and the reading attitude questionnaire. Next, the researcher provided a wide range of books available in a variety of genres to support students' interest. There are 60 different books provided in a classroom corner. The books are from Oxford reading tree which provide simplified version of famous stories in the form of graded reader. The books are in 200 headwords. The books name as below;

The snow man	An important case	The balloon
The birthday candle	The rope swing	A cat in the tree
The egg hunt	Dad's jacket	By the stream
The cold day	Look smart	The carnival
At the sea side	Nobody wanted to play	The dragon dance
Floppy and the puppets	Monkeys on the car	The den
Book week	The barbecue	Stuck in the mud
Kipper's idea	On the sand	The good luck stone
Poor old mum	Road burner	The storm
A walk in the sun	Mister haggis	The ice rink
Everyone got wet	The enormous picture	Good dog
Swap	The seal pup	The ice cream
Helicopters rescue	Finger snapper	The dream
Kid rocket	Sniff	Hide and seek
Kipper the clown	Green sheets	Reds and blues
Tug of war	The jumble sale	Big feet

Look at me	Getting up	The lost teddy
Go away floppy	The hair cut	A new day
Kipper's dairy	The library	New trainers
At school	Look out	The toy party

2. At the beginning of the program, students were informed the objectives of this study and the procedure of the ten-week extensive reading program. Since the book length is not very long and students will possibly finish each book in one week. The students are supposed to read at least 10 books during the program.

3. Students chose any books they wanted to read by themselves. In extensive reading approach, students read books of their interests and those books are level appropriated with their language proficiency. When they read more books, they will encounter many new words, which they are not familiar with.

4. Students can begin reading in their free time at school, but no need to finish at school depends on their reading pace. Then they can continue their reading at home.

5. After finishing each book, the students filled in the reading report form. Next, the researcher checked the reading report every week to regularly monitor on students' progress toward their reading goals. The students were encouraged to read books on their own for ten weeks by avoiding using dictionary or they can use a dictionary only when necessary. Then students needed to fill in the reading report form after they had finished each book.

6. Every week, the researcher met with all students for 30 minutes during the class free time. Each student told how they feel about the story they read and talked about their reading problems. Shared ideas gave some advices and gave some money, bread and jam, milk or soft-drinks and encouraged the students to read.

7. At the end of the program, students did the posttest of vocabulary knowledge and attitude questionnaires toward extensive reading.

3.7 Data Analysis

This current study applied a mixed-research research which abtained both quatitative and qualitative data from the three research instruments. The data were analyzed to answer the three research questions as summarized as seen on page 42.

Research questions	Instruments	Distribution	Data analysis
1. To what extent do Thai primary school students gain receptive and productive vocabulary knowledge after reading graded readers?	Vocabulary knowledge test	Week 1 and 10	- Means - Standard deviation - Pair samples t-test
2.How do Thai primary school learners read graded readers of their appropriate reading levels in terms of reading strategies and comprehension?	Reading report	Throughout the ten week	- Coding and thematic categories - Scoring rubrics (1-5 for reading comprehension
3.What are Thai primary school learners'attitude toward graded readers?	Reading attitude questionnaire and reading report	Week 1 and 10	- Means -Standard deviation -Pair samples t-test

3.8 Summary of the current study

Stage 1: Study the main theory underlying extensive reading; identify the related literature to   determine the theoretical framework
Stage 2: Design the instructional process
Stage 3: Design the assessment plan: pre-test
        and post-test vocabulary knowledge
Stage 4: Design the reading report
Stage 5: Design the questionnaires
Stage 6: Check for reliability and validity of instruments
Stage 7: Prepare for the experiment
        7.1 Determine the research design
        7.2 Specify the participants (20 persons)
Stage 8: Prepare the research instruments
        8.1 Research instruments

Step 1
Studying and preparation research instruments

Step 2
Implementation and evaluation of the research

Stage 1: Data collection
        1.1 Administer the pre-test of VKS
        1.2 Administer the pre-questionnaire
        1.2 Implement the instruction (10 weeks)
        1.3 Administer the post-test of VKS
        1.4 Administer the post-questionnaire
        1.5 Collect the reading report
Stage 2: Data analysis
        2.1 Pre and Post-questionnaire
            - Statistics
        2.2 Students' reading report
            - (Coding and thematic analysis/scoring rubrics)
        2.3 Comparison of pre and post-test of

Figure 8: Outline of research procedure for the current study

CHAPTER IV

RESULTS

This chapter describes the results of the study and includes three sections. The first section presents the findings in relation to vocabulary knowledge among Thai primary school children. Both quantitative and qualitative results are reported. The second section reports on primary school students' reading strategies and comprehension when reading graded readers. Finally, the study presents Thai primary school students' attitudes toward graded readers.

4.1 Vocabulary knowledge scale test results

Table 1 presents the primary school students' performance on receptive and productive vocabulary knowledge tests. The mean score on the pre-test was 1.64 (41.06%) while the mean post-test score was 2.53 (63.40). A paired t-test revealed that this difference was significant at the 0.05 level ($t = 7.09$), indicating that the students had developed their vocabulary knowledge.

Table 1Descriptive statistics of vocabulary knowledge scale test

Vocabulary knowledge scale test	Pre-test			Post-test			*t*-value	*p*-value
	Mean	%	S.D.	Mean	%	S.D		
Vocabulary knowledge	1.64	41.06	0.38	2.53	63.40	0.20	7.09	0.000

*Significant at the 0.05 level (p<0.05)

Table 2 shows the vocabulary knowledge scale (VKS) test results, indicating the number of students who rated the word as A, B, C or D. Words rated as A indicate that students do not remember having seen this word before (A), while words rated as B indicate that students have partial knowledge of that word. That is, they have seen the word before, but they are not sure of the meaning. Words rated as C indicate that students are familiar with the word and can also identify its meaning. Finally, words rated as D mean that students have mastery of the word and can use it correctly in a sentence.

Table 2 the results of participants' self-report on vocabulary knowledge scale test

Self-rated Words	A		B		C		D	
	Pretest	Posttest	Pretest	Posttest	Pretest	Posttest	Pretest	Posttest
Said	11	0	6	6	3	14	0	0
Be	6	0	12	12	2	8	0	0
Goes	10	0	9	10	1	10	0	0
Helped	11	0	9	10	0	10	0	0
Looking	10	0	7	8	3	12	0	0
Came	6	0	13	14	1	6	0	0
Took	10	0	8	9	2	11	0	0
Have	7	0	7	7	6	13	0	0
Play	8	0	4	4	8	16	0	0
See	4	0	14	14	2	6	0	0
Like	6	0	6	6	8	14	0	0
Wanted	10	0	9	9	1	11	0	0
Call	8	0	12	12	0	8	0	0
Shouted	9	0	11	12	0	8	0	0
Get	11	0	7	7	2	13	0	0
Laugh	12	0	8	8	0	12	0	0
Jumping	10	0	10	9	0	11	0	0
Make	10	0	8	7	2	13	0	0
Blew	10	0	10	9	0	11	0	0
Won	12	0	8	7	0	13	0	0
Forgot	9	0	10	9	1	11	0	0
Drink	11	0	9	7	0	13	0	0
Asking	10	0	9	7	1	13	0	0
Barked	7	0	11	9	2	11	0	0
Washing	11	0	9	7	0	13	0	0
Sit	7	0	9	8	4	12	0	0
Walked	9	0	11	10	0	10	0	0
Thinking	11	0	9	10	0	10	0	0
Children	9	0	9	8	2	12	0	0
Home	8	0	8	9	4	11	0	0
Man	9	0	4	5	7	15	0	0
Cars	11	0	9	11	0	9	0	0
Mum	9	0	9	11	2	9	0	0
Park	10	0	5	7	5	13	0	0
Book	6	0	8	9	6	11	0	0
Time	9	0	10	12	1	8	0	0
Mess	7	0	13	15	0	5	0	0

Self-rated Words	A		B		C		D	
	Pretest	Posttest	Pretest	Posttest	Pretest	Posttest	Pretest	Posttest
People	8	0	9	9	3	11	0	0
Wall	7	0	13	14	0	6	0	0
School	9	0	10	9	1	11	0	0
Song	6	0	13	12	1	8	0	0
Pond	11	0	9	9	0	11	0	0
Water	10	0	10	9	0	11	0	0
Boat	10	0	10	9	0	11	0	0
Idea	12	0	7	6	1	14	0	0
Party	9	0	10	9	1	11	0	0
Wind	10	0	10	10	0	10	0	0
Week	9	0	11	11	0	9	0	0
Sheep	11	0	9	10	0	10	0	0
Lions	9	0	11	11	0	9	0	0
Dragons	9	0	11	11	0	9	0	0
Coat	8	0	10	10	2	10	0	0
Trees	11	0	9	11	0	9	0	0
Shop	7	0	13	14	0	6	0	0
Dad	7	0	7	7	6	13	0	0
Green	9	0	6	7	5	13	0	0
Upset	7	0	12	13	1	7	0	0
Long	9	0	11	12	0	8	0	0
Old	8	0	3	4	9	16	0	0
Good	10	0	5	6	5	14	0	0
Total (1200)	**540**	**0**	**549**	**557**	**111**	**643**	**0**	**0**
Total %	**45.00**	**0**	**45.75**	**46.42**	**9.25**	**53.58**	**0**	**0**

These results showed that, initially, students were not familiar with many words given in the word list and only a few students were able to identify the meaning of the words (see Table 2). After the extensive reading (ER) was implemented, students appeared to gain more vocabulary knowledge. Indeed, many words that were previously unknown to the students became known and the students knew the meaning of many words, or were at least in the "I have seen this word before" category. The results showed that ER and reading activities helped students to enhance their vocabulary knowledge.

Table 3 shows examples of how ER enhanced vocabulary productivity. Several students could not write the meaning of any word before implementing the ER however, after the ER intervention, students could write the meaning of the words.

Table 3 Examples of participants' written meaning of target words

No.	Target words	Test	Examples of participants' written the meaning of target words
1	said	Pre-test	-
		Posttest	กล่าว, พูด
2	goes	Pre-test	-
		Posttest	ไป
3	looking	Pre-test	-
		Posttest	มองดู
4	play	Pre-test	เกมส์
		Posttest	เล่น
5	like	Pre-test	-
		Posttest	ชอบ
6	jumping	Pre-test	-
		Posttest	กระโดด
7	children	Pre-test	-
		Posttest	เด็กๆ
8	school	Pre-test	-
		Posttest	โรงเรียน
9	old	Pre-test	-
		Posttest	อายุ,เก่า
10	good	Pre-test	ลาก่อน
		Posttest	ดี

Overall, these results demonstrate that ER enhanced vocabulary knowledge. This is consistent with other empirical evidence that extensive reading can improve students' vocabulary knowledge.

4.2 Graded readers

The following section aimed to answer the Research Question 2: How do Thai primary school learners read graded readers that are appropriate to their reading level in terms of reading strategies and comprehension? A reading report was used to capture students' reading strategies and comprehension. Students monitored their learning by noting the reading strategies they used and summarizing what they have

read. The reading report was in Thai. Table 4 shows the types of reading strategies that students reported using.

Table 4 Students' reading strategies (n=20)

Reading strategies	Frequencies	Percentage
Look up words in the dictionary	199	99.50%
Guessing the meaning from context	164	82%
Ask someone for meaning	70	35%
Skip parts I don't understand	5	2.50%

As seen in Table 4, the most frequent theme or strategy in the participants' responses was to look up words in the dictionary (99.50%). The second most frequent strategy was guessing the meaning from the context (82%), followed by asking someone for the meaning (35%). The least frequently used strategy was to skip parts they don't understand (2.50%).

Table 5 shows the students' reading comprehension. Here, students were asked to summarize the story they have read for ten weeks to illustrate their comprehension of the story. These summaries were then converted to comprehension scores. Overall, the comprehension score was 830 from 1000 scores, with a comprehension rate of 80.67 (%). This indicates that the students understood the story that they chose to read during the ER intervention. Based on reading frequency, it appears that the most exciting book that students selected to read was The Egg Hunt. The least frequently read books were read on only two occasions throughout the ER period.
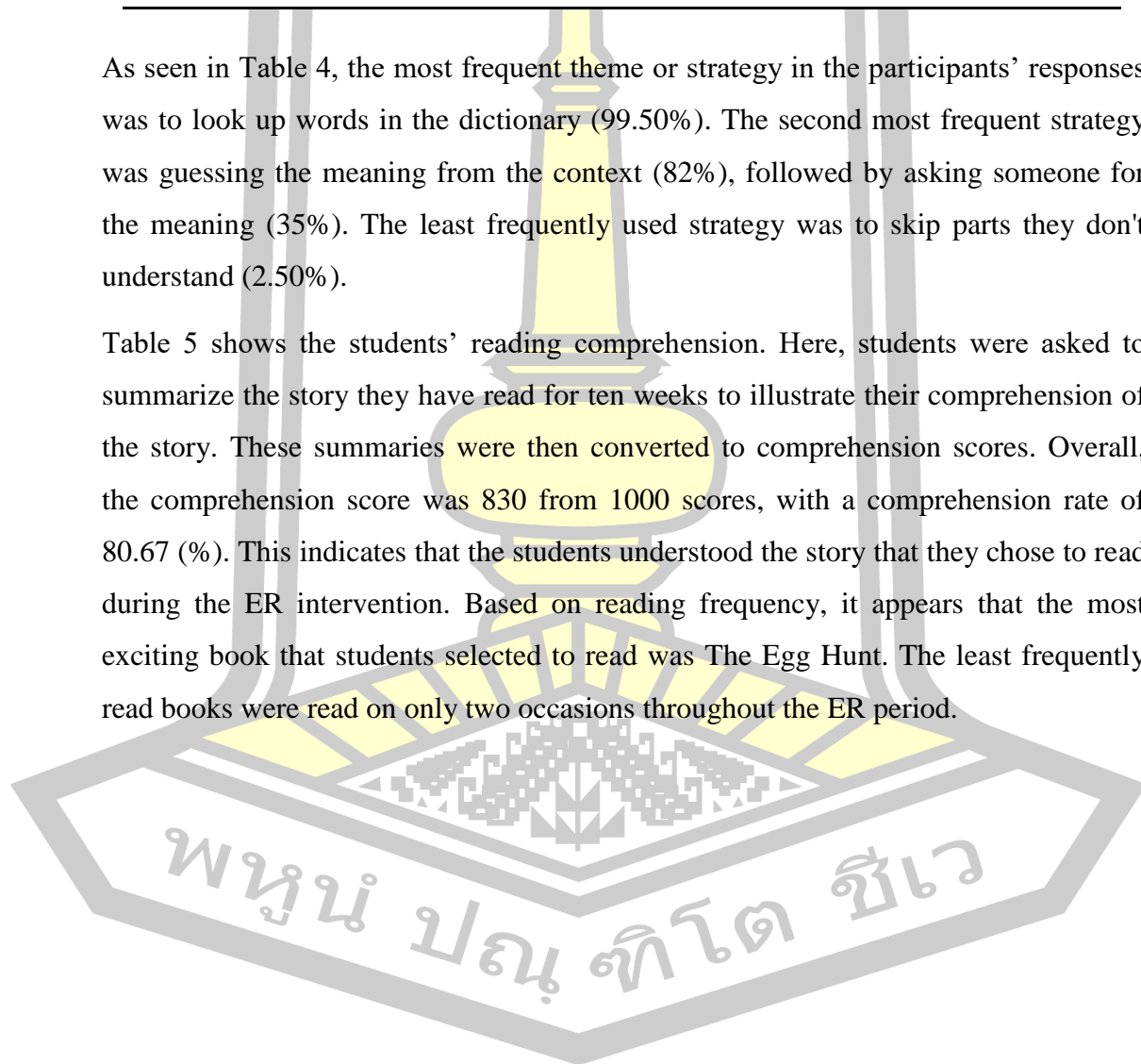
Table 5 Students' reading comprehension (n = 20)

No.	Topics	Reading frequency	Comprehension score	Comprehension rate (%)
1	The egg hunt	10	45/50	90.00
2	The cold day	9	42/45	93.33
3	At the seaside	9	40/45	88.89
4	On the sand	9	40/45	88.89
5	The snowman	8	35/40	87.50
6	The rope swing	8	32/40	80.00
7	The birthday candle	7	30/35	85.71
8	A cat in the tree	7	33/35	94.29
9	The good luck stone	7	30/35	85.71
10	Kipper's idea	6	25/30	83.33
11	Monkeys on the car	6	22/30	73.33
12	The barbecue	6	24/30	80.00
13	The carnival	6	21/30	70.00
14	Poor old mum	6	24/30	80.00
15	Floppy and the puppets	5	23/25	92.00
16	Book week	5	20/25	80.00
17	An important case	5	20/25	80.00
18	Dad's jacket	5	23/25	92.00
19	By the stream	5	22/25	88.00
20	The dragon dance	5	21/25	84.00
21	Everyone got wet	5	20/25	80.00
22	Kid rocket	5	23/25	92.00
23	Tug of war	5	21/25	84.00
24	The balloon	4	16/20	80.00
25	A walk in the sun	4	15/20	75.00
26	The den	3	12/15	80.00
27	Stuck in the mud	3	10/15	66.67
28	Helicopter rescue	3	12/15	80.00
29	Kipper the clown	3	12/15	80.00
30	Road burner	3	13/15	86.67
31	Mister haggis	3	12/15	80.00
32	The seal pup	3	13/15	86.67
33	Green sheets	3	10/15	66.67

No.	Topics	Reading frequency	Comprehension score	Comprehension rate (%)
34	The storm	3	11/15	73.33
35	Look smart	2	7/10	70.00
36	Nobody wanted to play	2	6/10	60.00
37	Swap	2	8/10	80.00
38	The enormous picture	2	6/10	60.00
39	Finger snapper	2	8/10	80.00
40	Sniff	2	7/10	70.00
41	The jumble sale	2	8/10	80.00
42	The ice rink	2	8/10	80.00
	Total	**200**	**830/1000**	**80.67**

Remark* Reading frequency refers to the number of students select the book to read

4.3 Students' attitudes toward extensive reading

This section investigated Thai primary school learners' attitudes toward graded readers by analyzing the data from the pre- and post-test reading attitude questionnaires administered at the beginning and the end of this study. Students were asked to rate a 20-item questionnaire to measure their five reading attitudinal variables from 'strongly disagree' (1 point), 'disagree' (2 points), 'not sure' (3 points), 'agree' (4 points), and 'strongly agree' (5 points).

Table 6 shows that the overall means of the self-ratings from the pre-attitude questionnaire and post-attitude questionnaire were 3.31 and 3.6, respectively. A t-test revealed that this difference was significant at the 0.05 level (t=6.27). This indicates that the students' attitude toward ER was more positive after participating in the ER intervention.

Table 6 Descriptive statistics from the reading attitude questionnaire

The reading attitude questionnaire	Students (N)	Pre-reading attitude questionnaire		Post-reading attitude questionnaire		*t*-value	*p*-value
		Mean	**S.D.**	**Mean**	**S.D**		
	20	3.31	0.44	3.61	0.58	6.27	0.00

*Significant at the 0.05 level (p<0.05)

Table 7 shows the pre- and post-test scores for the various statements on the reading questionnaire. Notably, following the ER intervention, students were more likely to agree that ER could help them learn new words (pre-test score = 3.31; post-test score = 3.61). The students also agreed that they understood the meaning of the vocabulary that they frequently encountered while reading. Overall, the results indicate that students felt that their vocabulary knowledge improved through ER.

Table 7 Pre-test and post-test scores on the reading attitude questionnaire

No.	Statements	Pre-questionnaire		Post-questionnaire	
		Mean	**S.D.**	**Mean**	**S.D.**
1	I gain more knowledge from extensive reading.	3.15	0.74	3.80	1.24
2	I can acquire a new English vocabulary when I read English books.	3.35	0.87	3.50	1.10
3	Extensive reading can help improve my English Grammar.	3.30	0.97	3.80	1.00
4	Extensive reading can help improve my reading skills	3.40	0.88	3.95	1.05
5	Extensive reading can help improve my writing skills.	3.50	0.68	4.05	1.09
6	Extensive reading can help improve my creative thinking skills.	3.60	0.68	4.00	0.91
7	Extensive reading helps me understand the content better.	3.65	0.67	3.80	0.95
8	I develop new thinking skills when I read English books.	3.55	0.68	3.70	0.86
9	I do not mind even if I cannot understand the book content entirely.	3.47	0.75	3.80	0.95
10	Reading in English is helpful for my study.	3.35	0.74	3.95	1.19
11	I am always happy when I read English books.	3.40	0.88	3.85	0.93
12	I want to have ER activities held at school.	3.50	0.76	3.70	0.92

13	Extensive reading can help improve my creative thinking skills	3.50	0.76	3.95	1.14
14	I feel good when I read in English.	3.50	0.76	3.65	0.98
15	Extensive reading is a suitable leisure time for me.	3.35	0.87	3.60	1.04
16	Reading in English is dull.	2.65	0.87	2.35	0.98
17	I feel anxious if I do not understand the vocabularies.	2.50	0.60	2.25	1.20
18	Extensive reading cannot help improve my English skills.	2.60	0.88	2.25	1.06
19	I have a plan to continue reading books in the future	3.55	0.68	3.95	1.05
20	Extensive reading is important in daily life.	3.40	1.09	4.05	1.09
Total		**3.31**	**0.44**	**3.61**	**0.58**

As shown in Table 8, based on the qualitative data obtained from the reading report, most students gave constructive comments about the ER program. Overall, students felt that the activity strengthened their reading comprehension, vocabulary knowledge, and reading skills. Because of this, students reported that ER was a beneficial activity. Moreover, most participants enjoyed the fact that they could choose their readings, and the topics were varied and interesting. They also noted that they were satisfied with what they read from the books.

Table 8 Participants' reading attitudes toward the ER.

Participants	Participants' reading attitude
S1	I acquired a new vocabulary after I read an English book.
S2	I felt good and enjoy it when I read the books.
S3	I knew a new vocabulary and developed new thinking skills.
S4	I improved my thinking skills and fun.
S5	I gained more knowledge and enjoyment.
S6	Books were interesting, and I also learned new words.
S7	It helped improve my reading comprehension and vocabulary ability.
S8	I enjoyed reading English books.
S9	I found it enjoyable because I read about books that interested me
S10	I liked it because it helped me practice. It was not difficult.
S11	I enjoyed the varied topics.
S12	It helped my vocabulary because it had me using a dictionary.

Participants	Participants' reading attitude
S13	I felt it helped me with comprehension and vocabulary.
S14	It helped me practice meaning from context.
S15	I enjoyed it because the topics were very interesting.
S16	I enjoyed it because I read about stuff that interested me.
S17	I gained more new vocabulary.
S18	It helped me learn new vocabulary, and I enjoyed
S19	I think it helped me improve in vocabulary and reading comprehension.
S20	It helped me learn new words.

In summary, the findings indicated that ten weeks of ER in English affected the students' attitude toward reading and, more specifically, toward ER. Participants were satisfied with the ER approach and had more positive attitudes toward reading because ER had helped them develop their English language skills.
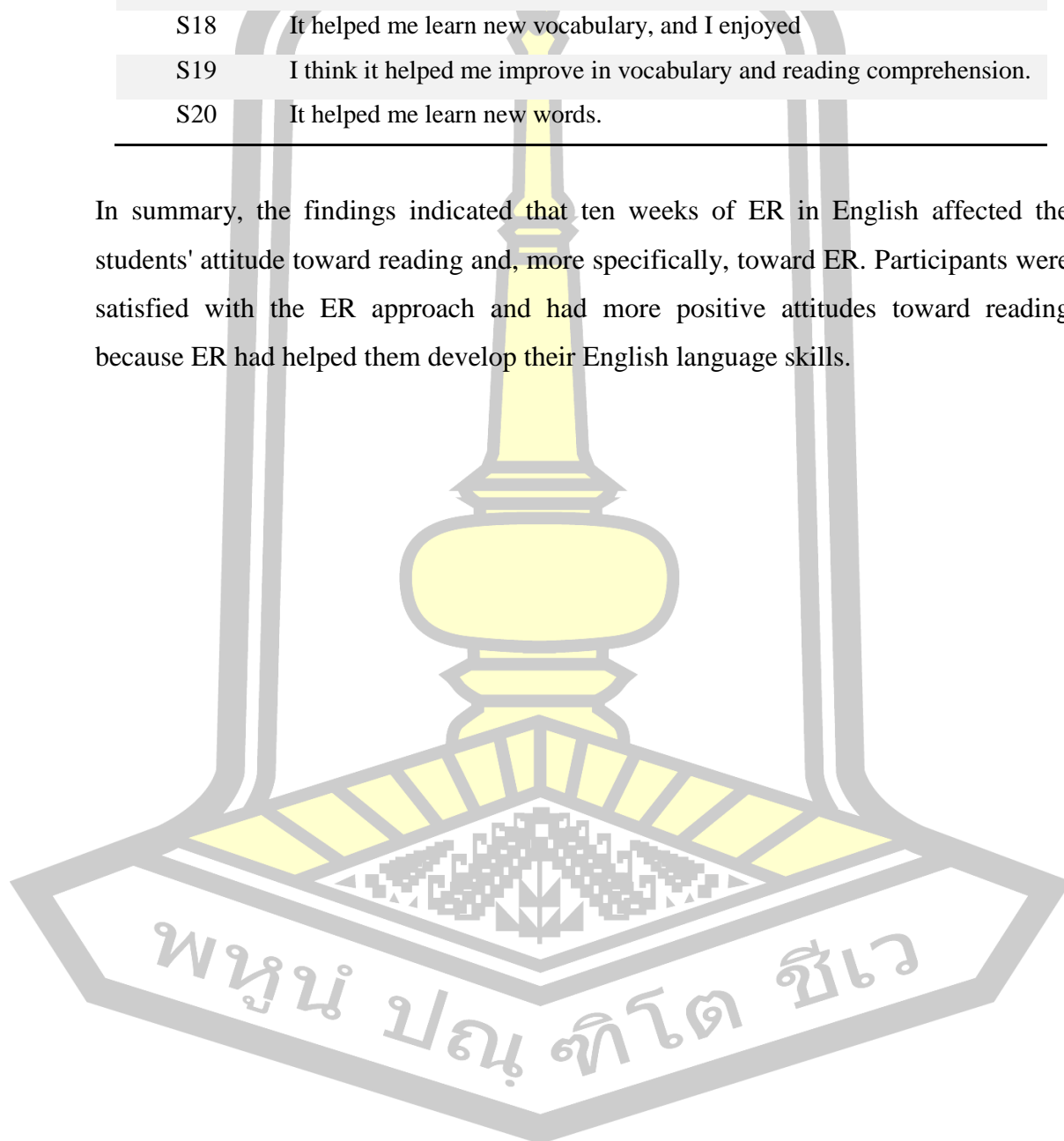
CHAPTER V

CONCLUSION AND DISCUSSION

This current study examined whether extensive reading can develop reading comprehension and strategies, and improve students' vocabulary knowledge as well as their attitude toward extensive reading. The first objective was to determine if extensive reading can improve students' receptive and productive vocabulary knowledge after reading. The second aim was to explore whether extensive reading can improve students' reading strategies and comprehension and the final aim was to investigate the students' reading attitudes toward extensive reading. This chapter summarizes and discusses the results and outlines the limitations of the study and some recommendations for future studies.

5.1 Improving vocabulary knowledge through extensive reading

The analysis of the quantitative data revealed that, following extensive reading (ER), Thai primary school children developed their receptive and productive knowledge of target words. The qualitative data also indicated that although they could not produce a meaningful sentence using the target word, primary school participants could provide more meaning and form of the word. ER offers learners more opportunities to encounter words repeatedly in contexts, thus allowing them to infer the meanings of words in context. Indeed, the number of word encounters through reading facilitates incidental vocabulary learning. These findings support previous results on the constructive effect of ER, which found that ER improved learners' receptive and productive vocabulary knowledge. It, therefore, seems that ER enhances primary school participants' vocabulary learning simply because frequent encounters of target words in recurring contexts facilitate learning and promotes vocabulary acquisition. In relation to receptive vocabulary knowledge, when students read an English book that provides repeated instances of words closely related to a topic, they are exposed to word recognition (consciously or unconsciously) and are able to infer the meaning of unknown words.

The current study also indicated that as primary school participants read more graded readers, they recurrently encounter a number of words, lexical bundles or patterns. As such, this could help primary school readers incrementally build up their vocabulary size, both receptively and productively. For example, only one participant could identify the meaning of the word "goes" before the experiment. However, ten participants could recognize the form and meaning of the word. Take the word "laugh" as another example. All participants reported that they did not know its meaning even though eight participants reported seeing this word before. By contrast, after ER, twelve participants could identify its meaning as well as its spelling. This improvement could be accounted for by the incidental exposure and repetition of the word in the graded readers.

Regarding productive knowledge, the current findings showed that primary school students were largely unable to write the connotations of any words. Nevertheless, participants were able to provide a meaning of some familiar words following ER. One example is the word 'jumping'. Before ER, no primary school participants could remember its meaning or spelling. However, 11 participants could provide its meaning in their mother tongue (see Table 3 for other examples). This finding indicates the importance of word encounters in reading materials. Like receptive vocabulary knowledge, this could be explained by the concept of sight vocabulary; that is, the words that participants can recognize automatically. Participants may have already encountered these words several times and become familiar with them, which allowed them to gradually build up their vocabulary knowledge. This could be described as "over learning words to the point that they are automatically recognized in their printed form" (Day & Bamford, 1998: 16). Taken together, these findings are consistent with previous studies that vocabulary knowledge can be acquired through ER. Indeed, Alahirsh (2014) found that ER resulted in significant incidental vocabulary gain, and Al-Homoud and Schmitt (2009) also found significant vocabulary growth in groups subjected to intensive reading and ER, as indicated by participants' scores on the Vocabulary Levels Test (VLT).

The gain in receptive and productive knowledge of vocabulary among Thai primary school participants could be explained by the notion of Stephen Krashen's (1985) input hypothesis, which includes the acquisition-learning hypothesis, the natural order hypothesis, the monitor hypothesis and the affective filter hypothesis. According to Krashen (1985), vocabulary acquisition can develop via an unconscious process where a word is acquired via reading. It is a natural process where the acquisition of the various lexical items follows natural sequences. That is, participants can acquire a new word simply by being exposed to it.

According to the input hypothesis, primary school participants who read can improve and advance their vocabulary knowledge according to a natural order when they receive comprehensible input, which is input (graded readers) that is one step beyond their current stage of language competence. This level is often referred to as 'i+1', where the 'i' is the student's current level of linguistic competence. The essence of this hypothesis is that the input or reading material needs to be comprehensible in order to improve vocabulary knowledge (Krashen, 1985, 1988). Some words may be challenging and beyond primary school participants' current level of vocabulary knowledge. However, ER is a meaning-focused rather than a form-focused process (Nation, 2005). Therefore, students can keep reading at their own pace without being worried about unknown and difficult words. When they read extensively in ER-based classrooms under a stress-free environment, they may gain more reading experience and broaden their vocabulary knowledge. Indeed, ER provides a prospect to extend "the components upon which fluent second language reading depends: a large sight vocabulary, a wide general vocabulary, and knowledge of the target language, the world, and text types" (Day & Bamford, 1998).

Overall, the results showed that students significantly improved in vocabulary knowledge. Students may have become familiar with the target words as they read and were then able to predict the meaning of unknown words, possibly from the context and the frequent reoccurrence of the target words. For instance, before the treatment, some students did not even know the meaning of the target words, such as 'said' and 'goes'. However, after implementing the ER, the students knew the meaning of those target words, as indicated by significantly improved scores. These

results suggest that ER may be a useful approach to teach vocabulary learning. This claim is consistent with McQuillan (2019), who analyzed the effects of pleasure reading and direct vocabulary instruction on academic vocabulary acquisition. The results showed that pleasure reading are 2-6 times more efficient than direct instruction in expanding students' repertoire of academic vocabulary. Similarly, Webb and Chang (2015) investigated the effect of ER with audio support on vocabulary learning. The results showed greater average gains for the ER group in the post-test compared to the control group. This highlights the effectiveness of ER with audio support in increasing participants' receptive knowledge of words, particularly in learners with lower English proficiency.

In conclusion, the current study indicated that ER is beneficial for EFL primary school learners and the easy reading materials had a positive effect on incidental vocabulary acquisition. This demonstrates the success of the natural exposure and repetition of vocabulary in graded readers in promoting EFL primary school learners' vocabulary acquisition. Specifically, the recurrence of the word in a variety of easy reading materials leads to vocabulary gains; that is, learners become familiar with the target words, which help them to infer the meanings of the word and use it in context.

5.2 Primary school students' reading strategies and comprehension

5.2.1 Primary school students' reading strategies

The present study showed that primary school participants employed different strategies to increase their reading comprehension, which, in turn, was fostered by their reading strategies. Such strategies included using a dictionary, guessing meanings of unknown words, asking peers and skipping a word if it was unknown. The analysis of these findings indicated that the execution of a strategy depends on the participants' preferred learning styles and character. The current results are consistent with previous studies showing the dictionary's role in reading context (Chen, 2011) as well as an earlier study by Becerra Cortés (2013), who examined the use of dictionaries and prior knowledge among Colombian high school students to improve their reading comprehension of short scientific texts.

The findings showed that searching in the dictionary and activating prior knowledge seems to facilitate the use of the text to answer reading comprehension questions. The

current study also showed that primary school participants were more likely to use a dictionary to increase their comprehension compared to other reading strategies. This phenomenon could be accounted for by the influence of English language pedagogy in the Thai EFL context. That is, Thai primary school students may be familiar with cognitive strategies, such as translation into their native language (L1) using a dictionary (Hayashi, 1999; Swatevacharkul, 2006). However, the dictionary use may decline across time as students become more confident in guessing meanings in context. One primary school student remarked:

"I preferred using a dictionary to find out the meaning of unknown words. This could help me understand the book better. However, after reading for a few weeks, I used the dictionary less because it slowed my reading." (S11).

Another primary school participant noted that:

"I started guessing unfamiliar words after a few weeks of ER instruction. I used a dictionary only when the unknown word really interested me." (S14).

In EFL classrooms in Thailand, the students often start by using a dictionary, memorizing words using notes, and translating word-for-word into their L. However, as learning progress, students start attempting to guess the meanings of unfamiliar words from context. Indeed, many primary school students use a wider range of strategies at the later stages of learning, including finding clues, transitional words, predictions, or background knowledge. Overall, the current study indicates that primary school students develop their reading strategies through extensive reading from early to late stages. The findings also showed that primary school students executed a wider variety of reading strategies at the later reading stage. Overall, these findings indicate that reading extensively in L1 is an effective method to understand the meaning of L2 vocabulary since reading in L1 provides English language learners with a content schema as background knowledge. The current findings also indicate the importance of strategy training for primary school learners to promote reading comprehension.

5.2.2 Primary school students' reading comprehension

The current study showed that, following a 10-week ER implementation, students' reading comprehension was improved. ER offers primary school participants the opportunity to choose the graded reader they prefer to read. The availability of simplified materials (graded readers) could make primary school participants more motivated to read. They are also encouraged to read large amounts of reading materials and stop reading if it is uninteresting. Additionally, primary school participants can change the book anytime if they find it too difficult. As a result, primary school participants are exposed to different types of reading materials and therefore become familiar with different genres and accustomed to reading for different purposes. The following quotes from students' book reports

"I really like the extensive reading program because I can choose what I want to read and I can stop whenever I wanted to" (S3)

"After a few books, I started to enjoy reading." (S1)

"Graded readers make me like reading. I like the books because they are easy to read." (S7)

Graded readers are books written for English learners using limited lexis and syntax (Hill, 2008). By using grader readers, students have a better chance of developing their reading confidence, fluency, and comprehension. Thus, as learners continue to read, their ability to understand is improved. Indeed, graded readers contribute to vocabulary development and enhance reading comprehension. These findings are consistent with numerous studies showing that graded readers help learners to gain skills and fluency in reading, establish previously learned vocabulary and grammar, and learn new vocabulary and grammar (Channuan, 2012; He, 2014, Kirin & Wasanasomsithi, 2010; Mermestein, 2014; Nation & Mingtzu, 1999; Renandya, 2007; Suk, 2017; Tanaka & Stapleton, 2007; Waring & Takaki, 2003).

According to Renandya (2007) and Stoller (2015), when primary school participants choose books based on their proficiency level and interest, they have an opportunity for reading engagement and achievement. Indeed, one of the major factors contributing to the effectiveness of the ER instruction on reading comprehension is

the accessibility to various graded readers - the reading materials. This claim was supported by the participants in their book reports:

> "I enjoyed graded readers simply because I could select the book I like to read." (S11)

> "What I really like about extensive reading is that there are many books to read. And I can stop anytime I want." (S9)

Krashen's (2003) input hypothesis proposes that English language learners' reading comprehension will improve once they are exposed to comprehensible input for some time. The comprehensible input hypothesis believes that we acquire language and develop literacy when we understand messages. That is, we understand what we hear and what we read when we receive "comprehensible input." The claim made by the comprehension hypothesis is that people acquire the components of language, the "skills" such as vocabulary and grammar, when they obtain comprehensible input (Krashen, Lee, & Lao, 2018). The findings of the current study are consistent with the input hypothesis and illustrate that ER can be used to create comprehensible input and is, therefore, a powerful method of developing vocabulary and reading comprehension (Ellis, 2008; Grabe, 2009; Krashen et al., 2018).

ER instruction can provide students with a valuable opportunity to strengthen their reading ability. Students are allowed to choose their own reading materials to follow their interests and to select the books that interest them based on their own proficiency level. They are motivated to manage their own reading time and take responsibility for their own reading outside the classrooms. They gradually become active readers who enjoyed reading extensively, and they shift from learning-to-read to a reading-to-learn. Students develop their reading skills and reading competency more rapidly by reading their own selected books, which offers them flexibility based on their individual needs and interests. Similar to the current study, Wan-a-rom (2012) also demonstrated that ER with graded readers was beneficial to ESL learners, especially in reading speed and reading proficiency development.

Day and Bamford (1998) believe that L2 readers can improve their reading skills only through the actual reading experience. In ER, the students had the freedom to choose the reading materials that interested them and learn reading strategies in class while

also practicing these strategies during their ER sessions. Thus, they were exposed to many writing styles with varying levels of difficulty that challenged their reading skills. These crucial language components were automatically instilled within the readers' linguistics competencies, and their reading fluency progressed over time. Krashen (1993) concludes that free voluntary reading or sustained independent reading can lead to better reading comprehension. The students made significant reading comprehension improvements because they used various language learning strategies to optimize their learning (Griffith, 2008). According to Day and Bamford (1998), ER is a delightful and motivating method to enhance language input. Students can practice the reading strategies that they have learned in a tension-free environment and are motivated to read more. After a while, their English skills, in particular, their reading skills are vastly improved. In addition, ER provides suitable reading materials for students. In the current study, graded readers of various topics and levels of difficulty were available for students to choose and read independently. The aim was to develop a reading habit by gradually stepping the learner through difficulty levels by reading meaningful, enjoyable, and engaging materials (Susser & Robb, 1990; Hill, 2001). According to the CEFR level of the students in this study is A1 because they can understand very short, simple texts a single phrase at a time.

In conclusion, the current study showed that ER could enhance students' vocabulary acquisition and reading comprehension. Indeed, ER allows students to become exposed to large quantities of input and the stress-free atmosphere of an ER program, such as the freedom of book selections, appears to positively impact primary school participants' vocabulary and reading comprehension.

5.3 Primary school students' attitudes toward extensive reading

The findings showed that average students' attitudes towards ER were reasonably positive. Specifically, the quantitative finding analysis revealed a significant increase in primary school students' attitudes toward ER. The qualitative data analysis also indicated the positive responses to ER. These findings are consistent with previous studies that ER enhances positive feelings and promoting learner autonomy and reading enjoyment in a learning context (Hagley, 2017; Lee et al., 2015; Porkaew & Fongpaiboon, 2018; Yamashita, 2013)

ER is an effective method to encourage students to read and change their reading attitudes. The positive effects of ER on the development of learners' attitudes toward reading and their motivation to read have been reported in many research studies (Hagley, 2017; Mason & Krashen, 1997; Hayashi, 1999; Day & Bamford, 1998). In addition, Takase (2007) showed that extensive reading increased Japanese students' motivation to read English extensively with enthusiasm and this feeling sustained their reading in the L2 throughout the year. Indeed, students reported that their reading ability improved after reading extensively, and they were also pleased to take charge of their own learning (Takase, 2007).

ER allows students to be exposed to a large number of reading materials to foster reading enjoyment and promote reading independence. Students are trained to take responsibility for their own reading by choosing the books they want to read and to read outside the classroom at any time and place of their choice. They can stop reading if the book is not interesting or not what they had expected. In addition, the significant gain in students' English reading ability after they have been exposed to an array of reading texts and trained with learning strategies enables them to gain more confidence in English learning over time. Students become more interested in foreign language texts and gain confidence as readers (Day & Bamford, 1998; Mason & Krashen, 1997). As a result, they perceive themselves as learners who had the capabilities to learn and manage their own learning in the most effective manner and eventually gain confidence, enjoyment and a positive attitude to learn actively. The following extracts derived from primary school participants' book report could provide evidence to support this claim:

> "It helped improve my reading comprehension and vocabulary ability." (S7)

> "I enjoyed reading English books because I chose the books myself." (S8)

> "I enjoyed it because I read about stuff that interested me." (S16)

> "I think it helped me improve in vocabulary and reading comprehension." (S19)

As the ER is an independent program, students can volunteer to join without any conditions. Students can read any books they want to read that are appropriate for their English language level. They compete with themselves rather than with others,

so they feel relaxed and comfortable while reading. Indeed, according to the reading reports in the current study, the students reported that they felt relaxed to read without stress. They were more confident to read English books because they had opportunities to ask their friends or use a dictionary when they encounter a problem or unknown word. This finding could support Day and Bamford's (1988) study that ER helps students learn to read in a second language and helps them to enjoy reading. Altogether, these results indicate that ER can help students increase their reading attitudes and to enjoy reading.

In conclusion, the present study showed ER is beneficial for primary school students, and the ER approach can build confidence, motivation, enjoyment, and a love of reading, which can make students more effective language users and lower any anxieties about language learning.

5.4 Conclusion

The current study explored the benefits of ER and primary school students' attitudes towards an ER program in a Thai EFL context. The results indicated that ER could enhance students' receptive and productive vocabulary knowledge. The findings also found that students' reading comprehension was improved because they can choose the books that they want to read and ensure that the books are appropriate for their English language level. Furthermore, it was shown that the reading strategies that primary school students use shift from early to later stages of learning. Indeed, primary students use bottom-up cognitive processing, such as L1 translation and dictionary use, in the early stage and shift to top-down cognitive processing (e.g., skipping unknown words, contextual guessing, consulting others) in the later stage. Moreover, the students expressed positive attitudes toward ER. Together, these results indicate that ER can be used in EFL classroom contexts to improve the students' motivation to read. Students should also be familiar with the process of learning so they can read with a concrete goal, become aware of their successes and failures, and evaluate their learning performance. Once students can take control of their own learning process, they are ready to become autonomous learners.

5.5 Pedagogical & Implications

This study showed that ER improves reading skills and vocabulary knowledge. Therefore, ER should be integrated into the Thai classroom context, whether as stand-alone activities or in-class reading activities. Reading educators should, for example, formulate a curriculum to promote reading skills among younger students to instill good reading habits early on in the learning processes. Moreover, students should be provided with a variety of different graded readers to ensure that they are engaged in the reading processes and motivated to continue reading. Student reading strategies should also be promoted together with ER to optimize the students' learning progress. This will enable the students to set a goal and draft a plan to reach that goal before reading and monitor their comprehension by using different strategies. They may also evaluate their performance after reading and identify the strategies contributing to their success or failure.

Second, this study also reveals that the success of ER depends first and foremost on the teachers' guidance. The teacher should guide students throughout the ER experience. For instance, they should keep a record of the students' reading progress and their reactions to what they read. The teacher should also encourage them to read extensively, as much as they can, and adapt the ER activity according to the students' level of proficiency for maximum benefits. For example, the teacher should challenge high-proficiency students by encouraging them to choose and read articles slightly beyond their actual level of English proficiency.

In addition, the teacher should create an active learning environment to motivate students to read more, such as group discussions where they can share their reading experiences with their peers. Low-proficiency students will also require more support from their teachers in terms of reading strategies and motivation. These students may begin with easier books that suit their proficiency, and the difficulty level can be increased over time according to their language competency throughout the semester. This will ensure that the students see reading as an enjoyable activity, not as a burden. The students reading motivation to read in L2 can also be further enhanced if they are provided with interesting materials at a suitable difficulty level (Leung, 2002)

5.6 Limitations and recommendations for future research

The participants in this study were homogeneous in that they shared a similar educational background, age, academic language exposure, and level of language proficiency. Moreover, the sample size was small. Thus, the generalizability of these results may be limited. Future research may include different groups or a larger sample size of students to ensure that the results are generalizable. The current study was also conducted at a primary school setting during a limited time period. As such, the effects of long-term ER instruction cannot be evaluated. Future studies may wish to investigate ER instruction in different reading classes with students from other classes or secondary schools for a longer continual duration, such as one academic year, to better assess the potential learning outcomes of ER. Finally, this study focused on students' English language reading abilities, but future studies may investigate other English skills, such as the promotion of fluency in conversation through the extensive reading program or writing skills.
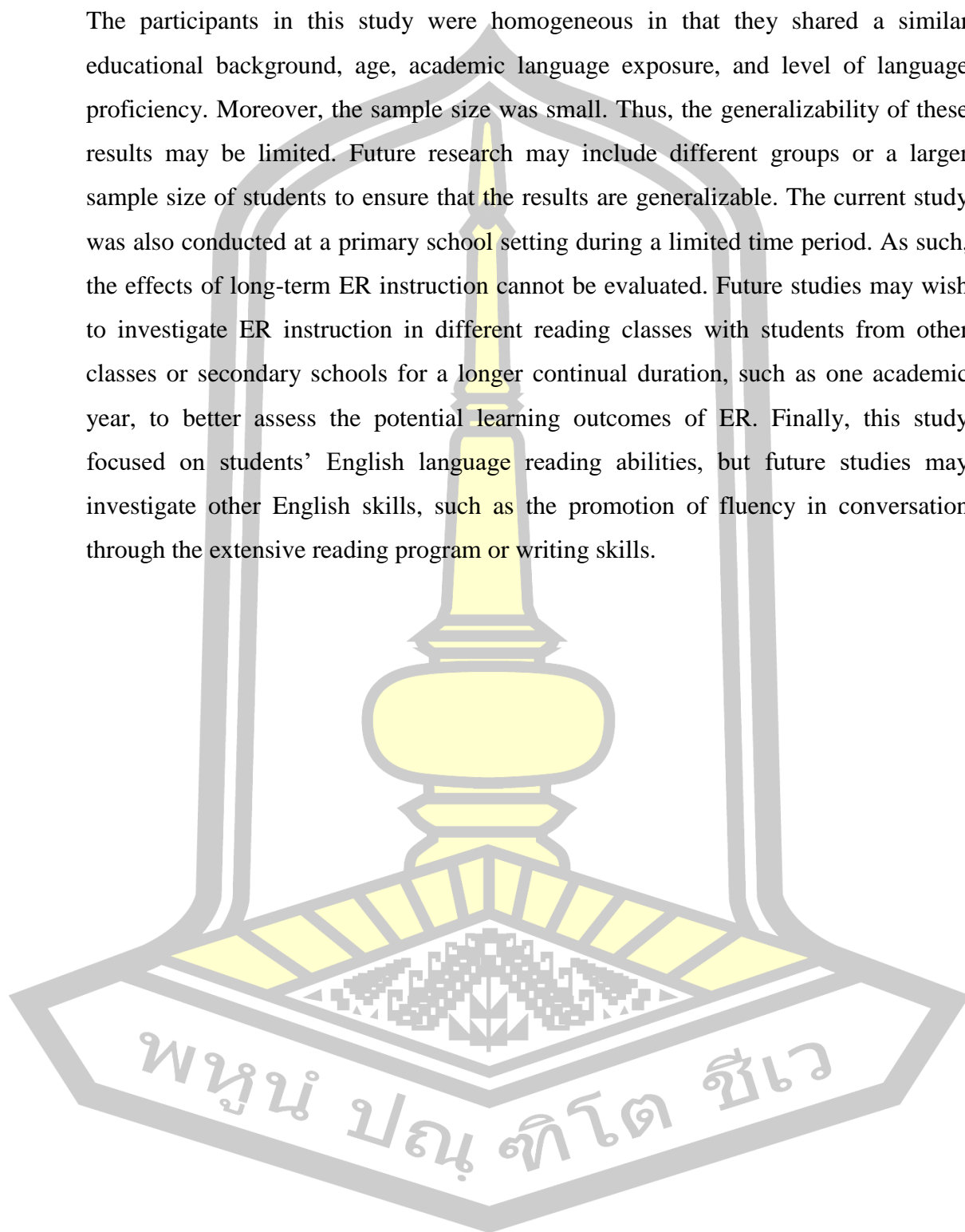
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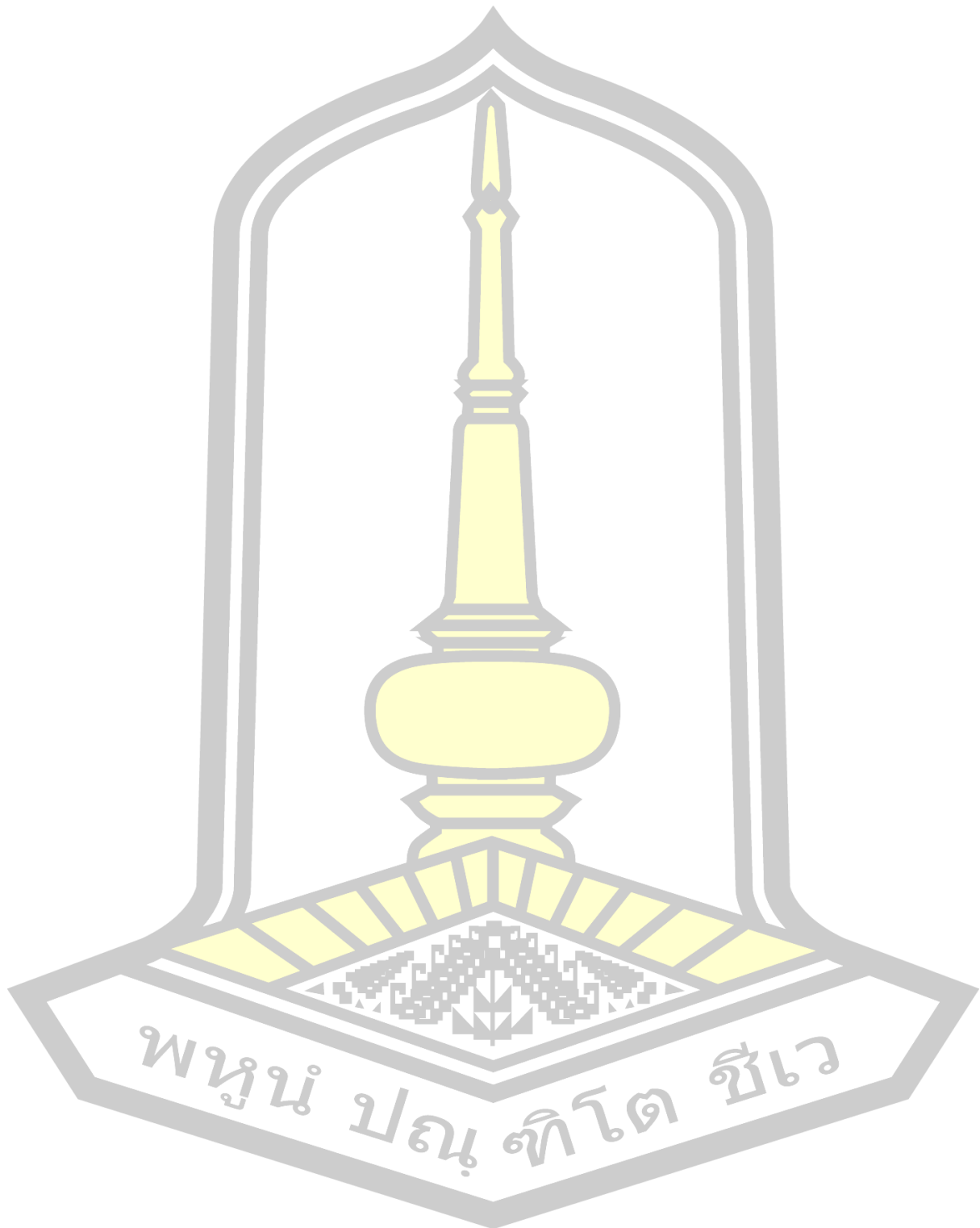
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APPENDIX A

READING ATTITUDE QUESTIONNAIRE

แบบสำรวจทัศนคติในการอ่าน

(adapted from Yamashita, 2013).

READING ATTITUDE QUESTIONNAIRE					
ข้อความ	ไม่เห็นด้วยอย่างยิ่ง	ไม่เห็นด้วย	ไม่แน่ใจ	เห็นด้วย	เห็นด้วยอย่างยิ่ง
1.ฉันได้ความรู้รอบตัวเพิ่มมากขึ้นเมื่อได้อ่านหนังสือภาษาอังกฤษ I gain more knowledge from extensive reading.					
2.ฉันคิดว่าจะได้เรียนรู้คำศัพท์ใหม่ในระหว่างการอ่านหนังสือภาษาอังกฤษ I can acquire new English vocabulary when I read English books.					
3.การอ่านหนังสือภาษาอังกฤษช่วยพัฒนาความสามารถด้านไวยากรณ์ของฉัน Extensive reading can help improve my English Grammar.					
4.การอ่านหนังสือภาษาอังกฤษช่วยพัฒนาความสามารถทักษะการอ่าน Extensive reading can help improve my reading skills.					
5.การอ่านหนังสือภาษาอังกฤษช่วยพัฒนาความสามารถทักษะการเขียน Extensive reading can help improve my writing skills.					
6.การอ่านหนังสือภาษาอังกฤษช่วยให้อ่านภาษาอังกฤษได้เร็วขึ้น Extensive reading leads to faster book reading.					
7.การอ่านหนังสือภาษาอังกฤษช่วยให้จับใจความเนื้อหาได้เร็วขึ้น Extensive reading helps me understand a content better.					
8.การอ่านหนังสือภาษาอังกฤษทำให้ฉันได้เรียนรู้วิธีคิดใหม่ๆ I develop new thinking skills when I read.					

9.แม้จะไม่เข้าใจเนื้อหาที่อ่านหนังสือภาษาอังกฤษทั้งหมดฉันก็ไม่กังวลใจ I do not mind even if I cannot understand the book content entirely.					
10.การอ่านหนังสือภาษาอังกฤษเป็นประโยชน์ในการเรียนภาษาอังกฤษของฉัน Reading in English is helpful for my study.					
11.ฉันมีความสุขทุกครั้งเมื่อได้อ่านหนังสือภาษาอังกฤษ I am always happy when I read English books					
12.ฉันอยากให้มีการส่งเสริมกิจกรรมอ่านหนังสือภาษาอังกฤษในโรงเรียน I want to have reading English is held in the school.					
13.การอ่านหนังสือภาษาอังกฤษช่วยให้ฉันเกิดทักษะการคิดอย่างสร้างสรรค์ Extensive reading can help improve my creative thinking skills.					
14.ฉันมีความรู้สึกดีต่อการอ่านหนังสือภาษาอังกฤษ I feel good when I read in English.					
15.การอ่านหนังสือภาษาอังกฤษเป็นการใช้เวลาว่างที่เหมาะสมสำหรับฉัน Extensive reading is a suitable leisure time for me.					
16.การอ่านหนังสือภาษาอังกฤษเป็นสิ่งที่น่าเบื่อ Reading in English is dull.					
17.ฉันกังวลใจเมื่อไม่รู้ความหมายของคำศัพท์ในหนังสืออ่านภาษาอังกฤษ I feel anxious if I do not understand the vocabularies.					
18.การอ่านหนังสือภาษาอังกฤษไม่ช่วยพัฒนาทักษะภาษาอังกฤษของฉันได้ Extensive reading cannot help improve my English skills.					
19.ฉันมีแผนการที่จะอ่านหนังสือหนังสือภาษาอังกฤษต่อไป I have a plan to continue reading books in the future.					
20.การอ่านหนังสือภาษาอังกฤษเป็นสิ่งสำคัญในชีวิตประจำวัน Extensive reading is important in daily life.					

APPENDIX B

THE VOCABULARY KNOWLEDGE SCALE TEST

คำชี้แจง จงทำเครื่องหมายกากบาท ✕ ลงในข้อที่ระบุการรับรู้คำศัพท์ของนักเรียนได้ดีที่สุดตามข้อความที่
กำหนดให้ด้านล่างนี้

ก	ข	ค	ง
ฉัน ไม่เคย เห็นคำศัพท์ คำนี้	ฉันเห็นคำศัพท์นี้มา ก่อน แต่ไม่มั่นใจว่าจำ ความหมายได้	ฉันรู้จักคำศัพท์คำนี้ซึ่ง หมายถึง............ (ให้เขียนความหมาย)	ฉันรู้จักคำศัพท์คำนี้และ สามารถนำคำศัพท์นี้ไปใช้ได้ (ให้แต่งประโยคตัวอย่าง)

1. said

ก) ฉันไม่เคยเห็นคำศัพท์ คำนี้

ข) ฉันเห็นคำศัพท์นี้มาก่อน แต่ไม่มั่นใจว่าจำความหมายได้

ค) ฉันรู้จักคำศัพท์คำนี้ ซึ่งหมายถึง (ให้เขียนความหมาย)_____

ง) ฉันรู้จักคำศัพท์คำนี้และสามารถนำคำศัพท์นี้ไปใช้ได้ (ให้แต่งประโยคตัวอย่าง)_____

2. be

ก) ฉันไม่เคยเห็นคำศัพท์ คำนี้

ข) ฉันเห็นคำศัพท์นี้มาก่อน แต่ไม่มั่นใจว่าจำความหมายได้

ค) ฉันรู้จักคำศัพท์คำนี้ ซึ่งหมายถึง (ให้เขียนความหมาย)_____

ง) ฉันรู้จักคำศัพท์คำนี้และสามารถนำคำศัพท์นี้ไปใช้ได้ (ให้แต่งประโยคตัวอย่าง)_____

3. goes

ก) ฉันไม่เคยเห็นคำศัพท์ คำนี้

ข) ฉันเห็นคำศัพท์นี้มาก่อน แต่ไม่มั่นใจว่าจำความหมายได้

ค) ฉันรู้จักคำศัพท์คำนี้ ซึ่งหมายถึง (ให้เขียนความหมาย)_____

ง) ฉันรู้จักคำศัพท์คำนี้และสามารถนำคำศัพท์นี้ไปใช้ได้ (ให้แต่งประโยคตัวอย่าง)_____

4. helped

ก) ฉันไม่เคยเห็นคำศัพท์ คำนี้

ข) ฉันเห็นคำศัพท์นี้มาก่อน แต่ไม่มั่นใจว่าจำความหมายได้

ค) ฉันรู้จักคำศัพท์คำนี้ ซึ่งหมายถึง (ให้เขียนความหมาย)_____

ง) ฉันรู้จักคำศัพท์คำนี้และสามารถนำคำศัพท์นี้ไปใช้ได้ (ให้แต่งประโยคตัวอย่าง)_____

5. looking

ก) ฉันไม่เคยเห็นคำศัพท์ คำนี้

ข) ฉันเห็นคำศัพท์นี้มาก่อน แต่ไม่มั่นใจว่าจำความหมายได้

ค) ฉันรู้จักคำศัพท์คำนี้ ซึ่งหมายถึง (ให้เขียนความหมาย)_____

ง) ฉันรู้จักคำศัพท์คำนี้และสามารถนำคำศัพท์นี้ไปใช้ได้ (ให้แต่งประโยคตัวอย่าง)_____

6. came

ก) ฉันไม่เคยเห็นคำศัพท์ คำนี้

ข) ฉันเห็นคำศัพท์นี้มาก่อน แต่ไม่มั่นใจว่าจำความหมายได้

ค) ฉันรู้จักคำศัพท์คำนี้ ซึ่งหมายถึง (ให้เขียนความหมาย)_____

ง) ฉันรู้จักคำศัพท์คำนี้และสามารถนำคำศัพท์นี้ไปใช้ได้ (ให้แต่งประโยคตัวอย่าง)_____

7. took

ก) ฉันไม่เคยเห็นคำศัพท์ คำนี้

ข) ฉันเห็นคำศัพท์นี้มาก่อน แต่ไม่มั่นใจว่าจำความหมายได้

ค) ฉันรู้จักคำศัพท์คำนี้ ซึ่งหมายถึง (ให้เขียนความหมาย)_____

ง) ฉันรู้จักคำศัพท์คำนี้และสามารถนำคำศัพท์นี้ไปใช้ได้ (ให้แต่งประโยคตัวอย่าง)_____

8. have

ก) ฉันไม่เคยเห็นคำศัพท์ คำนี้

ข) ฉันเห็นคำศัพท์นี้มาก่อน แต่ไม่มั่นใจว่าจำความหมายได้

ค) ฉันรู้จักคำศัพท์คำนี้ ซึ่งหมายถึง (ให้เขียนความหมาย)_____

ง) ฉันรู้จักคำศัพท์คำนี้และสามารถนำคำศัพท์นี้ไปใช้ได้ (ให้แต่งประโยคตัวอย่าง)_____

9. play

ก) ฉันไม่เคยเห็นคำศัพท์ คำนี้

ข) ฉันเห็นคำศัพท์นี้มาก่อน แต่ไม่มั่นใจว่าจำความหมายได้

ค) ฉันรู้จักคำศัพท์คำนี้ ซึ่งหมายถึง (ให้เขียนความหมาย)_____

ง) ฉันรู้จักคำศัพท์คำนี้และสามารถนำคำศัพท์นี้ไปใช้ได้ (ให้แต่งประโยคตัวอย่าง)_____

10. see

ก) ฉันไม่เคยเห็นคำศัพท์ คำนี้

ข) ฉันเห็นคำศัพท์นี้มาก่อน แต่ไม่มั่นใจว่าจำความหมายได้

ค) ฉันรู้จักคำศัพท์คำนี้ ซึ่งหมายถึง (ให้เขียนความหมาย)_____

ง) ฉันรู้จักคำศัพท์คำนี้และสามารถนำคำศัพท์นี้ไปใช้ได้ (ให้แต่งประโยคตัวอย่าง)_____

11. like

ก) ฉันไม่เคยเห็นคำศัพท์ คำนี้

ข) ฉันเห็นคำศัพท์นี้มาก่อน แต่ไม่มั่นใจว่าจำความหมายได้

ค) ฉันรู้จักคำศัพท์คำนี้ ซึ่งหมายถึง (ให้เขียนความหมาย)_____

ง) ฉันรู้จักคำศัพท์คำนี้และสามารถนำคำศัพท์นี้ไปใช้ได้ (ให้แต่งประโยคตัวอย่าง)_____

12. wanted

ก) ฉันไม่เคยเห็นคำศัพท์ คำนี้

ข) ฉันเห็นคำศัพท์นี้มาก่อน แต่ไม่มั่นใจว่าจำความหมายได้

ค) ฉันรู้จักคำศัพท์คำนี้ ซึ่งหมายถึง (ให้เขียนความหมาย)_____

ง) ฉันรู้จักคำศัพท์คำนี้และสามารถนำคำศัพท์นี้ไปใช้ได้ (ให้แต่งประโยคตัวอย่าง)_____

13. call

ก) ฉันไม่เคยเห็นคำศัพท์ คำนี้

ข) ฉันเห็นคำศัพท์นี้มาก่อน แต่ไม่มั่นใจว่าจำความหมายได้

ค) ฉันรู้จักคำศัพท์คำนี้ ซึ่งหมายถึง (ให้เขียนความหมาย)_____

ง) ฉันรู้จักคำศัพท์คำนี้และสามารถนำคำศัพท์นี้ไปใช้ได้ (ให้แต่งประโยคตัวอย่าง)_____

14. shouted

ก) ฉันไม่เคยเห็นคำศัพท์ คำนี้

ข) ฉันเห็นคำศัพท์นี้มาก่อน แต่ไม่มั่นใจว่าจำความหมายได้

ค) ฉันรู้จักคำศัพท์คำนี้ ซึ่งหมายถึง (ให้เขียนความหมาย)_____

ง) ฉันรู้จักคำศัพท์คำนี้และสามารถนำคำศัพท์นี้ไปใช้ได้ (ให้แต่งประโยคตัวอย่าง)_____

15. get

ก) ฉันไม่เคยเห็นคำศัพท์ คำนี้

ข) ฉันเห็นคำศัพท์นี้มาก่อน แต่ไม่มั่นใจว่าจำความหมายได้

ค) ฉันรู้จักคำศัพท์คำนี้ ซึ่งหมายถึง (ให้เขียนความหมาย)_____

ง) ฉันรู้จักคำศัพท์คำนี้และสามารถนำคำศัพท์นี้ไปใช้ได้ (ให้แต่งประโยคตัวอย่าง)_____

16. laugh

ก) ฉันไม่เคยเห็นคำศัพท์ คำนี้

ข) ฉันเห็นคำศัพท์นี้มาก่อน แต่ไม่มั่นใจว่าจำความหมายได้

ค) ฉันรู้จักคำศัพท์คำนี้ ซึ่งหมายถึง (ให้เขียนความหมาย)_____

ง) ฉันรู้จักคำศัพท์คำนี้และสามารถนำคำศัพท์นี้ไปใช้ได้ (ให้แต่งประโยคตัวอย่าง)_____

17. jumping

ก) ฉันไม่เคยเห็นคำศัพท์ คำนี้

ข) ฉันเห็นคำศัพท์นี้มาก่อน แต่ไม่มั่นใจว่าจำความหมายได้

ค) ฉันรู้จักคำศัพท์คำนี้ ซึ่งหมายถึง (ให้เขียนความหมาย)_____

ง) ฉันรู้จักคำศัพท์คำนี้และสามารถนำคำศัพท์นี้ไปใช้ได้ (ให้แต่งประโยคตัวอย่าง)_____

18. make

ก) ฉันไม่เคยเห็นคำศัพท์ คำนี้

ข) ฉันเห็นคำศัพท์นี้มาก่อน แต่ไม่มั่นใจว่าจำความหมายได้

ค) ฉันรู้จักคำศัพท์คำนี้ ซึ่งหมายถึง (ให้เขียนความหมาย)_____

ง) ฉันรู้จักคำศัพท์คำนี้และสามารถนำคำศัพท์นี้ไปใช้ได้ (ให้แต่งประโยคตัวอย่าง)_____

19. blew

ก) ฉันไม่เคยเห็นคำศัพท์ คำนี้

ข) ฉันเห็นคำศัพท์นี้มาก่อน แต่ไม่มั่นใจว่าจำความหมายได้

ค) ฉันรู้จักคำศัพท์คำนี้ ซึ่งหมายถึง (ให้เขียนความหมาย)_____

ง) ฉันรู้จักคำศัพท์คำนี้และสามารถนำคำศัพท์นี้ไปใช้ได้ (ให้แต่งประโยคตัวอย่าง)_____

20. won

ก) ฉันไม่เคยเห็นคำศัพท์ คำนี้

ข) ฉันเห็นคำศัพท์นี้มาก่อน แต่ไม่มั่นใจว่าจำความหมายได้

ค) ฉันรู้จักคำศัพท์คำนี้ ซึ่งหมายถึง (ให้เขียนความหมาย)_____

ง) ฉันรู้จักคำศัพท์คำนี้และสามารถนำคำศัพท์นี้ไปใช้ได้ (ให้แต่งประโยคตัวอย่าง)_____

21. forgot

ก) ฉันไม่เคยเห็นคำศัพท์ คำนี้

ข) ฉันเห็นคำศัพท์นี้มาก่อน แต่ไม่มั่นใจว่าจำความหมายได้

ค) ฉันรู้จักคำศัพท์คำนี้ ซึ่งหมายถึง (ให้เขียนความหมาย)_____

ง) ฉันรู้จักคำศัพท์คำนี้และสามารถนำคำศัพท์นี้ไปใช้ได้ (ให้แต่งประโยคตัวอย่าง)_____

22. drink

ก) ฉันไม่เคยเห็นคำศัพท์ คำนี้

ข) ฉันเห็นคำศัพท์นี้มาก่อน แต่ไม่มั่นใจว่าจำความหมายได้

ค) ฉันรู้จักคำศัพท์คำนี้ ซึ่งหมายถึง (ให้เขียนความหมาย)_____

ง) ฉันรู้จักคำศัพท์คำนี้และสามารถนำคำศัพท์นี้ไปใช้ได้ (ให้แต่งประโยคตัวอย่าง)_____

23. asking

ก) ฉันไม่เคยเห็นคำศัพท์ คำนี้

ข) ฉันเห็นคำศัพท์นี้มาก่อน แต่ไม่มั่นใจว่าจำความหมายได้

ค) ฉันรู้จักคำศัพท์คำนี้ ซึ่งหมายถึง (ให้เขียนความหมาย)_____

ง) ฉันรู้จักคำศัพท์คำนี้และสามารถนำคำศัพท์นี้ไปใช้ได้ (ให้แต่งประโยคตัวอย่าง)_____

24. barked

ก) ฉันไม่เคยเห็นคำศัพท์ คำนี้

ข) ฉันเห็นคำศัพท์นี้มาก่อน แต่ไม่มั่นใจว่าจำความหมายได้

ค) ฉันรู้จักคำศัพท์คำนี้ ซึ่งหมายถึง (ให้เขียนความหมาย)_____

ง) ฉันรู้จักคำศัพท์คำนี้และสามารถนำคำศัพท์นี้ไปใช้ได้ (ให้แต่งประโยคตัวอย่าง)_____

25. washing

ก) ฉันไม่เคยเห็นคำศัพท์ คำนี้

ข) ฉันเห็นคำศัพท์นี้มาก่อน แต่ไม่มั่นใจว่าจำความหมายได้

ค) ฉันรู้จักคำศัพท์คำนี้ ซึ่งหมายถึง (ให้เขียนความหมาย)_____

ง) ฉันรู้จักคำศัพท์คำนี้และสามารถนำคำศัพท์นี้ไปใช้ได้ (ให้แต่งประโยคตัวอย่าง)_____

26. sit

ก) ฉันไม่เคยเห็นคำศัพท์ คำนี้

ข) ฉันเห็นคำศัพท์นี้มาก่อน แต่ไม่มั่นใจว่าจำความหมายได้

ค) ฉันรู้จักคำศัพท์คำนี้ ซึ่งหมายถึง (ให้เขียนความหมาย)_____

ง) ฉันรู้จักคำศัพท์คำนี้และสามารถนำคำศัพท์นี้ไปใช้ได้ (ให้แต่งประโยคตัวอย่าง)_____

27. walked

ก) ฉันไม่เคยเห็นคำศัพท์ คำนี้

ข) ฉันเห็นคำศัพท์นี้มาก่อน แต่ไม่มั่นใจว่าจำความหมายได้

ค) ฉันรู้จักคำศัพท์คำนี้ ซึ่งหมายถึง (ให้เขียนความหมาย)_____

ง) ฉันรู้จักคำศัพท์คำนี้และสามารถนำคำศัพท์นี้ไปใช้ได้ (ให้แต่งประโยคตัวอย่าง)_____

28. thinking

ก) ฉันไม่เคยเห็นคำศัพท์ คำนี้

ข) ฉันเห็นคำศัพท์นี้มาก่อน แต่ไม่มั่นใจว่าจำความหมายได้

ค) ฉันรู้จักคำศัพท์คำนี้ ซึ่งหมายถึง (ให้เขียนความหมาย)_____

ง) ฉันรู้จักคำศัพท์คำนี้และสามารถนำคำศัพท์นี้ไปใช้ได้ (ให้แต่งประโยคตัวอย่าง)_____

29. children

ก) ฉันไม่เคยเห็นคำศัพท์ คำนี้

ข) ฉันเห็นคำศัพท์นี้มาก่อน แต่ไม่มั่นใจว่าจำความหมายได้

ค) ฉันรู้จักคำศัพท์คำนี้ ซึ่งหมายถึง (ให้เขียนความหมาย)_____

ง) ฉันรู้จักคำศัพท์คำนี้และสามารถนำคำศัพท์นี้ไปใช้ได้ (ให้แต่งประโยคตัวอย่าง)_____

30. home

ก) ฉันไม่เคยเห็นคำศัพท์ คำนี้

ข) ฉันเห็นคำศัพท์นี้มาก่อน แต่ไม่มั่นใจว่าจำความหมายได้

ค) ฉันรู้จักคำศัพท์คำนี้ ซึ่งหมายถึง (ให้เขียนความหมาย)_____

ง) ฉันรู้จักคำศัพท์คำนี้และสามารถนำคำศัพท์นี้ไปใช้ได้ (ให้แต่งประโยคตัวอย่าง)_____

31. man

ก) ฉันไม่เคยเห็นคำศัพท์ คำนี้

ข) ฉันเห็นคำศัพท์นี้มาก่อน แต่ไม่มั่นใจว่าจำความหมายได้

ค) ฉันรู้จักคำศัพท์คำนี้ ซึ่งหมายถึง (ให้เขียนความหมาย)_____

ง) ฉันรู้จักคำศัพท์คำนี้และสามารถนำคำศัพท์นี้ไปใช้ได้ (ให้แต่งประโยคตัวอย่าง)_____

32. cars

ก) ฉันไม่เคยเห็นคำศัพท์ คำนี้

ข) ฉันเห็นคำศัพท์นี้มาก่อน แต่ไม่มั่นใจว่าจำความหมายได้

ค) ฉันรู้จักคำศัพท์คำนี้ ซึ่งหมายถึง (ให้เขียนความหมาย)_____

ง) ฉันรู้จักคำศัพท์คำนี้และสามารถนำคำศัพท์นี้ไปใช้ได้ (ให้แต่งประโยคตัวอย่าง)_____

33. mum

ก) ฉันไม่เคยเห็นคำศัพท์ คำนี้

ข) ฉันเห็นคำศัพท์นี้มาก่อน แต่ไม่มั่นใจว่าจำความหมายได้

ค) ฉันรู้จักคำศัพท์คำนี้ ซึ่งหมายถึง (ให้เขียนความหมาย)_____

ง) ฉันรู้จักคำศัพท์คำนี้และสามารถนำคำศัพท์นี้ไปใช้ได้ (ให้แต่งประโยคตัวอย่าง)_____

34. park

ก) ฉันไม่เคยเห็นคำศัพท์ คำนี้

ข) ฉันเห็นคำศัพท์นี้มาก่อน แต่ไม่มั่นใจว่าจำความหมายได้

ค) ฉันรู้จักคำศัพท์คำนี้ ซึ่งหมายถึง (ให้เขียนความหมาย)_____

ง) ฉันรู้จักคำศัพท์คำนี้และสามารถนำคำศัพท์นี้ไปใช้ได้ (ให้แต่งประโยคตัวอย่าง)_____

35. book

ก) ฉันไม่เคยเห็นคำศัพท์ คำนี้

ข) ฉันเห็นคำศัพท์นี้มาก่อน แต่ไม่มั่นใจว่าจำความหมายได้

ค) ฉันรู้จักคำศัพท์คำนี้ ซึ่งหมายถึง (ให้เขียนความหมาย)_____

ง) ฉันรู้จักคำศัพท์คำนี้และสามารถนำคำศัพท์นี้ไปใช้ได้ (ให้แต่งประโยคตัวอย่าง)_____

36. time

ก) ฉันไม่เคยเห็นคำศัพท์ คำนี้

ข) ฉันเห็นคำศัพท์นี้มาก่อน แต่ไม่มั่นใจว่าจำความหมายได้

ค) ฉันรู้จักคำศัพท์คำนี้ ซึ่งหมายถึง (ให้เขียนความหมาย)_____

ง) ฉันรู้จักคำศัพท์คำนี้และสามารถนำคำศัพท์นี้ไปใช้ได้ (ให้แต่งประโยคตัวอย่าง)_____

37. mess

ก) ฉันไม่เคยเห็นคำศัพท์ คำนี้

ข) ฉันเห็นคำศัพท์นี้มาก่อน แต่ไม่มั่นใจว่าจำความหมายได้

ค) ฉันรู้จักคำศัพท์คำนี้ ซึ่งหมายถึง (ให้เขียนความหมาย)_____

ง) ฉันรู้จักคำศัพท์คำนี้และสามารถนำคำศัพท์นี้ไปใช้ได้ (ให้แต่งประโยคตัวอย่าง)_____

38. people

ก) ฉันไม่เคยเห็นคำศัพท์ คำนี้

ข) ฉันเห็นคำศัพท์นี้มาก่อน แต่ไม่มั่นใจว่าจำความหมายได้

ค) ฉันรู้จักคำศัพท์คำนี้ ซึ่งหมายถึง (ให้เขียนความหมาย)_____

ง) ฉันรู้จักคำศัพท์คำนี้และสามารถนำคำศัพท์นี้ไปใช้ได้ (ให้แต่งประโยคตัวอย่าง)_____

39. wall

ก) ฉันไม่เคยเห็นคำศัพท์ คำนี้

ข) ฉันเห็นคำศัพท์นี้มาก่อน แต่ไม่มั่นใจว่าจำความหมายได้

ค) ฉันรู้จักคำศัพท์คำนี้ ซึ่งหมายถึง (ให้เขียนความหมาย)_____

ง) ฉันรู้จักคำศัพท์คำนี้และสามารถนำคำศัพท์นี้ไปใช้ได้ (ให้แต่งประโยคตัวอย่าง)_____

40. school

ก) ฉันไม่เคยเห็นคำศัพท์ คำนี้

ข) ฉันเห็นคำศัพท์นี้มาก่อน แต่ไม่มั่นใจว่าจำความหมายได้

ค) ฉันรู้จักคำศัพท์คำนี้ ซึ่งหมายถึง (ให้เขียนความหมาย)_____

ง) ฉันรู้จักคำศัพท์คำนี้และสามารถนำคำศัพท์นี้ไปใช้ได้ (ให้แต่งประโยคตัวอย่าง)_____

41. song

ก) ฉันไม่เคยเห็นคำศัพท์ คำนี้

ข) ฉันเห็นคำศัพท์นี้มาก่อน แต่ไม่มั่นใจว่าจำความหมายได้

ค) ฉันรู้จักคำศัพท์คำนี้ ซึ่งหมายถึง (ให้เขียนความหมาย)_____

ง) ฉันรู้จักคำศัพท์คำนี้และสามารถนำคำศัพท์นี้ไปใช้ได้ (ให้แต่งประโยคตัวอย่าง)_____

42. pond

ก) ฉันไม่เคยเห็นคำศัพท์ คำนี้

ข) ฉันเห็นคำศัพท์นี้มาก่อน แต่ไม่มั่นใจว่าจำความหมายได้

ค) ฉันรู้จักคำศัพท์คำนี้ ซึ่งหมายถึง (ให้เขียนความหมาย)_____

ง) ฉันรู้จักคำศัพท์คำนี้และสามารถนำคำศัพท์นี้ไปใช้ได้ (ให้แต่งประโยคตัวอย่าง)_____

43. water

ก) ฉันไม่เคยเห็นคำศัพท์ คำนี้

ข) ฉันเห็นคำศัพท์นี้มาก่อน แต่ไม่มั่นใจว่าจำความหมายได้

ค) ฉันรู้จักคำศัพท์คำนี้ ซึ่งหมายถึง (ให้เขียนความหมาย)_____

ง) ฉันรู้จักคำศัพท์คำนี้และสามารถนำคำศัพท์นี้ไปใช้ได้ (ให้แต่งประโยคตัวอย่าง)_____

44. boat

ก) ฉันไม่เคยเห็นคำศัพท์ คำนี้

ข) ฉันเห็นคำศัพท์นี้มาก่อน แต่ไม่มั่นใจว่าจำความหมายได้

ค) ฉันรู้จักคำศัพท์คำนี้ ซึ่งหมายถึง (ให้เขียนความหมาย)_____

ง) ฉันรู้จักคำศัพท์คำนี้และสามารถนำคำศัพท์นี้ไปใช้ได้ (ให้แต่งประโยคตัวอย่าง)_____

45. idea

ก) ฉันไม่เคยเห็นคำศัพท์ คำนี้

ข) ฉันเห็นคำศัพท์นี้มาก่อน แต่ไม่มั่นใจว่าจำความหมายได้

ค) ฉันรู้จักคำศัพท์คำนี้ ซึ่งหมายถึง (ให้เขียนความหมาย)_____

ง) ฉันรู้จักคำศัพท์คำนี้และสามารถนำคำศัพท์นี้ไปใช้ได้ (ให้แต่งประโยคตัวอย่าง)_____

46. party

ก) ฉันไม่เคยเห็นคำศัพท์ คำนี้

ข) ฉันเห็นคำศัพท์นี้มาก่อน แต่ไม่มั่นใจว่าจำความหมายได้

ค) ฉันรู้จักคำศัพท์คำนี้ ซึ่งหมายถึง (ให้เขียนความหมาย)_____

ง) ฉันรู้จักคำศัพท์คำนี้และสามารถนำคำศัพท์นี้ไปใช้ได้ (ให้แต่งประโยคตัวอย่าง)_____

47. wind

ก) ฉันไม่เคยเห็นคำศัพท์ คำนี้

ข) ฉันเห็นคำศัพท์นี้มาก่อน แต่ไม่มั่นใจว่าจำความหมายได้

ค) ฉันรู้จักคำศัพท์คำนี้ ซึ่งหมายถึง (ให้เขียนความหมาย)_____

ง) ฉันรู้จักคำศัพท์คำนี้และสามารถนำคำศัพท์นี้ไปใช้ได้ (ให้แต่งประโยคตัวอย่าง)_____

48. week

ก) ฉันไม่เคยเห็นคำศัพท์ คำนี้

ข) ฉันเห็นคำศัพท์นี้มาก่อน แต่ไม่มั่นใจว่าจำความหมายได้

ค) ฉันรู้จักคำศัพท์คำนี้ ซึ่งหมายถึง (ให้เขียนความหมาย)_____

ง) ฉันรู้จักคำศัพท์คำนี้และสามารถนำคำศัพท์นี้ไปใช้ได้ (ให้แต่งประโยคตัวอย่าง)_____

49. sheep

ก) ฉันไม่เคยเห็นคำศัพท์ คำนี้

ข) ฉันเห็นคำศัพท์นี้มาก่อน แต่ไม่มั่นใจว่าจำความหมายได้

ค) ฉันรู้จักคำศัพท์คำนี้ ซึ่งหมายถึง (ให้เขียนความหมาย)_____

ง) ฉันรู้จักคำศัพท์คำนี้และสามารถนำคำศัพท์นี้ไปใช้ได้ (ให้แต่งประโยคตัวอย่าง)_____

50. lions

ก) ฉันไม่เคยเห็นคำศัพท์ คำนี้

ข) ฉันเห็นคำศัพท์นี้มาก่อน แต่ไม่มั่นใจว่าจำความหมายได้

ค) ฉันรู้จักคำศัพท์คำนี้ ซึ่งหมายถึง (ให้เขียนความหมาย)_____

ง) ฉันรู้จักคำศัพท์คำนี้และสามารถนำคำศัพท์นี้ไปใช้ได้ (ให้แต่งประโยคตัวอย่าง)_____

51. dragons

ก) ฉันไม่เคยเห็นคำศัพท์ คำนี้

ข) ฉันเห็นคำศัพท์นี้มาก่อน แต่ไม่มั่นใจว่าจำความหมายได้

ค) ฉันรู้จักคำศัพท์คำนี้ ซึ่งหมายถึง (ให้เขียนความหมาย)_____

ง) ฉันรู้จักคำศัพท์คำนี้และสามารถนำคำศัพท์นี้ไปใช้ได้ (ให้แต่งประโยคตัวอย่าง)_____

52. coat

ก) ฉันไม่เคยเห็นคำศัพท์ คำนี้

ข) ฉันเห็นคำศัพท์นี้มาก่อน แต่ไม่มั่นใจว่าจำความหมายได้

ค) ฉันรู้จักคำศัพท์คำนี้ ซึ่งหมายถึง (ให้เขียนความหมาย)_____

ง) ฉันรู้จักคำศัพท์คำนี้และสามารถนำคำศัพท์นี้ไปใช้ได้ (ให้แต่งประโยคตัวอย่าง)_____

53. trees

ก) ฉันไม่เคยเห็นคำศัพท์ คำนี้

ข) ฉันเห็นคำศัพท์นี้มาก่อน แต่ไม่มั่นใจว่าจำความหมายได้

ค) ฉันรู้จักคำศัพท์คำนี้ ซึ่งหมายถึง (ให้เขียนความหมาย)_____

ง) ฉันรู้จักคำศัพท์คำนี้และสามารถนำคำศัพท์นี้ไปใช้ได้ (ให้แต่งประโยคตัวอย่าง)_____

54. shop

ก) ฉันไม่เคยเห็นคำศัพท์ คำนี้

ข) ฉันเห็นคำศัพท์นี้มาก่อน แต่ไม่มั่นใจว่าจำความหมายได้

ค) ฉันรู้จักคำศัพท์คำนี้ ซึ่งหมายถึง (ให้เขียนความหมาย)_____

ง) ฉันรู้จักคำศัพท์คำนี้และสามารถนำคำศัพท์นี้ไปใช้ได้ (ให้แต่งประโยคตัวอย่าง)_____

55. dad

ก) ฉันไม่เคยเห็นคำศัพท์ คำนี้

ข) ฉันเห็นคำศัพท์นี้มาก่อน แต่ไม่มั่นใจว่าจำความหมายได้

ค) ฉันรู้จักคำศัพท์คำนี้ ซึ่งหมายถึง (ให้เขียนความหมาย)_____

ง) ฉันรู้จักคำศัพท์คำนี้และสามารถนำคำศัพท์นี้ไปใช้ได้ (ให้แต่งประโยคตัวอย่าง)_____

56. green

ก) ฉันไม่เคยเห็นคำศัพท์ คำนี้

ข) ฉันเห็นคำศัพท์นี้มาก่อน แต่ไม่มั่นใจว่าจำความหมายได้

ค) ฉันรู้จักคำศัพท์คำนี้ ซึ่งหมายถึง (ให้เขียนความหมาย)_____

ง) ฉันรู้จักคำศัพท์คำนี้และสามารถนำคำศัพท์นี้ไปใช้ได้ (ให้แต่งประโยคตัวอย่าง)_____

57. upset

ก) ฉันไม่เคยเห็นคำศัพท์ คำนี้

ข) ฉันเห็นคำศัพท์นี้มาก่อน แต่ไม่มั่นใจว่าจำความหมายได้

ค) ฉันรู้จักคำศัพท์คำนี้ ซึ่งหมายถึง (ให้เขียนความหมาย)_____

ง) ฉันรู้จักคำศัพท์คำนี้และสามารถนำคำศัพท์นี้ไปใช้ได้ (ให้แต่งประโยคตัวอย่าง)_____

58. long

ก) ฉันไม่เคยเห็นคำศัพท์ คำนี้

ข) ฉันเห็นคำศัพท์นี้มาก่อน แต่ไม่มั่นใจว่าจำความหมายได้

ค) ฉันรู้จักคำศัพท์คำนี้ ซึ่งหมายถึง (ให้เขียนความหมาย)_____

ง) ฉันรู้จักคำศัพท์คำนี้และสามารถนำคำศัพท์นี้ไปใช้ได้ (ให้แต่งประโยคตัวอย่าง)_____

59. old

ก) ฉันไม่เคยเห็นคำศัพท์ คำนี้

ข) ฉันเห็นคำศัพท์นี้มาก่อน แต่ไม่มั่นใจว่าจำความหมายได้

ค) ฉันรู้จักคำศัพท์คำนี้ ซึ่งหมายถึง (ให้เขียนความหมาย)_____

ง) ฉันรู้จักคำศัพท์คำนี้และสามารถนำคำศัพท์นี้ไปใช้ได้ (ให้แต่งประโยคตัวอย่าง)_____

60. good

ก) ฉันไม่เคยเห็นคำศัพท์ คำนี้

ข) ฉันเห็นคำศัพท์นี้มาก่อน แต่ไม่มั่นใจว่าจำความหมายได้

ค) ฉันรู้จักคำศัพท์คำนี้ ซึ่งหมายถึง (ให้เขียนความหมาย)_____

ง) ฉันรู้จักคำศัพท์คำนี้และสามารถนำคำศัพท์นี้ไปใช้ได้ (ให้แต่งประโยคตัวอย่าง)_____

APPENDIX C
EXAMPLE OF READING REPORT

Reading report form

Title of book (ชื่อหนังสือ)... *Snowman* ....

Time of reading (ระยะเวลาที่ใช้ในการอ่าน).. *2 วันที่* ....

Summary: (สรุปเนื้อเรื่องที่อ่าน). *หิมะกำลังตก ให้โยเด็กๆ กล่าว พวกเขามีน้อง... นิดนี่ และ วิลมา วิลม่า กวาดที่หิมะ จิมไม่มีทางคิดที่ดี เขาสร้างหิมะก้อนนักยะ ทุกอย่างมีลักษณะเป็นหิมะ ฟลอปปีให้หา และ หา วิลม่ามีทางคิดใด ...เขาต้องการหลีกดินเล่น ในหนึ่งเด็กให้หิมะ มีถม พ่อ...ปว... เขาเห็นมนุษย์หิมะ แม่วิลมาเอาอ่านจาก หิมะละลายหายไป พ่อวิลมากล่าวบุญหนึ่งที่ 6* .....

....

....

....

....

How did you like the book? Why? (รู้สึกอย่างไรหลังจากได้อ่านเนื้อเรื่องนี้) เพราะอะไร?

สนุก ได้ความรู้ ....

....

....

(Reading strategies) กลวิธีในการทำความเข้าใจเนื้อเรื่องที่อ่าน

เปิด Dict.	เดาคำศัพท์	ข้ามไปเลย	เดาจากภาพ	เดาจากบริบท	ถามเพื่อน,ครู	อื่นๆ (ระบุ)
✓	✓				✓	

(New words) คำศัพท์ที่ใหม่ที่น่าสนใจ/ควรเรียนรู้.. *Hooray* .... *They พวกเขา*

Floppy .... *barked เห่า* .... *wanted ต้องการ* ....

พลอปปี้

giant ยักษ์ .... *door ประตู* .... *He เขา* .... *roof หลังคา* ....

....

....

ความมั่นใจว่าเข้าใจในเนื้อเรื่องที่อ่านกี่เปอร์เซ็นต์___0% ___25% ___50% _✓_75% ___100%

คะแนนความพอใจที่ให้กับตนเองจากการพัฒนาทักษะการอ่านที่ได้ในครั้งนี้ อยู่ในระดับใด (1-10) __*10*__

Thank you so much. (ขอบคุณมากๆเลยนะ)

ABC DEFGHI

APPENDIX D

ผลประเมินค่าดัชนีความสอดคล้อง (IOC) ของประเด็นแบบสอบถาม

วิจัยเรื่อง การส่งเสริมกลยุทธ์การอ่าน ความเข้าใจและความรู้ด้านคำศัพท์ของนักเรียนชั้นประถมศึกษาไทย โดยการอ่าน

คำชี้แจง แบบประเมินฉบับนี้ใช้สำหรับท่านซึ่งเป็นผู้เชี่ยวชาญ โปรดพิจารณาความสอดคล้องของประเด็นข้อ คำถามเพื่อใช้ในแบบสอบถาม ในเรื่องทัศนคติของนักเรียนชั้นประถมศึกษาที่มีต่อการอ่านหนังสือนอกเวลา ภาษาอังกฤษ โดยให้พิจารณาว่าแต่ละข้อว่ามีความถูกต้องเหมาะสมหรือไม่ เมื่อพิจารณาแล้วให้ใส่เครื่องหมาย ✓ ลงในช่องความคิดเห็น โดยใช้เกณฑ์การพิจารณา ดังนี้

+ 1 หมายถึง เห็นด้วยว่าข้อคำถามวัดจุดประสงค์/เนื้อหานั้น

0 หมายถึง ไม่แน่ใจว่าข้อคำถามวัดจุดประสงค์/เนื้อหานั้น

-1 หมายถึง ไม่เห็นด้วยว่าข้อคำถามวัดจุดประสงค์/เนื้อหานั้น

ข้อความ	คน ที่ 1	คน ที่ 2	คน ที่ 3	คน ที่ 4	คน ที่ 5	ผลรวม คะแนน	ค่า IOC	แปล ผล
1.ฉันได้ความรู้รอบตัวเพิ่มมากขึ้นเมื่อได้อ่าน หนังสือภาษาอังกฤษ I gain more knowledge from extensive reading.	1	1	1	1	0	4	0.80	ใช้ได้
2.ฉันคิดว่าจะได้เรียนรู้คำศัพท์ใหม่ในระหว่าง การอ่านหนังสือภาษาอังกฤษ I can acquire new English vocabulary when I read English books.	1	1	1	1	1	5	1.00	ใช้ได้
3.ฉันคิดว่าการอ่านหนังสือภาษาอังกฤษช่วย พัฒนาความสามารถด้านไวยากรณ์ของฉัน Extensive reading can help improve my English Grammar.	1	0	1	1	1	4	0.80	ใช้ได้
4.การอ่านหนังสือภาษาอังกฤษช่วยพัฒนา ความสามารถทักษะการอ่าน Extensive reading can help improve my reading skills.	1	1	1	1	0	4	0.80	ใช้ได้
5.การอ่านหนังสือภาษาอังกฤษช่วยพัฒนา ความสามารถทักษะการเขียน	1	1	1	1	1	5	1.00	ใช้ได้

ข้อความ	คนที่ 1	คนที่ 2	คนที่ 3	คนที่ 4	คนที่ 5	ผลรวมคะแนน	ค่า IOC	แปลผล
Extensive reading can help improve my writing skills.								
6.การอ่านหนังสือภาษาอังกฤษช่วยให้อ่านภาษาอังกฤษได้เร็วขึ้น Extensive reading leads to faster book reading.	1	1	1	1	1	5	1.00	ใช้ได้
7.การอ่านหนังสือภาษาอังกฤษช่วยให้จับใจความเนื้อหาได้เร็วขึ้น Extensive reading helps me understand a content better.	1	1	1	1	1	5	1.00	ใช้ได้
8.การอ่านหนังสือภาษาอังกฤษทำให้ฉันได้เรียนรู้วิธีคิดใหม่ๆ I develop new thinking skills when I read English books.	1	1	1	1	1	5	1.00	ใช้ได้
9.แม้ฉันจะไม่เข้าใจเนื้อหาที่อ่านหนังสือภาษาอังกฤษ ทั้งหมดฉันก็ไม่กังวลใจ I do not mind even if I cannot understand the book content entirely.	1	1	1	1	1	5	1.00	ใช้ได้
10.การอ่านหนังสือภาษาอังกฤษ เป็นประโยชน์ในการเรียนภาษาอังกฤษของฉัน Reading in English is helpful for my study.	1	1	1	1	1	5	1.00	ใช้ได้
11.ฉันมีความสุขทุกครั้งเมื่อได้อ่านหนังสือภาษาอังกฤษ I am always happy when I read English books	1	1	1	1	0	4	0.80	ใช้ได้
12.ฉันอยากให้มีการส่งเสริมกิจกรรมอ่านหนังสือภาษาอังกฤษในโรงเรียนของฉัน I want to have reading English is held in the school.	1	0	1	1	1	4	0.80	ใช้ได้
13.การอ่านหนังสือภาษาอังกฤษช่วยให้ฉันเกิดทักษะการคิดอย่างสร้างสรรค์ Extensive reading can help improve my creative thinking skills.	1	1	1	1	1	5	1.00	ใช้ได้
14.ฉันมีความรู้สึกดีต่อการอ่านหนังสือภาษาอังกฤษ	1	1	1	1	1	5	1.00	ใช้ได้

ข้อความ	คน ที่ 1	คน ที่ 2	คน ที่ 3	คน ที่ 4	คน ที่ 5	ผลรวม คะแนน	ค่า IOC	แปล ผล
I feel good when I read in English.								
15.การอ่านหนังสือภาษาอังกฤษ เป็นการใช้เวลา ว่างที่เหมาะสมสำหรับฉัน Extensive reading is a suitable leisure time for me.	1	1	1	1	1	5	1.00	ใช้ได้
16.การอ่านหนังสือภาษาอังกฤษเป็นสิ่งที่น่าเบื่อ Reading in English is dull.	0	1	0	1	1	3	0.60	ใช้ได้
17.ฉันกังวลใจเมื่อไม่รู้ความหมายของคำศัพท์ใน หนังสืออ่านภาษาอังกฤษ I feel anxious if I do not understand the vocabularies.	1	0	1	1	1	4	0.80	ใช้ได้
18.การอ่านหนังสือนอกเวลาไม่ช่วยพัฒนาทักษะ ภาษาอังกฤษของฉันได้ Extensive reading cannot help improve my English skills.	0	0	1	1	1	3	0.60	ใช้ได้
19.ฉันมีแผนการอ่านหนังสือภาษาอังกฤษ ต่อไป ในอนาคต I have a plan to continue reading books in the future.	1	1	0	1	1	4	0.80	ใช้ได้
20.การอ่านหนังสือภาษาอังกฤษเป็นสิ่งสำคัญใน ชีวิตประจำวัน Extensive reading is important in daily life.	1	1	1	1	1	5	1.00	ใช้ได้

BIOGRAPHY

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