



EFL Students' Reading Ability through Narrow Reading: Matters of Vocabulary
Acquisition and Reading Comprehension

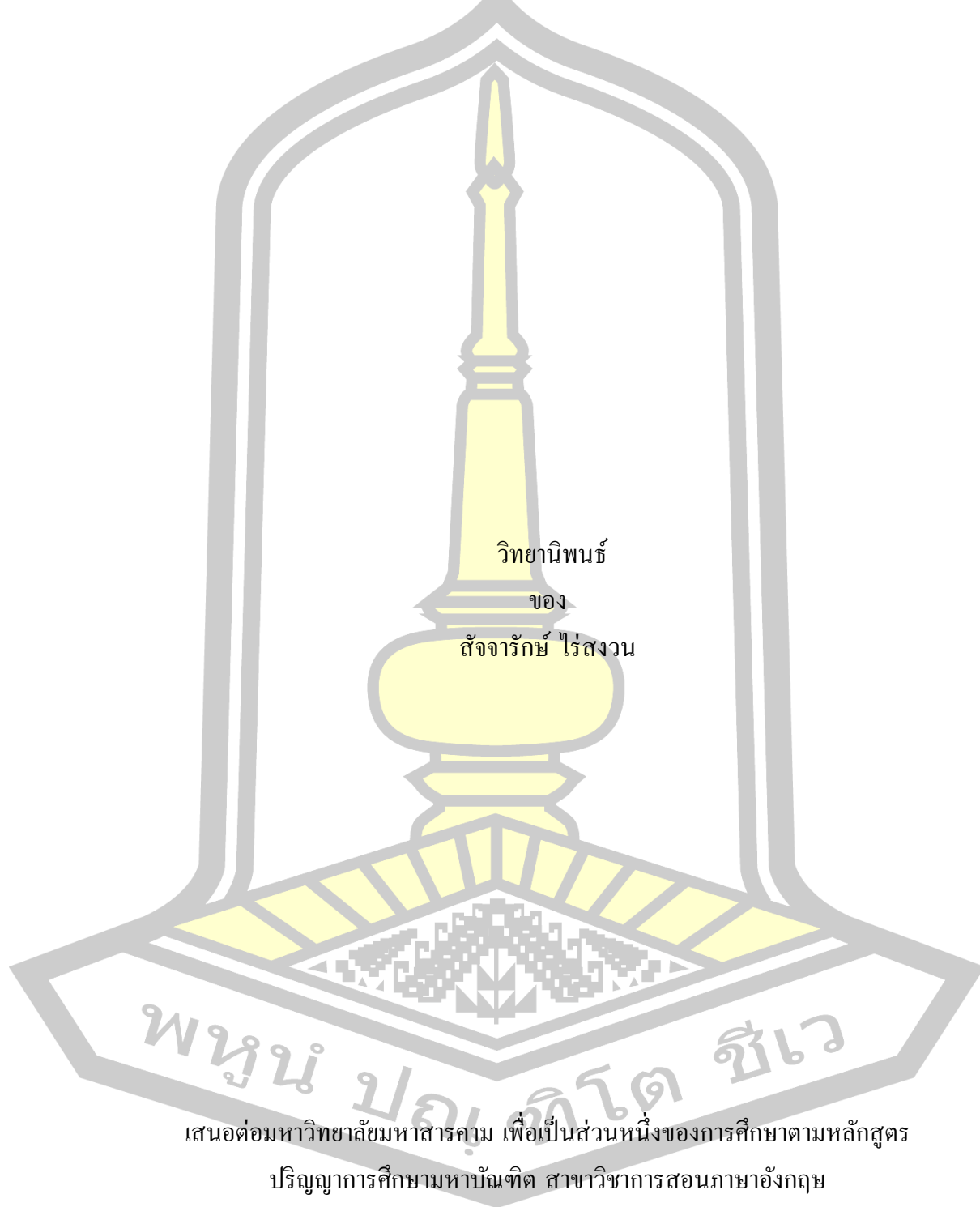
Saccarak Rai sa-nguan

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

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การอ่านเพื่อความเข้าใจ



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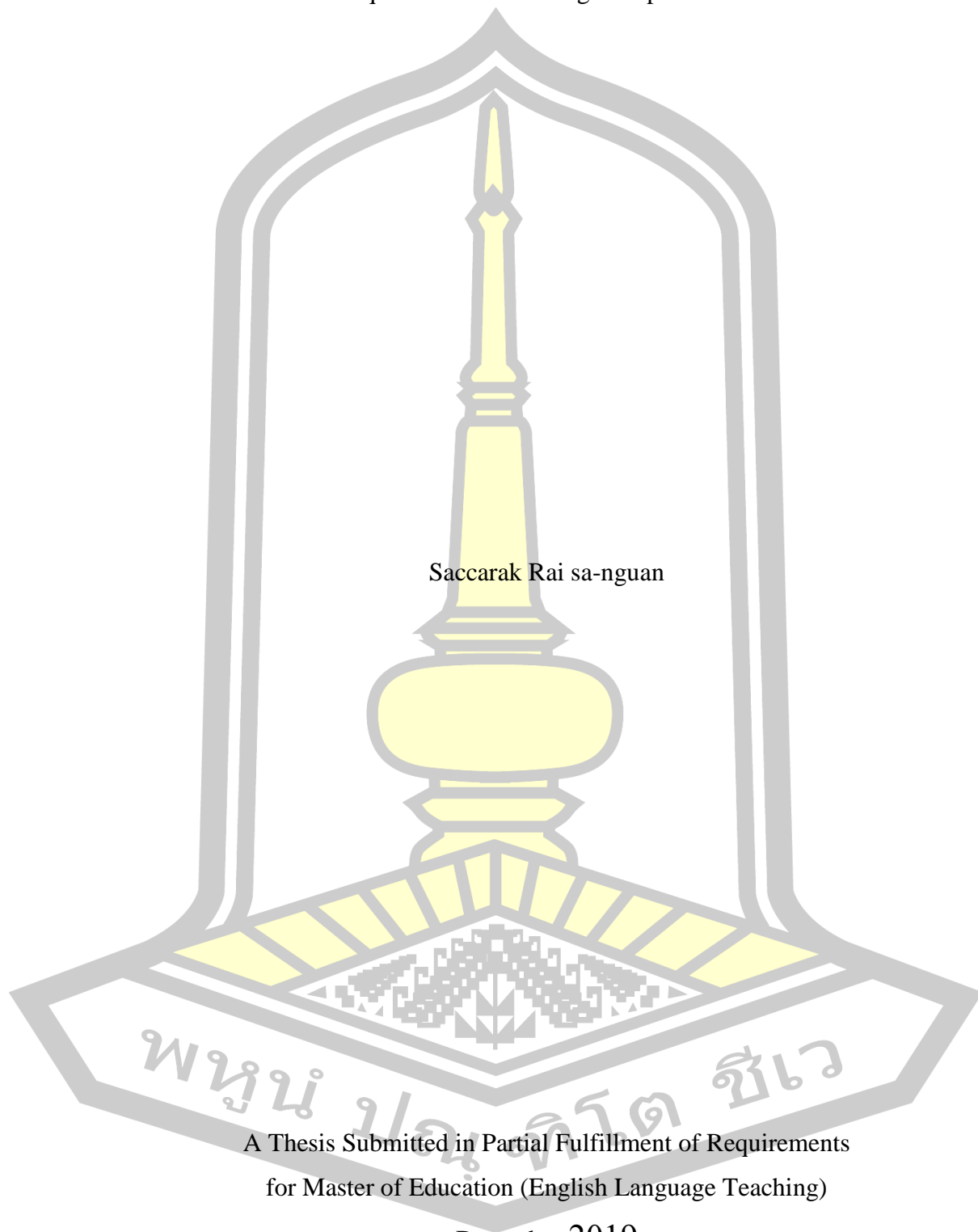
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Acquisition and Reading Comprehension



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December 2019

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ABSTRACT

Reading is closely associated with vocabulary, which, in turn, plays an essential role in reading comprehension. Therefore, the current study aimed to reinforce the notion of narrow reading, a reading approach proposed by Krashen (1994). Specifically, it examined the effects of narrow reading on incidental vocabulary learning and reading comprehension in Buddhist university learning conditions. It also aimed to explore EFL learners' overall attitudes towards the narrow reading approach. Participants were 41 first-year undergraduate students of two intact classes, enrolling in a Thai Buddhist university. The participants were purposively divided into two groups: the experimental group and the control group. Participants were given three measures of receptive and productive vocabulary knowledge and a reading comprehension test. A five-point Likert questionnaire was also used to explore participants' overall attitudes towards the narrow reading approach. Results showed that participants' reading comprehension gained significantly. More precisely, participants gained a 23.33% increase in reading comprehension over 16 weeks. The findings also indicated that narrow reading enhanced both receptive and productive vocabulary knowledge. Indeed, the results showed 41.50% gains in receptive vocabulary knowledge, while a 51.40% increase in productive vocabulary knowledge. Moreover, the analysis of the questionnaire revealed that participants' attitudes towards the narrow reading approach were relatively high (4.37), suggesting favorable attitudes towards this pedagogical approach. The findings of the current study gave support to literature that narrow reading enhances reading comprehension and facilitate learners' learning vocabulary knowledge, both receptively and productively, including Buddhist university learning conditions. Other implications of these findings are also discussed in light of current pedagogical practice and theory.

Keyword : Narrow Reading Approach, Reading Comprehension, Incidental Vocabulary Learning

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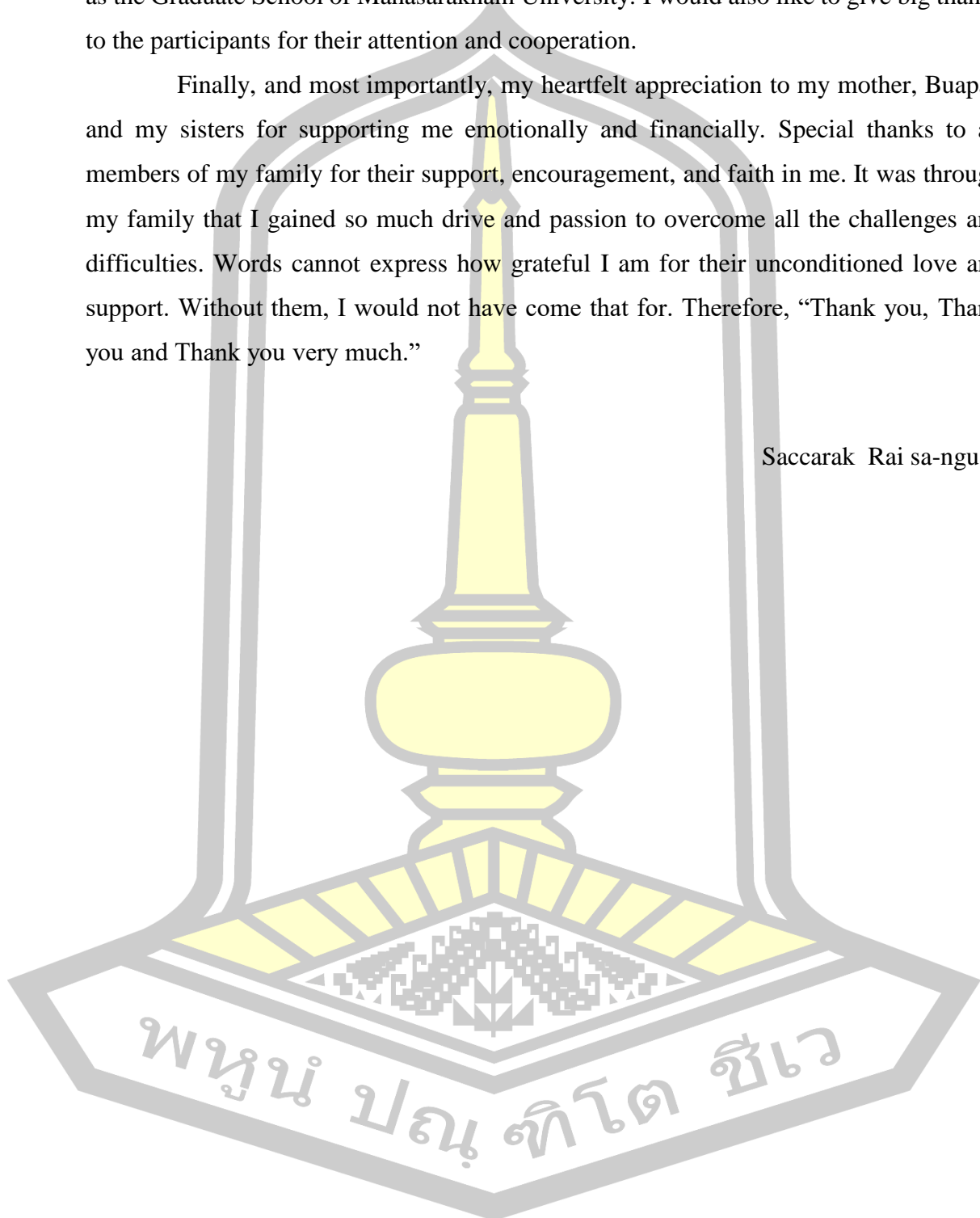


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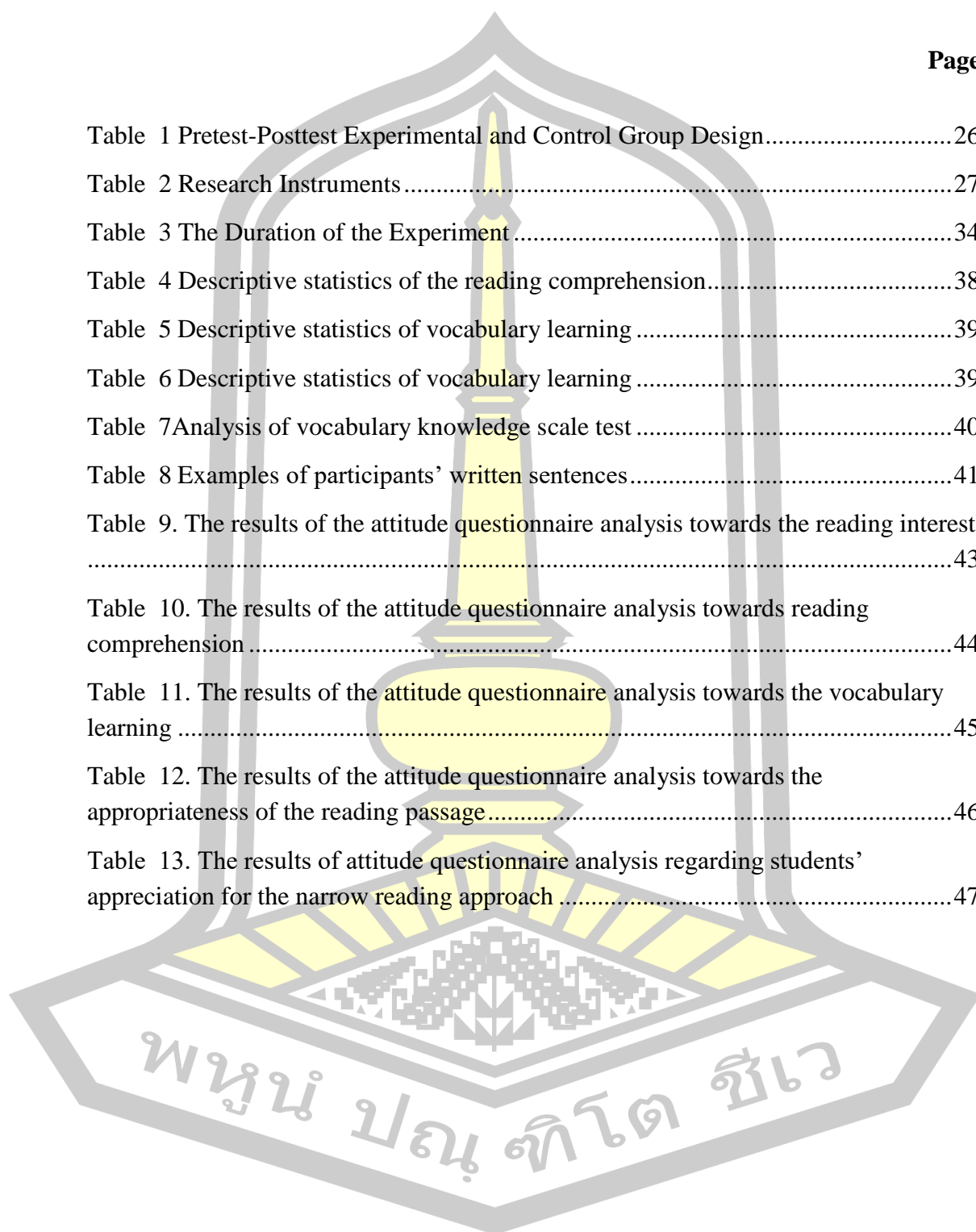
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พหุ ประถมศึกษา

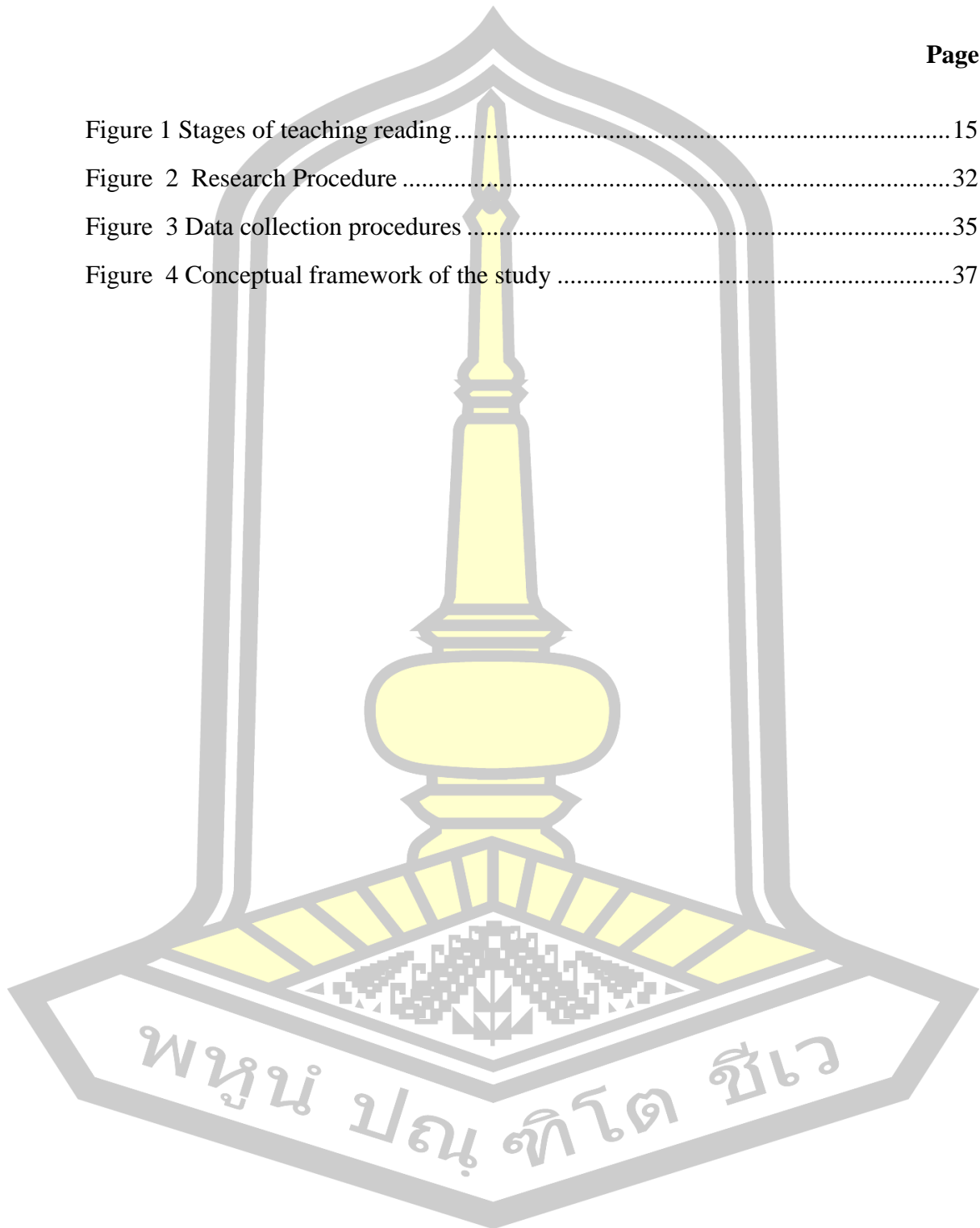
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CHAPTER I

INTRODUCTION

1.1 Background of the Study

English reading plays an essential role in language learning. However, in Thailand, English reading skills are limited partly due to current vocabulary instructions. Thai students are familiar with textbook-based English learning. Specifically, Thai students are often assigned a passage to read or some vocabulary to remember before coming to class. Teachers currently use direct-translation as primary reading instruction. Yet, students are unlikely to search for the meaning of new words before class, indicating the passive learning of the students and the failure of English reading instruction. Indeed, many Thai students are unskilled readers and language instruction strategies in class are not utilized as often as they should be. Therefore, the current study intended to reinforce the notion of narrow reading, a language instruction approach proposed by Krashen, (1994) and to integrate this strategy into classroom instruction in order to improve reading comprehension and vocabulary in English as a foreign language (EFL) context.

Reading is inextricably intertwined with vocabulary, which, in turn, plays an essential role in reading comprehension. While Thai students tend to read more English nowadays, they find themselves struggling to comprehend English reading materials largely because of a variety of unknown words. Vocabulary plays an important part in learning to read and words are our tools to communicate with others, as well as to explore and to analyze the world around us. Therefore, it stands on the reason that students with a limited vocabulary will be handicapped with their educational progress (Sukying, A., 2010). The most demanding need of the foreign language learners was vocabulary, followed by subject matter knowledge, and then syntactic structure (Laufer & Sim, 1985).

Apart from vocabulary knowledge, comprehension is far more than recognizing words and remembering their meanings. However, if a student does not know the meanings of a sufficient proportion of the words in the text, comprehension is impossible (Sedita, 2005). Researchers on vocabulary learning agreed that adequate

reading comprehension depends on a person already knowing between 90 and 95 percent of the words in a text (Hirsch, 2003). Knowing at least 90 percent of the words enables the reader to get the main idea from the reading and guess correctly what many of the unfamiliar words mean, which will help them learn new words. Readers who do not recognize at least 90 percent of the words will not only have difficulty comprehending the text, but they will miss out on the opportunity to learn new words (Sedita, 2005).

Generally, students learn English as a foreign language. They are taught how to use four basic skills; that is, reading, writing, listening and speaking (National Education Commission, 1999). Among these reading is regarded as the most important skill of most students of English on a worldwide basis (Chaisuriya, 2006). It is the main tool for gaining information from books, magazines, articles and other printed materials (Changpueng, 2005).

However, an assessment report of the achievement of English learning on reading skills has shown that most Thai students still have a low reading ability (Suriyawon, 2005). One of their reading problems is poor English vocabulary. Students did not clearly understand what they were reading and sometimes they skipped unknown words which were often keys to reading comprehension. Students lacked background knowledge on familiarity with vocabulary or grammar. Students did not know the meaning of words found in a text. They could read the text but they were not able to comprehend its overall. Students could not conclude or interpret the content of the text when reading. It was difficult for them to identify important information, such as the main idea, topic, and other details

Despite the fact that Thai students tend to read more English nowadays, they find themselves struggling to comprehend English texts due to a variety of unknown words. Students are not taught with the appropriate reading strategies to comprehend the texts effectively. They listen to the teacher passively, take notes, and answer some questions when the teacher asks them. Traditional teaching methods may not fit into such contexts to develop students' reading skills. With the traditional teaching method, students may feel bored, unmotivated and are not satisfied with their learning.

Another problem in reading instruction is related to the prevalence of a wide range of topics in classrooms, which is the primary focus of the current study. Most

English language classes provide students with a variety of themes or topics in reading materials, especially for the beginning. It is presumed that reading different themes, topics, genres, and styles of authors is beneficial for acquiring the language. However, this concept is subject to debate. New information in reading can be challenging for poor readers with limited experience on the topic or theme. Instead, reading several stories that share the same theme that motivates the reader to engage in the reading activity and process language learning at the same time. This focused method of reading texts, originally proposed by Stephen Krashen, is called narrow reading.

Narrow reading involves reading in only one genre, one subject matter, or the work of one author (Krashen, 1994; 1996). Narrow reading is also a term that describes reading organized around a shared topic with overlapping language and content (Lee, 1996). In addition, focused reading in one area for the reader activates the readers' background knowledge in a topic and facilitates comprehension. For example, for a sports enthusiast, reading about a well-known athlete on a sporting event may prove more successful than reading about a surgeon.

Narrow reading is grounded on the idea that the acquisition of both structure and vocabulary comes from many extensive exposure in a comprehensible context (Krashen, 1996). It requires students to spend some time reading a large number of similar texts to gain reading comprehension and vocabulary learning. However, in narrow reading, students read texts from the same topic, the same genre of writing or the same author to gradually gain reading comprehension and learn specific vocabulary incidentally before expanding their reading to other new topics. The Fiji book flood study (Elley, W. B. & Mangubhai, 1981) demonstrated considerable improvement in many aspects of language skills, including comprehension, knowledge of grammatical structures, word recognition, oral repetition, and writing.

Nagy & Herman claimed that children between grades three and twelve learned up to 3000 words a year. It is thought that only a small percentage of such learning is due to direct vocabulary instruction and a far greater amount is due to the acquisition of words from reading. This suggests that traditional approaches to teaching vocabulary, in which the number of new words taught in each class is carefully controlled (words often being presented in related sets), is much less effective in promoting vocabulary growth than simply getting students to spend time on silent

reading of interesting books. Graded readers, which are similar to narrow reading, have a controlled grammatical and lexical load and provide regular and sufficient repetition of new language forms (Wodinski, & Nation, 1988). (Krashen, 1981, 1985) states that narrow reading is also an effective way for unskilled readers to develop reading comprehension and vocabulary learning. Researchers (Kinsella, 2014; Krashen, 2004; Schmitt and Carter, 2000) have proposed several different instantiations of narrow reading that ensure word repetition. With frequent reoccurrences of the same words under the same or similar topic, the readers are able to acquire new inputs themselves. One manner is to encourage students to read ongoing news stories on current issues, such as Japan's volcano eruption in 2014.

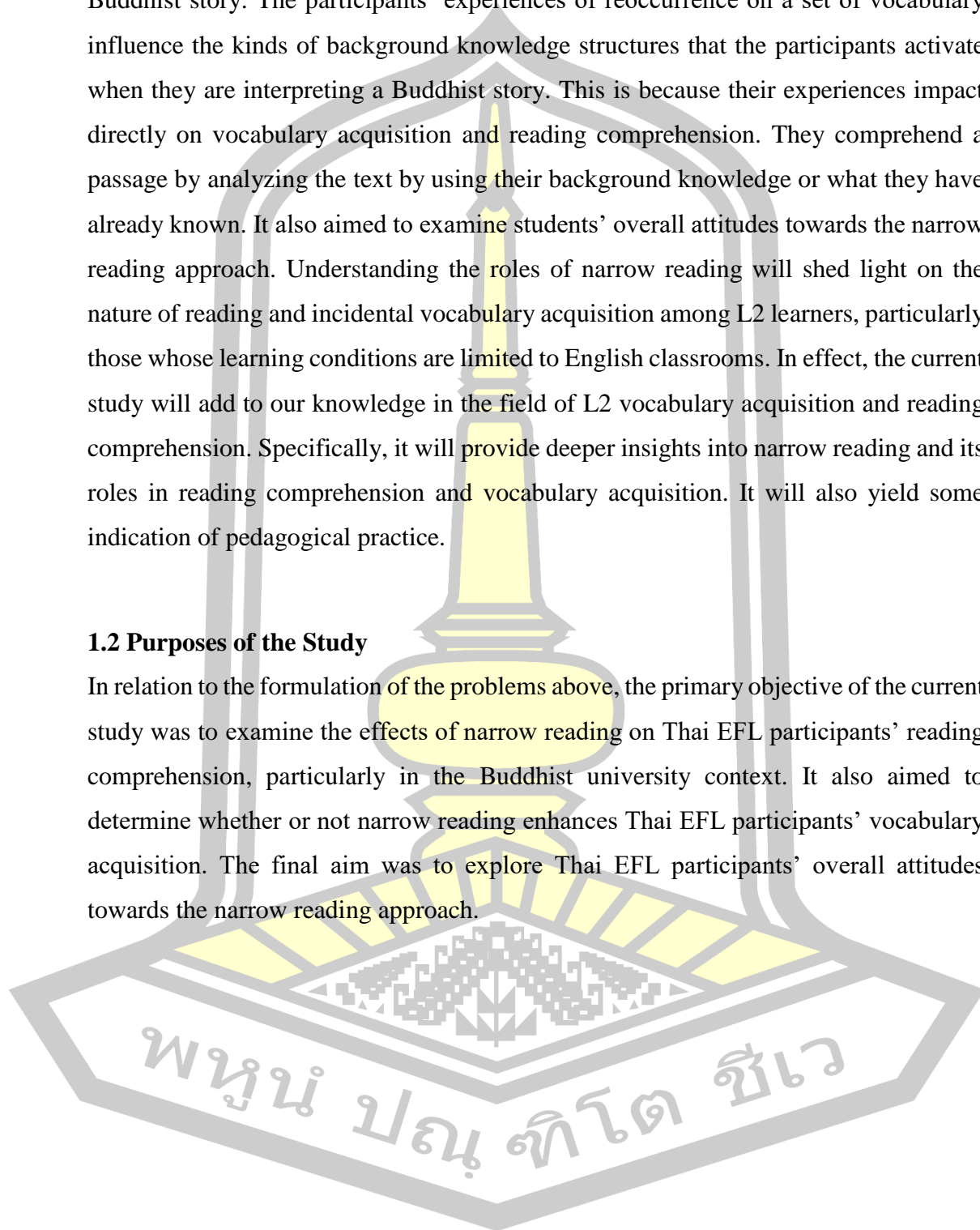
The potential benefits of narrow reading for reading comprehension and vocabulary learning have been demonstrated. Lane (1976) found that a competent reader tended to read a lot of books from only one author, such as a series of Nancy Drew, the Hardy Boys and Bobbsey Twins. A number of studies have also shown that second language (L2) readers are enthusiastic at the prospect of reading a series of books from the same author that covers similar topics or themes (Cho, K. S., & Krashen, 1995; Feitelson, D., Kita, B., & Goldstein, 1986; S. D. Krashen, 1994). It was also shown that reading book series can facilitate the reading level. For instance, students' significant improved reading development from the Sweet Valley Kid book series (second-grade level) to Sweet Valley High series (fifth-grade level) (Cho, K. S., & Krashen, 1995; Cho, 1994). More recently, (Cho, Ahn, Krashen, 2005) again supported the theory of narrow reading when they demonstrated increased attention and confidence of Korean learners through reading Clifford books, which young Korean children associated with the televised Clifford program.

Although previous research has shown that narrow reading can enhance reading comprehension and vocabulary learning, little is known about the narrow reading approach in Buddhist learning conditions. Therefore, the current study aimed to investigate the effect of the narrow reading approach on reading comprehension and vocabulary learning in a Thai Buddhist tertiary context. Specifically, the current study intended to demonstrate and support the benefits of narrow reading in improving reading comprehension and incidental vocabulary acquisition. In relation to the reading process, the English instructional model based on a narrow reading approach and

background knowledge can be supportive in interpreting the text and understanding the Buddhist story. The participants' experiences of reoccurrence on a set of vocabulary influence the kinds of background knowledge structures that the participants activate when they are interpreting a Buddhist story. This is because their experiences impact directly on vocabulary acquisition and reading comprehension. They comprehend a passage by analyzing the text by using their background knowledge or what they have already known. It also aimed to examine students' overall attitudes towards the narrow reading approach. Understanding the roles of narrow reading will shed light on the nature of reading and incidental vocabulary acquisition among L2 learners, particularly those whose learning conditions are limited to English classrooms. In effect, the current study will add to our knowledge in the field of L2 vocabulary acquisition and reading comprehension. Specifically, it will provide deeper insights into narrow reading and its roles in reading comprehension and vocabulary acquisition. It will also yield some indication of pedagogical practice.

1.2 Purposes of the Study

In relation to the formulation of the problems above, the primary objective of the current study was to examine the effects of narrow reading on Thai EFL participants' reading comprehension, particularly in the Buddhist university context. It also aimed to determine whether or not narrow reading enhances Thai EFL participants' vocabulary acquisition. The final aim was to explore Thai EFL participants' overall attitudes towards the narrow reading approach.



1.3 Research Questions

To achieve the objectives of the current study, three research questions were formulated:

1. Does narrow reading promote Thai EFL participants' reading comprehension?
2. Does narrow reading enhance Thai EFL participants' vocabulary acquisition?
3. What are Thai EFL participants' overall attitudes towards the narrow reading approach?

1.4 Scope of the Study

The current study will add to our knowledge in the field of L2 vocabulary acquisition and reading comprehension. Specifically, it will shed light on the effect of narrow reading in vocabulary learning and reading ability in EFL contexts. It will also yield some indication of pedagogical practice. However, the current study will focus on the Thai EFL context, particularly in the Buddhist tertiary level of education.

1.5 Definitions of Terms

The terms that are considered to be important to this study are:

“Reading comprehension” is the ability to understand and interpret the meaning of the texts precisely and correctly according to the author's intention.

“Vocabulary acquisition” involves the process of learning new words.

“Narrow reading” refers to the reading strategy that focuses on reading texts on a single topic and a single genre of writing.

“Attitude” refers to Thai EFL participants' overall psychological perspectives toward the reading instruction by means of the narrow reading approach.

พหุบัณฑิตศึกษา

1.6 Outline of the study

This study was divided into the following parts:

Chapter One: Introduction

This chapter presents the introduction to the thesis statement of the study. It includes the significance of the study, purposes and research questions. Moreover, scopes of the study and definitions of terms, outline of the study are included.

Chapter Two: Literature Review

This chapter reviews the literature on the theoretical framework and related research studies in the narrow reading approach to the current study, construct of reading, reading comprehension, narrow reading, roles of narrow reading in reading comprehension and vocabulary acquisition, assessing reading and summary.

Chapter Three: Research Methodology

This chapter provides the research methodology used in the study including the participants of the study, research design, research instruments, data collection, data analysis and statistics used in the study.

Chapter Four: Findings of the Study

This chapter reports the results of the study in accordance with the research questions. Indeed, the data gathered from the study participants were analyzed in response to each of the research questions

Chapter Five: Discussion and Conclusion

This chapter provides an in-depth analysis of the findings obtained from different measures of reading comprehension and receptive and productive vocabulary knowledge. It also presents the analysis of the questionnaire findings. Then, the chapter concludes the overall findings of the study, followed by implications and suggestions for further studies.

CHAPTER II

LITERATURE REVIEW

This chapter describes the research methodology used in the present study, including the participants, research instruments, data collection, and data analysis. The study focuses on the use of narrow reading to enhance Thai EFL participants' reading comprehension and vocabulary acquisition and to explore the attitudes of Thai EFL participants towards the narrow reading approach.

2.1 Construct of reading

2.1.1 Definitions of reading

Reading is defined as the process of receiving and interpreting information encoded in language via the medium of print (Urquhart, & Weir, 1998). Reading involves the ability to understand and recall content that students have read and can help the reader to remember meanings and ideas from their own previous knowledge and experiences (Dallman, M. & Deboer, 1978). Al-Isa (2006) described that reading is a multilevel and interactive process in which readers construct a meaningful representation of text using their schemata. As such, reading involves an interactive process between the reader and the written or printed text.

Reading is an important skill that English learners must master. Indeed, reading proficiency allows learners to gain more knowledge of a language, such as vocabulary, grammar structure, punctuation, and how to create sentences, paragraph and text. Reading enhances our ability to comprehend and interpret the author's thoughts and ideas in printed material and is a powerful means of developing reading comprehension skill, writing style, vocabulary, grammar, and spelling (Krashen, 2004).

Reading skills are a key factor for learning English at university. The goal of teaching reading at this level is to enable undergraduate students to understand and comprehend English texts. Indeed, meaningful reading must be accompanied with comprehension. Reading comprehension demonstrates the ability of the students to comprehend or to understand printed text and to connect the students' background knowledge to the printed text. The greater the student's background knowledge, the better they will understand the reading text. Reading involves the negotiation of

meaning. That is, the readers include their previous experience and knowledge in the reading process in order to understand the meaning of the text they read (Brown, 2004). Harmer (2001) identified that learners deploy a range of respective skills when they read the written or printed texts, which involves an interaction between linguistic and world knowledge. Reading has been described as thinking, understanding and getting at the meaning behind a text (Serravallo, 2010). While reading, an effort must be made to understand the ideas that the text provides (Serravallo, 2010) and this is particularly important for academic purposes. To develop reading skills, students need to practice reading frequently and believe that their reading skills will allow them to understand and comprehend what they have read. Moreover, reading as an interactive process that involves a text, a reader, and a social context in which the reading process occurs (Celce-Murcia, 2001). This suggests that the reader's past experiences, language background, and cultural framework may influence their interpretation of the text.

In summary, reading can be defined as an interactive process for receiving or interpreting the meaning of a written or printed text. Reading is one of the most important skills for gaining information and it involves three main components; a reader, the reading message and an author. Readers must combine their language strategies, skills and background knowledge for reading comprehension achievements.

2.1.2 Importance of reading

Developing reading skills in EFL participants is crucial to improve reading comprehension proficiency, the cognitive ability to select the appropriate strategy, differentiate between relevant and irrelevant information more quickly, process the information and act accordingly. This skill is important for EFL students to attain success both in their academic and professional life. Indeed, students must achieve an appropriate reading level in order to comprehend and perceive written technical information efficiently in the field of their work.

Reading has become a part of our everyday lives since it is performed both for pleasure and information. In general, the main goal of reading is to comprehend what we read in order to garner information; however, not all university-level students achieve this objective (Manasuntorn, 1975). Students spend a great deal of time reading written or printed material, analyzing and responding to it. Reading skills are important

for students since they foster reading comprehension. At the very least, students should be able to achieve the level of comprehension required to pass their examinations. It is therefore important that reading skills are taught in universities. Different reading approaches can be used to improve reading comprehension, such as using schemas, skimming, scanning, predicting, mind mapping, narrow reading, reading for the main idea, and understanding keywords and phrases for comprehending reading material. Though each of these approaches has unique advantages in developing reading skills, the narrow reading approach enables students to make connections to the text they are reading, and this can increase their vocabulary and comprehension of the text. In order to fully appreciate the potential benefits of the narrow reading approach, it is crucial to understand the different reading models that impact a learner's reading skills.

2.1.3 Reading models

Reading is a complex skill that requires careful orchestration of a number of different components. In order to develop students' reading effectively, teachers should understand the complexity of the reading process. More specifically teachers must realize the importance of reading models to obtain a more comprehensive view of reading and employ these models to improve learners' reading skills. In an attempt to understand the complex reading process and the various components that have an impact on a reader's mind during the process, several experts have studied the connections between the reading process and how reading should be taught. Chandavimol (1998) stated that teachers are required to study a theory of reading comprehension for organizing a more effective reading program and improving students' understanding. Research on the characteristics of reading has classified the reading process into three key models: the bottom-up model, the top-down model, and the interactive model.

1. Bottom-up Model

The bottom-up reading model emphasizes a single-direction, part-to-whole processing of a text. This model of the reading process is aware of the smaller units in language organizations such as letters, words, phrases, and sentences. The students read the texts and study the organization of the text without connecting it to their own schema or background knowledge in order to construct meaning from what was written

in the text. That is, the bottom-up model pays little attention to the reader's related background knowledge. Typically, teaching reading skills through a bottom-up model requires that teachers instruct students to concentrate on words, sentence patterns and grammatical structures related to the reading material.

In this model, readers take reading materials as information input; starting from decoding the smallest units such as, phonemes, grapheme, letters and words recognition, and then integrating information continuously to accomplish the reading activity. Readers do not, therefore, become active in the reading process. The weakness of this model is that the readers understand that what they have read is the result of their own constructions, not the result of the transmission in the reading process.

2. Top-down Model

The top-down approach uses concept theory as a basis for teaching the reading process. Goodman was the first to present this model and he argued that readers should apply their background knowledge, that is, what they already know, in order to connect with a text, they read and relate these schemata to new information in the text to help their comprehension. According to the theory, readers predict reading materials according to previous syntax and semantic constructions and confirm or modify these predictions during the reading process. This model emphasizes guessing the meaning of the word or phrases and it is not necessary for the readers to read every word. The reading activity begins from whole to part, where readers are more aware of understanding the main ideas of a passage than understanding every word in the passage. Comprehending the reading material is the key in this model, and teaching reading skills through a top-down model requires teachers to focus more on students' implicit knowledge and means to expose it.

The top-down reading model encourages students to focus more on recognizing the main ideas of a text rather than understanding every word. It does not focus on the phoneme instruction but instead on allowing students to read complete sentences, paragraphs, and books. In addition, the top-down model encourages readers to apply their own knowledge and use context clues to understand new concepts or words. Using the top-down model, readers proceed from the largest element, use their background knowledge, and then identify words to construct their comprehension of what is being read.

3. Interactive Model

An interactive reading model is a reading instruction that simultaneously combines the interaction of bottom-up and top-down processes throughout the reading process. The key proponent of the interactive model is David Rumelhart. In this model, readers utilize both knowledge of word structure and background knowledge to decode and interpret the word found in the texts they read. (Grabe, 1991) noted that efficient and effective reading requires both top-down and bottom-up decoding since it encompasses both letters and background knowledge. The interactive model can support effective reading as it is a process based on information from several sources such as syntactic, semantic knowledge, and schemata (Stanovich, 1980). Farrell (2002) explained the process of the interactive model as follows: (1) predict what the text will be about, (2) actively select words that fit the guesses, (3) continue the cycle of prediction and sampling as long as the text poses no difficulty, and (4) when comprehension breaks down, the readers frame a new hypothesis and restart the cycle of predicting and sampling. Therefore, the interactive model is a constructive process between the reader's prior knowledge and information from the text.

Reading instruction based on the narrow reading approach requires students to employ the interactive model. Students' are encouraged to activate their experiences and background knowledge via the text. Then, students make predictions by formulating questions to be answered while intensively reading. If any problems arise, they may turn their attention to particular words or phrases. Students continue to confirm and modify their predictions throughout the reading process.

2.2 Reading Comprehension

Comprehension is considered to be the heart of reading. Lenz (2005) identified that reading comprehension is the process of constructing meanings from the text. This process involves the readers' ability to make a relationship between their background knowledge and their purpose of reading with the meanings of the text. When readers read something, they comprehend the writer's intended message by predicting, evaluating, selecting significant details, and organizing.

Reading is an essential component of the learning process. Reading is the understanding of ideas, information or feeling that words convey when putting together in the specific form chosen by the writer (Seyley, 2000). Tierney & Readence (2000) stated that a reader must be able to comprehend the text in order to understand, evaluate and criticize. To teach students to read is to teach the way to comprehend and react to what they read or to read for meaning. Moreover, comprehension can be described as a process of deriving meaning from connected texts. Readers should interpret written symbols that represent language and use their background knowledge to comprehend the information (Pang, 2003). Skillful readers do not examine each and every sentence but they can understand what they read. Good readers can also unite their purpose with the author and can associate their background knowledge with the message in the text. Klinger (2007) stated that reading comprehension involves much more than a reader's response to a text. Instead, reading comprehension is a multi-component and involves many interactions between readers and what they bring to the text.

2.2.1 Reading Comprehension Levels

Three levels of reading comprehension have been proposed by various researchers. While the exact definition of each level differs between researchers, most agree on the key concepts related to each level. For instance, Alderson (2000) argues that the first level of comprehension is literal understanding and the second is “an understanding of the meaning that is not directly that is not directly stated in the text” or referred meaning.” The final level is “an understanding of the main implications of the text” in which the readers employ critical thinking about the text being read (Alderson, 2000). Similarly, Davis and Lass (1996) describe three levels of reading comprehension. The first level is literal comprehension in which readers need to understand what actually on-page is. In this level, readers can identify the main components of a text (who, what, when, where) and can also find or remember main ideas or summarizing sentences. The second level is inferential comprehension, where readers go beyond the text to their own experiences. They can make predictions or develop ideas when main ideas, sequences, characters, moods, or outcomes are not directly mentioned in the text. The last level is critical comprehension. Readers evaluate what is read in the context of their experiences. Such critical comprehension demands

analytical skills. Readers must challenge the text with questions such as “Why?” or “Why not?” or “Do I agree?” or “So what?”

Richards & Schmidt (2002) classified reading comprehension into four types, including literal, interpretive or inferential, critical or evaluative, and appreciative comprehension. Literal comprehension is the first reading comprehension level. Readers can understand, remember, or recall information presented in a text. Next, interpretive or inferential comprehension refers to the reader’s process of finding information not directly stated in the text by using their experience. When readers compare information with their own background knowledge, critical or evaluative reading comprehension has occurred. The last level is appreciative comprehension. Readers are able to gain an emotional response from the text. Finally, Ruddell (2001) has also argued for three levels of reading comprehension: literal comprehension, interpretive comprehension, and applied comprehension. Literal comprehension is gained from simply reading the text and the reader can understand the meaning of the author’s direct intention. Interpretive comprehension requires the reader to conclude, compare and understand the symbolic use of language and ideas. The reader can understand the messages of the text that are not stated directly. In the applied comprehension level, the reader is able to understand and relate to the information in the text with his or her prior knowledge. Consequently, the reader has to connect the new information with prior knowledge when reading. In the current study, the literal level of reading comprehension was used as a framework for designing data collection instruments.

2.2.2 Teaching Reading Comprehension

Reading plays a major role in any language class. Importantly, reading comprehension skills differ between first and second language readers. Teaching reading comprehension strategies should be a concern of teachers in every content subject area (Wise, 2009). To teach reading effectively, teachers should pay attention to two factors; the reading objectives and the classroom procedures.

There are three phases in teaching reading comprehension and teachers should be aware of the aims of each reading phase to encourage students to develop their reading abilities and achieve proficiency in reading. Specifically, reading instruction

should be based on three stages of comprehension (Crafton, 1982), as shown in Figure 1.

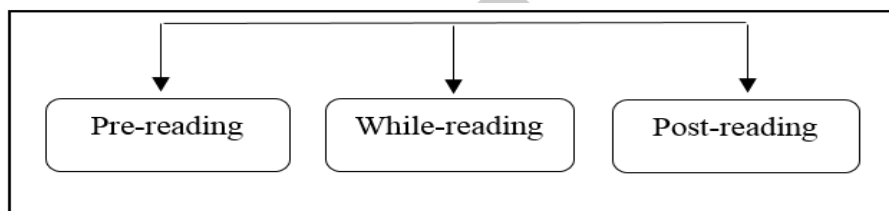


Figure 1 Stages of teaching reading

1. Pre-reading stage

In this phase, the teacher encourages participants to anticipate what they are going to meet in the text before they start reading. In this stage, the teacher offers the topic or title of the text with ten target words appearing that the participants will read in order to activate their background knowledge to encourage them to use effective strategies when reading. According to Al-Isa (2006), failure of L1 and L2 readers to make sense of a text is caused by their lack of an appropriate schema like content, formal or linguistic. The topic chosen in the study is based on the subject of the history and development of Buddhism, which is compulsory to learn. The process of background knowledge activation was talking about the general information of Buddhism. More or less, the researcher believed that the participants had some background knowledge of Buddhism and were eager to read their stories. This can help them expose their L2 learning process effectively.

2. While-reading stage

In this stage, the participants will spend some time to read the text. Meanwhile, the researcher will walk around the classroom to observe whether or not any participants need help without being interrupted while they are reading. The researcher will closely monitor their behavior. If necessary, some ambiguous words will be clarified to ease the reading ability. Participants take part in activities that enable them to comprehend the writer's purpose and to clarify the material content (in-group). For instance, teachers may ask the participants to judge the significant and insignificant information.

3. Post-reading stage

In the post-reading stage or follow-up activities, the researcher may discuss the content, answer the comprehension questions, or retell the text. Participants can expand, share, and exchange information and also reflect on their learning achievements. The researcher will give them the correct answer and clear explanation. Up to the sixth text, the reading activity will be performed in the same way.

In conclusion, the instructional strategy in this study was the narrow reading approach. There were three instructional steps in this model: pre-reading, while-reading, and post-reading. In the pre-reading step, it was composed of participants' interest surveys, activate participants' background knowledge using an authentic learning environment and learning new words. Next step, while-reading step, the learning activities in this step consisted of taking notes, and question answering. The last step, post-reading consisted of checking the right understanding and summarizing.

2.2.3 Schema theory

Background knowledge consists of “our assimilated direct experiences of life and its manifold activities, and our assimilated verbal experiences and encounters” (Swales, 1990). Psychological studies on comprehension show that our understanding of something is a result of our past experience, background knowledge or what is called *schema* (Bartlett, 1932; Rumelhart, 1980, quoted in Patricia 1983; Rumelhart, 1977). Indeed, a schema organizes one's prior knowledge and helps to interpret new experiences. The main function of a schema is to contribute a summary of our previous experience by abstracting out important and stable elements. Each reader has the different background knowledge and this schema knowledge supports readers when they are reading a text in their mother tongue. Schemata are accepted as interlocking mental structures representing readers' knowledge of ordinary events (Anderson, 1988).

Much evidence has shown that a reader's background knowledge or schema plays a critical role in the construction of meaning from a text (Anderson, 1984). Spencer & Sadoski (1988) studied the differential effects of pre-reading activities among ESL learners of different cultural backgrounds. They found learners with a cultural background related to the given text performed better in reading

comprehension. Indeed, reading problems can arise from various causes, especially poor prior knowledge of texts. According to Carrell (1988) reading problems are likely due to a deficiency in background knowledge or inappropriately activated schemata. Moreover, (Clarke and Silberstein, 1977, quoted in Brown 2001) note that the interpretation of information is primarily derived from the readers' schema not from the printed words. Taken together, these studies provide clear evidence that understanding a text depends on the extent to which the reader's schema is activated while reading. Other studies have investigated ways to activate schema. Armbruster (1996) advocates the use of analogies or comparisons to activate the students' existing schemata. The cultural inferences appearing in the text should also connect with the readers' existing schemata. Moreover, the features and design of textbooks should be carefully organized to correspond to the conventional structure with which the students are familiar.

In the reading process, readers integrate the new information from the text into their preexisting schemata. Wallace (2001) stated that only after the schema is activated is one able to see or hear because it fits into patterns that one already knows. The notion of schema is related to the organization of information in long-term memory. A schema is a singular form that refers to one "chunk" of knowledge. A schema is made up of subordinate parts called nodes. Anderson (1984) developed the notion of schema in relation to language reading and argue that "a reader's schemata, or knowledge already stored in memory, function in the process of interpreting new information and allowing it to enter and become a part of the knowledge structure" and that it "is structured in the sense that it represents relationship among its component parts."

In the present study, readers are given the opportunity to read a theme or topic in which they are interested. This means that the readers possibly have some prior knowledge of the topic. Thus, they are able to interpret or predict the meaning of the texts with less effort. Moreover, the reading experience of the first text, which becomes a new schema, is reinforced by later texts that are under the same topic. In this manner, the schema is gradually strengthened while reading the related texts, thereby advocating incidental vocabulary learning and facilitating reading comprehension for further reading on the same or any other related topics. In addition, to enjoy reading, new information or input must be comprehensible to the reader. This can help learners to

naturally acquire a second language. This is one of the five key hypotheses that Krashen proposes for second language acquisition. Comprehensible input is defined as one step beyond the learner's initial knowledge ($i + 1$). In the current study, the reading texts were simplified using the Range program to ease the reading process and ensure that the input was comprehensible. The next section is the discussion about the input hypothesis.

2.2.4 Input hypothesis

Comprehending a text or message is necessary for language acquisition and development of literacy. The linguist, Stephen Krashen developed a group of five hypotheses of second-language acquisition. These hypotheses are the input hypothesis, the acquisition–learning hypothesis, the monitor hypothesis, the natural order hypothesis, and the affective filter hypothesis. Krashen originally formulated the input hypothesis as just one of the five hypotheses. It was also known as the monitor model. It is the first stage of the five key hypotheses proposed by Krashen in the 1970s and 1980s. The input hypothesis emphasizes the importance of comprehensible input. Comprehensible input is one of the five major hypotheses in which Krashen proposed for second language acquisition. Learners are given comprehensible input to expose the second language naturally. The comprehensible input is one step beyond the initial knowledge of the learners. Supposing that i stands for the previous linguistic or initial knowledge, the language learners should understand only $i + 1$ level to bring about natural language acquisition.

Comprehensible input can be designed in many ways. Teachers can speak slowly and use simple words to make sentence structures. Some teachers may use integrated strategies that are conducive to learning. Others may rely on audiovisual tools, such as images, flashcards, or powerpoint programs. Teachers should also organize language learning materials that are not too complicated. The current study uses the concept of narrow reading to help students understand reading and at the same time, they can acquire words that are repeatedly found in the textbook. According to the input hypothesis, reading passages should be selected based on the students' interests. In addition, teachers should modify the texts appropriately in terms of structure and vocabulary so that they are not too difficult for students to perform the

reading activity. When the students understand the content, they easily acquire the language to some extent.

2.3 Narrow Reading

Narrow reading is a teaching method that encourages readers to comprehend the text while reading. This method was first introduced over two decades ago by Stephen Krashen, who has become well-known in language learning. Krashen (2004) described that narrow reading as a strategy in which the reader reads the texts by one author or on a single topic of interest to help the reader with vocabulary and grammar. Krashen (2004) demonstrated that narrow reading is a fruitful approach in second language acquisition.

In general, in current educational institutions, various themes or topics are taught to the students at the same time. For instance, course textbooks may consist of 10 different themes containing different words, phrases, discourse, and grammar structures. As such, each new lesson is not similar to what they have already studied. Without sufficient reoccurrence of the previous lesson, the students are likely to encounter a barrier of new words. Narrow reading is different from extensive reading as it emphasizes reading a number of texts within one theme in order to see the repetitions of words and structure before moving to the next content. This reading approach contrasts with the usual strategy of selecting different genres of reading texts, often written in different eras. Krashen (1994) stated that narrow reading means reading in only one genre, one subject matter, or the work of one author. It is based on the idea that the acquisition of both structure and vocabulary comes from many exposures to comprehensible context (Krashen, 1996). Indeed, Gardner (2008) found that narrative texts written by the same author repeated more low-frequency vocabulary than texts written by different authors.

Narrow reading is defined broadly as reading several books written by the same author, on the same topic, or from the same genre (Hadaway & Young, 2010). With frequent reoccurrences of the same words under the same or similar topic, the readers are able to acquire new inputs themselves. However, the readers must engage in regular reading to expose themselves to the same words more often. Krashen (2004) also proposed that comprehensible input can be gained from narrow reading. By reading

the familiar or interesting topic, the readers become familiar with the context and are able to expand their reading to other areas. Furthermore, background knowledge is a tremendous facilitator of comprehension. Readers with better background knowledge are more likely to acquire English insight from a novel because it is more comprehensible. Narrow reading improves one's background or contextual knowledge. Moreover, the most prominent advantage of the narrow reading approach is that this approach is effective in motivating readers. That is, students observe vocabulary reoccurrence in various comprehensible contexts.

2.3.1 Benefits of narrow reading

Narrow reading requires students to spend some time reading a large number of interesting texts to gain reading comprehension and vocabulary learning. In this method the students read texts all under the same topic, the same genre of writing or the same author to gradually gain reading comprehension and learn certain vocabulary incidentally before expanding their reading to other topics. Krashen (1982) argues that sufficient exposure to the language, interesting material, and a relaxed, tension-free learning environment are necessary for language acquisition. The Fiji book flood study (Elley & Mangubhai, 1981) demonstrated great improvement in many aspects of language skills, including comprehension, knowledge of grammatical structures, word recognition, oral repetition, and writing. Moreover, Nagy & Herman, (1987) claim that children between grades three and twelve (US grade levels) learn up to 3000 words a year. It is thought that only a small percentage of such learning is due to direct vocabulary instruction and a far greater amount is due to the acquisition of words from reading. This suggests that traditional approaches to teaching vocabulary, in which the number of new words taught in each class is carefully controlled (words often being presented in related sets), is much less effective in promoting vocabulary growth than simply getting students to spend time on silent reading of interesting books. Graded readers, which are similar to narrow reading, have a controlled grammatical and lexical load and provide regular and sufficient repetition of new language forms (Wodinski & Nation, 1988). Krashen (1981, 1985) argues that narrow reading is an effective way for unskilled readers to develop reading comprehension and vocabulary learning. With frequent reoccurrences of the same words under the same or similar topic, the readers are able to acquire new inputs themselves. Narrow reading is based on the idea that the

acquisition of both structure and vocabulary comes from many exposures in a comprehensible context, that is, we acquire new structures and words when we understand the writer's messages (Krashen, 2004). Narrow reading is an effective method of language instruction because it allows students to see vocabulary repeatedly in a variety of familiar contexts.

2.4 Roles of narrow reading in reading comprehension and vocabulary learning

In the past decades, much research has been dedicating to reading comprehension and vocabulary learning. The present study expands on this body of knowledge and focuses on the studies pertaining to narrow reading. Lame (1976) found that a good reader tended to read a lot of books from only one author such as a series of Nancy Drew, the Hardy Boys and Bobsey Twins. Moreover, (Cho & Krashen (1995; 1994) showed that second language readers were enthusiastic to read a series of Sweet Valley books and readers also showed significant reading development from Sweet Valley Kid (second-grade level) to Sweet Valley High (fifth-grade level). Furthermore, Cho, Ahn, & Krashen (2005) provided further support for the narrow reading approach by demonstrating increased attention and confidence in Korean learners reading the Clifford book series, in which young Korean children can also relate to their experience of watching the televised Clifford program.

Wanna-ngam (2012) examined whether narrow reading has a positive effect on reading comprehension and incidental vocabulary learning among undergraduate students of Khon Kaen University. The research population involved 40 undergraduate students of Khon Kaen University, registered in the 2010 academic year. The findings indicated that the narrow reading approach improved the students' reading comprehension and facilitated incidental vocabulary learning compared to a traditional teaching approach. Udomrat (2014) also investigated the effectiveness of the narrow reading on reading comprehension ability in Thai Secondary School students. The subjects in the study were 47 M.6/12 students of Kalasinpittayasan School in the first semester, in the 2011 academic year. The subjects were trained using the narrow reading approach. After the training, a reading comprehension test was administered. The participants gained significantly higher average scores on the posttest than the

pretest. A content analysis also revealed that students expressed positive attitudes towards the narrow reading approach.

The ability of the narrow reading approach to improve students' reading comprehension was also assessed in 40 Thai high school students who studied Fundamental English (E3310) in the first semester of the 2007 academic year (Sophaom, 2008). The results showed that the narrow reading approach improved the students' comprehension, particularly those from the Above Average and Average groups. Most students were satisfied with the narrow reading approach as it helped improve their reading comprehension. However, the narrow reading approach might have to be modified considerably to suit the teaching context at the school. Finally, Hui-Tzu Min (2008) examined whether narrow reading is more effective than reading plus vocabulary expanding tasks (RV) for EFL students' vocabulary enhancement. The results indicated that the RV approach was better than narrow reading. However, it should be noted that the narrow reading approach focused on thematically relevant texts only, and not texts written by the same writer.

2.5 Assessing reading

Assessment can happen at any point in a lesson, including during or after the learning process (Caldwell, 2007). In the current study, students are assessed before, during, and at the end of teaching to gauge the students' improvement. Grant (1987) argued that one of the teacher's roles apart from providing efficient instruction is to assess students' achievement. As Brown (2004) states, assessment is the process of measure that is done by the teacher whenever students practice language skills. Assessment is divided into two types (Brown, 2004). The first type is an informal assessment. This form of assessment is incidental and is based on unplanned comments or responses or impromptu feedback to the students. That is, the teacher did not design the assessment. Commenting on students' papers and correcting students' pronunciation are also considered an informal assessment. The second type is a formal assessment. In this type of assessment, the teacher prepares exercises to assess the students' abilities such as quizzes, assignments, and examinations.

When teaching reading comprehension, the teacher needs to assess the students' reading comprehension skills. Seven types of reading assessments have been

proposed by Alderson (2000), including integrative test, the cloze test, and gap-filling test, multiple-choice techniques, matching techniques, dichotomous techniques, short-answer techniques, and the summary test. These assessments can be used in combination to measure a student's reading comprehension ability. In a classroom situation, the teacher should ensure that the assessment materials match the students' current level of reading comprehension. The multiple-choice, matching and dichotomous techniques are appropriate assessment tools for students' literal reading comprehension and are not too complex for primary school students.

2.6 Summary

Reading is an interactive process that explains the process of receiving or interpreting the meaning of a written or printed text. Reading comprehension is defined as the process of constructing meanings from the text. There are three levels of reading comprehension: literal, inferential and critical comprehension. Vocabulary is considered as the primary element of language learning that should be mastered in second language acquisition.

The available literature indicates that the narrow reading approach can have a strong and positive effect on language acquisition. The flexibility of the narrow reading approach makes it useful for teaching a wide range of language skills. This approach is especially effective in reading comprehension and vocabulary knowledge. Narrow reading can be used across all different ages, at different reading levels, and in different contexts. Using this approach, students will gradually absorb the genre of syntactic, semantic knowledge, and schemata, structure, and vocabulary. Instead of providing readers a number of reading materials, students can select the topic in which they are interested and read different reading materials on the chosen topic. This reading instruction allows the students to be actively involved in the teaching process, rather than simply being exposed to passive learning.

CHAPTER III

METHODOLOGY

This chapter describes the research methodology used in the present study, including the participants, research instruments, data collection, and data analysis. The study focuses on the use of narrow reading to enhance Thai EFL participants' reading comprehension and vocabulary acquisition and to explore the attitudes of Thai EFL participants towards the narrow reading approach

3.1 Participants and Setting

The participants were 41 first-year undergraduate students in the academic year 2019. All participants were from two intact classes, enrolling in the reading course: The History of Buddhism (BU5001) at a Buddhist university. Participants were divided into the experimental group and the control group. The former consisted of 21 students with mixed levels of language ability, while the latter comprised 20 mixed-ability students. The experimental group was required to read six different reading materials following the narrow reading, whereas the control group was taught by the traditional teaching method.

The Buddhist University under royal patronage is recognized by the Supreme Sangha Council as an educational institution for the Thai Sangha. However, it is also open to all people. The Buddhist University is run and administrated under the Department of Religious Affairs. Thai ELF participants in this study refer to novices, monks and lay students who are students at the Education Department of Mahamakut Buddhist University in the academic year 2019. They graduated from high school and are studying in the English Language Teaching program. In Thailand, the two prominent Buddhist public universities established by King Rama V. Mahachulalongkornrajavidyalaya University (MCU) and Mahamakut Buddhist University (MBU) provide international programs for postgraduate students (Ai & Asavisanu, 2016). Especially, there is an attempt to promote Buddhism around the world and Thailand is considered as the world's Buddhist Center among Buddhist countries and to hold international Buddhist conferences, seminars, meetings, and training. Therefore, student monks need to be able to read authentic English texts

extensively available in several reading formats such as newsletters, journals, conference abstract, newspapers, books, online materials, etc. to gain new information and to keep themselves update to both world and religious knowledge (Duangchai, 2015).

It is common to see Thai ELF participants in the Buddhist learning environment spend many years in learning subjects related to Buddhist doctrines and principles in their first language, concurrently, learning Buddhist subjects as specific textbooks of which contents usually talk about monastic life activities mostly different from laypeople's lifestyle. Usually, these words or phrases involve the teaching of the Lord Buddha, for instance, Four Noble Truth, Noble Eightfold Path or the six realms of existence (Liu, 2007). This might be because all religious groups have developed their own terminologies which may serve to distinguish their members from others (Dow, 1991) therefore, it seems difficult for those who are not members of Buddhist communities to understand these subtle terminologies exclusively used in Buddhism.

Consequently, after these Buddhist participants have been spending many years of learning English, Those who have high knowledge in Buddhist area are unable to use their background knowledge to understand reading activities in English due to the lack of appropriate reading materials providing meaningful and relevant contents of what students have already learned in Thai. In order to deal with lots of instructional materials written in English, Reading is essential for higher education in Thailand and other countries. Thai EFL participants need to be able to use reading strategies to comprehend the specialist subject materials throughout their academic studies. In the context of EFL, reading difficulty is a persistent problem among EFL readers since they have not mastered reading strategies (Shang, 2015). Thai Buddhist participants have a problem when they are performing reading tests. They are confronting the same problem in having difficulties understanding texts. Low reading proficiency hinders them from comprehending a broad range of reading materials.

3.2 Research Design

The study used a pretest and a posttest as quantitative measurements and a questionnaire as a qualitative measurement of the effect of the narrow reading approach.

Specifically, receptive and productive vocabulary knowledge, vocabulary knowledge scale and reading comprehension pre and posttests were conducted to evaluate the participants' reading comprehension and vocabulary knowledge. To explore Thai EFL participants' overall attitudes towards the use of the narrow reading approach, the attitude questionnaire was used.

In the study, the independent variable was the reading approach (narrow reading versus the traditional method) and the participants' scores on the tests of reading comprehension and vocabulary acquisition and the information gathered from the questionnaires were dependent variables. The treatment instrument used in the present study was narrow reading approach. The research design is summarized in Table 1.

Table 1 Pretest-Posttest Experimental and Control Group Design

Group	Pre-test	Narrow reading approach	Post-test
Treatment	X ₁	X	X ₂
Control	X ₁	-	X ₂

As shown in Table 1, "Treatment" represents the experimental group and "control" is the control group who received the traditional teaching approach. X₁ refers to the English reading comprehension and vocabulary learning pretests, which were administered to the participants before the treatment phase. X refers to the treatment (i.e., narrow reading approach) and "-" refers to traditional teaching, which was used for the control group. X₂ is the posttest scores after the treatment phase. The posttest was the same as the pretest. In addition, the attitude questionnaire towards the use of the narrow reading approach was also administered to the treatment group at the end of the experiment.

3.3 Research Instruments

Reading materials, with six lesson plans based on the narrow reading approach, were designed for the current study. The materials were designed to be used in the course, The History of Buddhism (BU5001), because it is a compulsory subject

in Buddhist universities and the vocabulary contained in these passages may help students to improve their comprehension. The main instruments used in the study are presented in Table 2.

Table 2 Research Instruments

Research Instruments	Objectives	Time of distribution	Statistics
English reading comprehension pretest-posttest	To evaluate Thai EFL participants' reading comprehension before/after the treatment	Before/after using narrow reading approach	Mean scores, Standard deviations, and t-test
Receptive and productive vocabulary tests and vocabulary knowledge scale test.	To study the effects of the use of narrow reading approach on Thai EFL participants' vocabulary acquisition	Before/after using narrow reading approach	Mean scores, Standard deviations, and t-test
Questionnaire	To examine the participants' overall attitude toward narrow reading	After using narrow reading approach	means, and standard deviation

3.3.1 Topic Selection

The topics of the present study were selected based on the course description for the subject, History, and Development of Buddhism (BU5001). Ten interesting topics from the life of the Buddha were presented to the participants for selection. From this survey, six passages and lesson plans based on narrow reading were selected. The duration of each reading class was 3 hours and classes were held once a week for sixteen weeks.

3.3.2 Target words

At the beginning of the study, all participants read a brief excerpt from a book on the life of the Buddha. A total of 24 words were presented to students who were not in the main study. All students held a similar level of language proficiency. The words rated “known” by students were excluded from the list of the target words. A list of 10 target words was then selected for the main study and each of these words occurred in all reading materials to ensure that participants were sufficiently familiarized with each word. Moreover, the target words were not explicitly taught but knowledge of these words was assessed in the pretest and post-test.

All target words were selected from the text. Ten target words appearing in each text, which were unlikely to have been known to the participants, were selected for the study. The target words appeared in the reading texts that all participants were asked to read, they also occurred in the additional narrow reading texts. These target words were not explicitly taught but the students’ understanding of these words was assessed using the pretest and posttest.

3.3.3 Reading passages

Six reading passages were used that were related to the course description of the subject, History, and Development of Buddhism. Text difficulty is an important factor to consider when selecting or developing, materials for learners at a variety of reading ability levels. Providing learners with reading material that is not appropriate for their reading proficiency can damage their reading process and demotivate them (Fulcher, 1997). Hence, teachers should be sure to select reading texts that their students can understand. The reading materials used in the study were carefully designed. The narrow reading approach is based on reading for the purpose of the learners’ pleasure and interest.

The reading materials used in the study were a series of six simplified texts that were voted by the students to be the most interesting. Vocabulary and the sentence structure in the texts were closely related to those found in the tests. Text structure is one component that affects reading comprehension (Carrell, 1992) and uniformity in the text structure of news articles can be beneficial for learning. Therefore, the reading

texts in the study were selected based on easily accessible sources like newspapers, Buddhist articles, Buddhist journals, and other Buddhist published materials. The final texts were selected based on the participant's interest. Buddhist reading materials were considered to be particularly interesting to students because these materials discuss events related to the students' daily lives.

3.3.4 Reading comprehension test

To address the three research questions, a reading comprehension test and two types of receptive and productive vocabulary knowledge tests were developed and piloted before the main study. A reading comprehension test was developed specifically for the current study. The reading comprehension test, which consisted of 30 items, was presented in a four-multiple choice format and the Range program was used to check the readability of text. The pretest was given to all participants one week before the study and the posttest was administered one day after the experiment. Participants' answers on the reading comprehension test were scored either correct or incorrect. Participants in both groups were asked to answer all of the questions in the tests and were given sufficient time to complete the tests.

3.3.5 Receptive and Productive Vocabulary Tests

A receptive vocabulary knowledge test and productive vocabulary knowledge test were designed and developed based on Sukying's study (2017). The receptive vocabulary knowledge test was presented in a multiple-choice format to measure participants' vocabulary knowledge. The productive vocabulary knowledge test was presented in a gap-filling format to measure participants' depth of vocabulary knowledge. The productive vocabulary knowledge was 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 were scored as either incorrect or correct. Minor spelling mistakes on the productive vocabulary knowledge test were ignored if their meaning remained acceptably expressed. In addition, no points were 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 10 target words. With 1 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 did a minor mistake in usage of 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 Schmittband Meara's study (1997) 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 developmental of vocabulary learning among English learners. Vocabulary knowledge scale test is intended for measuring the progression in the development of vocabulary knowledge. Participants were tested self-evaluation on four levels of word knowledge. For instance, if participants rated as unknown (A), it means that they did not know the word. They rated as B, it indicated that they have seen the word before but are not sure of the meaning. They rated as C, it confirmed that they understand the word when they see it in a sentence. The L2-L1 translation was needed in this item. For the last of the self-evaluation rating scale, they rated D, it means that they know the word and are able to use it in their own writing. Participants were asked to make a sentence on their own.

After developing the vocabulary acquisition and reading comprehension test, the content and construct validity of the language used in the passages and the question items were verified. Experts were asked to rate each item based on its purpose and the required level of vocabulary and comprehension using an evaluation form based on the Index of Item-Objective Congruence (IOC) criteria:

+1 means	the item is appropriate
0 means	not sure
-1 means	the item is not appropriate

IOC (Index of Item-Objective Congruence) was then utilized to measure the consistency of each item.

$$IOC = \frac{\sum R}{N}$$

IOC means the index of congruence

R means the total score from the opinion of the experts

N means a number of experts

The data obtained from the experts were interpreted. The items that scored an IOC value higher than 0.5 were retained and those scoring lower than 0.5 were modified.

3.3.6 Questionnaire

A questionnaire was constructed to assess the participants' overall attitudes towards the narrow reading approach. The attitude questionnaire was divided into three parts. The first part of the questionnaire asked for personal information. The second part assessed Thai EFL participants' overall attitudes towards the narrow reading approach and consisted of a five-Likert scale of 23 questions. The final part allowed participants to share their suggestions regarding the narrow reading approach. The 23 questions were constructed based on the conceptual framework of the narrow reading approach and participants responded on a five-point scale based on Likert's method:

Strongly agree	5 points
Agree	4 points
Neutral	3 points
Disagree	2 points
Strongly disagree	1 point

The results of questionnaire were interpreted with the following range:

4.50 – 5.00	=	Very high
3.50 – 4.49	=	High
2.50 – 3.49	=	Moderate
1.50 – 2.49	=	Low
1.00 – 1.49	=	Very Low

3.4 Research Procedure

In the first week, participants received the reading comprehension test followed by the vocabulary knowledge tests. Regarding the vocabulary knowledge tests, the productive vocabulary knowledge test was administered first to minimize the participants' possibility of drawing the connection between the words on the receptive vocabulary test and the words on the spelling on the productive vocabulary knowledge test. Before the tests, the instructions, together with illustrations of the vocabulary tests, were provided to the participants in their native Thai language. Post-tests were administered to all participants one day after the final treatment. The questionnaire was also given to all participants after posttests. The research procedures consisted of two main phases. The first phase was about the documentary study. The second phase was the experiment of the narrow reading approach. The research procedures of each stage were presented in Figure 2.

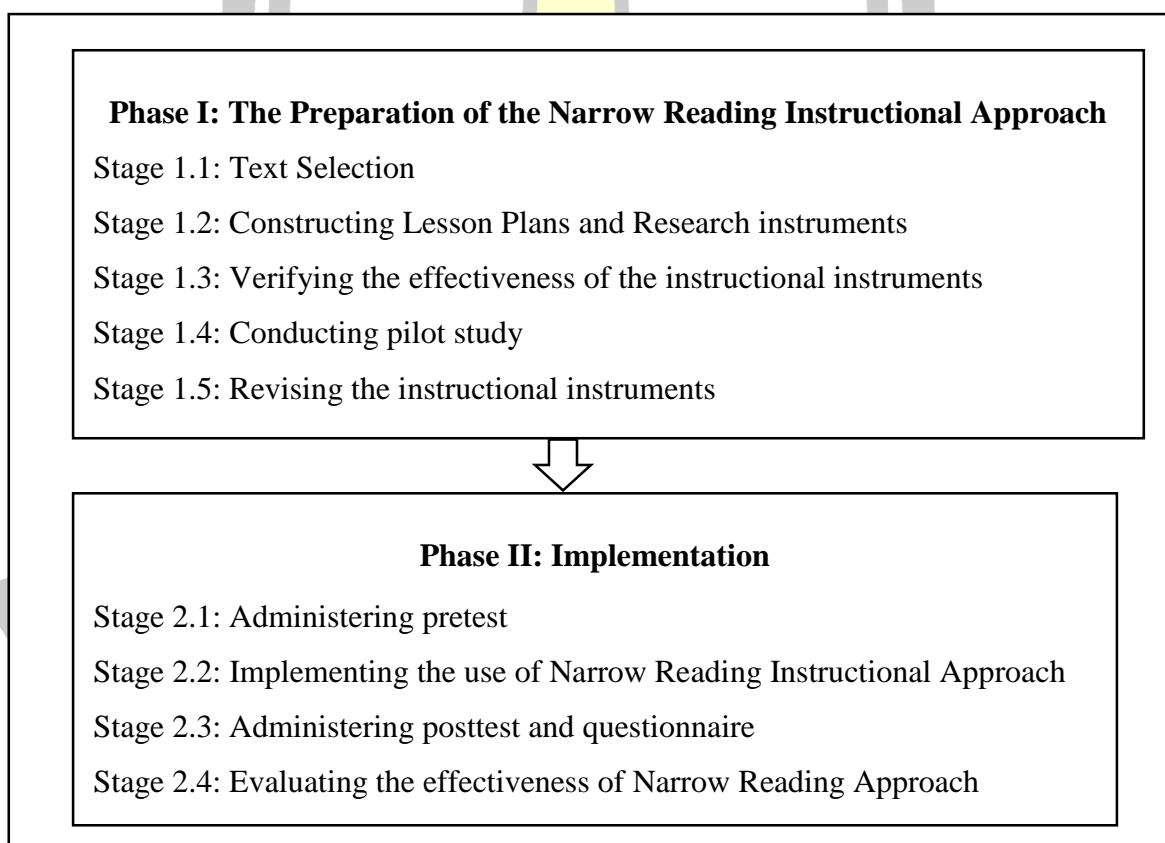


Figure 2 Research Procedure

Phase 1: Preparation of narrow reading instructional approach

1. Topic survey

The topic survey was explored and selected.

2. Constructing Lesson Plans and Research instruments

In this study, lesson plans were used to improve the participants' reading comprehension and vocabulary acquisition through the narrow reading approach. Six units or lesson plans were designed to develop the participants' reading comprehension in the context of the specific information when reading a specific text (e.g., Buddhist articles, textbooks, etc.) and to enhance the participants' vocabulary learning related to Buddhist texts. Each lesson plan lasted three hours and was constructed based on the narrow reading approach. The materials were carefully selected and developed to suit the learners' level of language proficiency.

3. Verifying the effectiveness of the instructional instruments

The lesson plans were examined and rated by experts in English language instruction to assess the content validity of the plans. Items rated higher than 3 were retained and those rated lower than 3 were revised.

4. Conducting the study

A pilot study was carried out to identify any possible problems in the implementation of the main stage, including whether participants could understand the Thai version of the questionnaire. The participants were 10 first-year students in the first semester of the 2019 academic year. The students in the pilot study had similar characteristics in terms of educational background as the participants in the main study. All problems encountered during the pilot study were taken into consideration when revising the lesson plans and questionnaire for the main study.

5. Revising the instructional instruments

The final lesson plans were designed based on feedback from the participants in the pilot study. Specifically, participants reported that they were not accustomed to the materials and the instructions so an attempt was made to solve this problem.

Phase 2: Implementation

The experiment was conducted in the first semester of the 2019 academic year. As shown in Table 1, the experiment was conducted over 16 weeks and participants received one lesson per chapter (i.e., 6 lessons in total). The duration of each lesson was

3 hours per week. Each lesson taught English vocabulary acquisition and reading comprehension through the narrow reading approach. The topics of the lesson plans depended on the title of the chosen passages.

Table 3 The Duration of the Experiment

Week	Activities	Duration
1	Orientation and Pretest	2 hours
2-4	Chapter 1: The birth of the prince	6 hours
5-6	Chapter 2: The prince leaves home	6 hours
7-8	Chapter 3: The Buddha's Mahāparinibbāṇa	6 hours
9-10	Chapter 4: Angulimala, The Bandit	6 hours
11-13	Chapter 5: The Buddha's first teaching	9 hours
14-15	Chapter 6: The sun of enlightenment shines	6 hours
16	Posttest and Questionnaire	2 hours

1. Administering the pretest

In the first period, the productive vocabulary knowledge, receptive vocabulary knowledge, reading comprehension, and vocabulary knowledge scale pretests were administered to evaluate the participants' English reading comprehension and vocabulary knowledge before the treatment.

2. Implementing the use of narrow reading approach

Lesson plans with the narrow reading approach were used during the teaching and learning process (Week 2 to 16). Participants took part in the English reading class. The participants were engaged in group discussions, reading, and doing activities. Worksheets were given to them individually. At the end of each lesson, the participants took note of the reading passage.

3. Administering the post-test and questionnaire

All of the participants were given the post-test in order to evaluate their reading comprehension and vocabulary acquisition at the end of the experimentation period (in

Week 16). In addition, the participants were asked to complete the questionnaire to assess their overall attitude toward the use of the narrow reading approach.

4. Evaluating the effectiveness of the instruction

Evaluating the effectiveness of the narrow reading instruction, the data obtained from the participants' English reading comprehension and vocabulary knowledge pretest and posttest were statistically analyzed by means, standard deviations, and *t*-test in order to compare the significant differences of the participants' reading comprehension and vocabulary acquisition before and after learning through the narrow reading approach. Moreover, the information from the questionnaire was analyzed quantitatively.

3.5 Data Collection

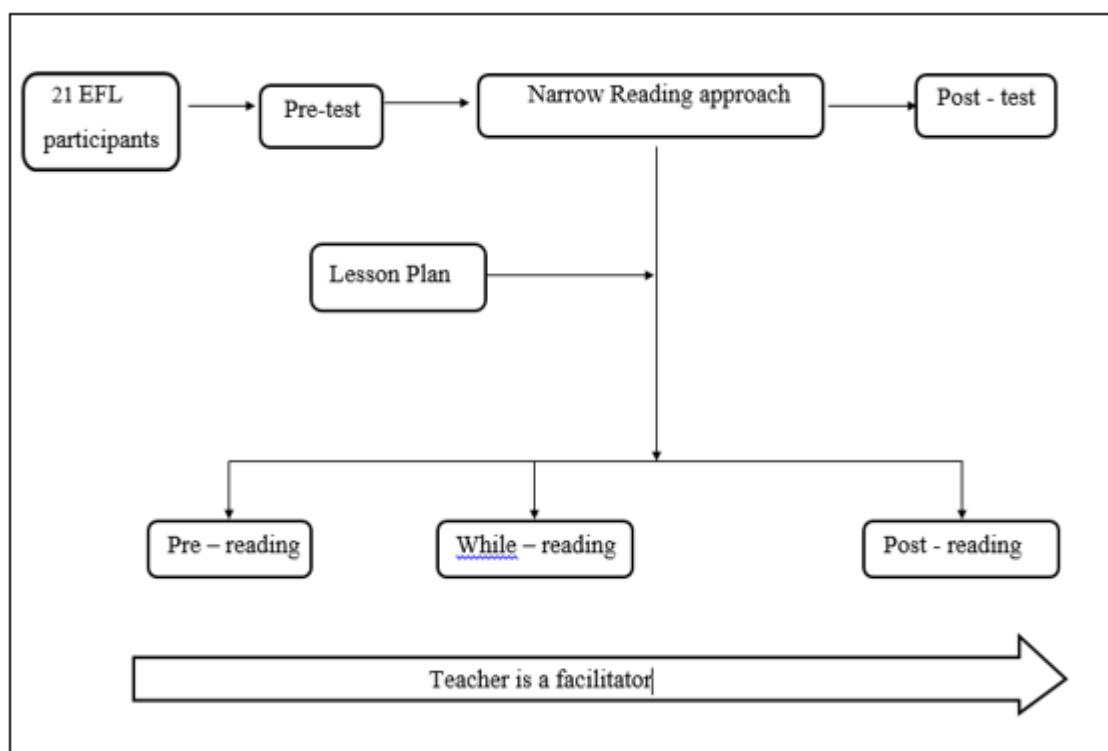


Figure 3 Data collection procedures

According to the university philosophy (Academic excellence based on Buddhism), Buddhist subjects are provided for educational levels. These subjects are compulsory and must be completed in order to fulfill the requirements of the programs.

The topics of the present study were selected based on the subject, History, and development of Buddhism (BU5001). It should be noted that students' prior knowledge about Buddhism may assist with the L2 teaching and learning process due to the Buddhist traditions present in their daily life and culture in Thai society.

Of the ten topics proposed, each participant selected six reading materials focusing on the life of the Lord Buddha. The language structure and vocabulary of the six reading materials, except the target words, were simplified so that the participants were able to enjoy reading. Each of the six texts was simplified by the use of the Range program and then edited by three language testing experts before the pilot and the main experiment. An exercise was placed after each text to assess the students' level of reading comprehension. The experimental group studied the thematically related passages to ensure exposure to the vocabulary and to assist in the comprehension of the passages. The control group was taught by a traditional teaching method. The reading passages were modified based on the narrow reading approach so that the target words could be easily understood.

3.6 Data Analysis

Descriptive statistics were reported for the scores on the reading comprehension and vocabulary knowledge tests both receptively and productively. A t-test was also conducted to compare the differences between pre-test scores and posttest scores within each group.

3.7 Summary

This study included two groups; a treatment group who were taught using the narrow reading approach and a control group taught using traditional methods. The experiment was conducted in two phases: the preparation of the use of the narrow reading instructional approach and the main study. At the end of the experiment, the participants were asked to complete the reading comprehension and vocabulary learning post-test as well as the questionnaire. The mean scores from the pre and post-tests were compared for each group to determine whether the narrow reading instructional approach improved the performance of the Thai EFL participants.

Moreover, the participants' overall attitudes towards the use of the narrow reading approach were explored using the questionnaire. The results and findings of the present study are presented in Chapter IV. An overall depiction of the research procedure is shown in Figure 4.

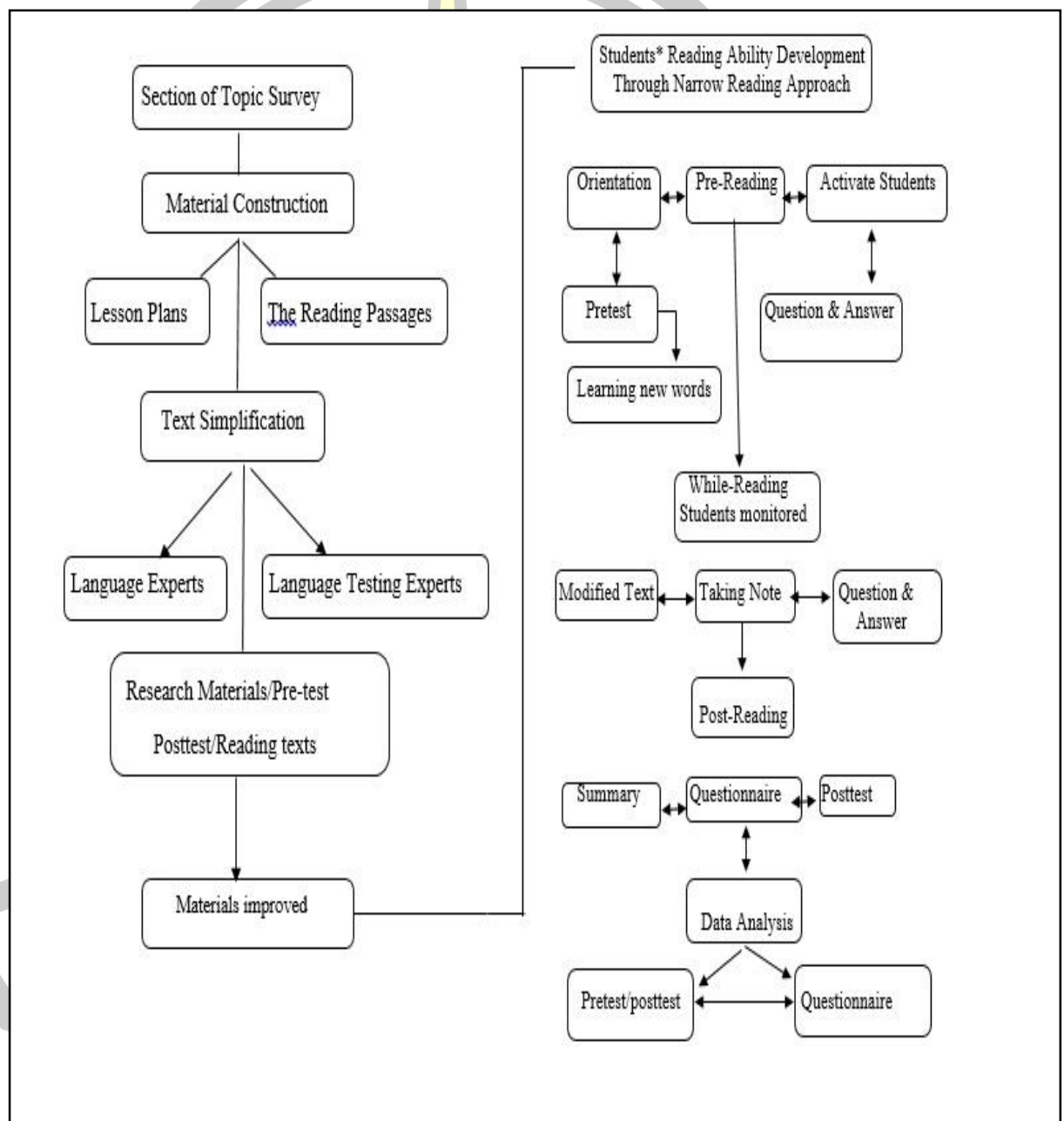


Figure 4 Conceptual framework of the study

CHAPTER IV

RESULTS

The data obtained from the study were analyzed and categorized according to the research questions: 1) Does narrow reading promote Thai EFL participants' reading comprehension? 2) Does narrow reading enhance Thai EFL participants' vocabulary acquisition? 3) What are Thai EFL participants' overall attitudes towards the narrow reading approach? The first part focus on the English instructional model based on narrow reading, and its influence on the participants' reading comprehension and vocabulary acquisition. The second part presents the result of the participants' overall attitudes.

Data were collected from 41 EFL first-year undergraduate students. Twenty-one students were in the experimental group, while the others were in the control group. Fourteen were male students, and twenty-seven were female students.

4.1 Reading comprehension skill

Research question 1: Does narrow reading promote Thai EFL participants' reading comprehension?

Table 4 Descriptive statistics of the reading comprehension

Group	n	Pretest			Posttest			<i>t-test</i>	<i>p-value</i>
		Mean	%	S.D.	Mean	%	S.D.		
Experimental	21	10.29	34.30	3.30	17.29	57.63	3.46	8.20*	.000
Control	20	9.75	32.50	3.95	9.95	33.17	3.23	0.19	.845

Note: * statistically significant at the 0.001 level.

The findings from the English reading comprehension pre-test and post-test are revealed in Table 4. Inspection of this table reveals that the experimental group obtained higher mean scores at posttest compared to the pretest. A paired t-test revealed that this difference was statistically significant ($t = 8.20, p < 0.05$). By contrast, there were no statistically significant differences between the pre and posttest in the control

group, who were taught according to traditional teaching methods ($t = 0.19, p > 0.05$). Additionally, the experimental group displayed better performance (higher mean scores) than the control group both the pretest and posttests. Differences in the means between the groups suggest that the experimental group performed better on both pre and posttests than the control group.

4.2 Vocabulary learning

Research question 2: Does narrow reading enhance Thai EFL participants' vocabulary acquisition?

4.2.1 Receptive Vocabulary Knowledge Results

Table 5 Descriptive statistics of vocabulary learning

Group	n	Pretest			Posttest			<i>t-test</i>	<i>p-value</i>
		Mean	%	S.D.	Mean	%	S.D.		
Experimental	21	2.95	29.50	1.59	7.10	71.00	2.11	7.48*	.000
Control	20	3.05	30.50	1.27	3.20	32.0	1.67	0.51	.614

Note: * $p < .05$

As shown in Table 5, the experimental group performed statistically better on the posttest than the pretest, as indicated by a higher posttest score ($t = 7.48, p < 0.05$). However, there were no statistically significant differences between the receptive vocabulary pre and posttest results in the control group ($t = 0.51, p > 0.05$). The paired t-test revealed that the experimental performed better than and control group on the receptive posttest.

4.2.2 Productive Vocabulary Knowledge Results

Table 6 Descriptive statistics of vocabulary learning

Group	n	Pretest			Posttest			<i>t-test</i>	<i>p-value</i>
		Mean	%	S.D.	Mean	%	S.D.		
Experimental	21	0.43	4.30	0.59	5.57	55.70	2.59	9.44*	.000
Control	20	0.35	3.50	0.58	0.75	7.50	0.91	2.17*	.042

Note: * $p < .05$

As shown in Table 6, both groups show higher mean scores for productive vocabulary in the posttest compared to the pretest (Experimental: $t = 9.44$, $p < 0.05$; control: $t = 2.17$, $p < 0.05$). Furthermore, the results of an independent samples t -test conducted on the posttests for productive vocabulary posttests show that the experimental group performed better than the control group.

4.2.3 Vocabulary Knowledge Scale Test Results

Table 7 Analysis of vocabulary knowledge scale test

Words	A		B		C		D	
	Pretest	Posttest	Pretest	Posttest	Pretest	Posttest	Pretest	Posttest
	t	G1:G2	t	t	t	t	G1:G2	t
	G1:G2		G1:G2	G1:G2	G1:G2	G1:G2	G1:G2	G1:G2
1	7:6	0:4	14:11	1:12	0:3	10:2	0:0	10:2
2	16:14	1:9	5:6	7:11	0:0	6:0	0:0	7:0
3	11:12	0:8	10:8	2:12	0:0	13:0	0:0	6:0
4	11:7	0:6	10:12	4:14	0:1	13:0	0:0	4:0
5	5:5	1:1	10:12	9:12	6:3	11:7	0:0	0:0
6	6:9	0:7	14:7	3:11	1:4	13:2	0:0	5:0
7	8:8	0:7	11:11	3:10	2:0	10:2	1:1	8:1
8	10:10	0:5	11:8	5:5	0:2	10:0	0:0	6:0
9	9:9	0:5	11:11	6:13	1:0	12:1	0:0	3:0
10	10:9	0:6	11:11	5:14	0:12	12:0	0:4	4:0

In each column according to vocabulary knowledge scale test ratings, the left-hand figure indicates the number of participants in the experimental group. The right-hand figure indicates the number of participants in the control group.

There are several notable features of the data in this table. The first is that for words rated as unknown (A), On either the G1 or the G2, if participants do not know words, it is difficult for them to guess the meaning of an unknown word. Words rated as B has little difference from A in vocabulary knowledge scale test, that is, participants have partial knowledge of a word. They have seen the word before, but they are not sure of the meaning. Words rated as C indicate that participants are familiar with the

word and are also able to identify its meaning. Words rated as D means that participants have mastery of the word and can use it in their own.

On the basis of analysis, initially, participants in both the experimental (G1) and the control (G2) groups were not familiar with several words given in the word list. Many participants had seen those words before but never had a chance to use it. Therefore, the majority of participants of two groups rated A or B category on the vocabulary knowledge scale pretest. Very few participants who could understand the words and could use them correctly. There were 10 target words out of 24 words in the list and participants were given enough time to think and complete the test. After implementation, most participants of the experimental group taught with narrow reading approach rated as C or D category. This can be concluded that the participants have vocabulary knowledge growth and they are able to create written sentences with their own words. The results showed that the vocabulary knowledge scale was helpful in measuring participants' vocabulary learning.

Table 8 Examples of participants' written sentences

Target words	Pretest	Posttest
1. noble	- - -	<ul style="list-style-type: none"> • The Buddha came from the noble family. • I was born in noble family. • The king's noble.
2. auspicious	- - -	<ul style="list-style-type: none"> • It is auspicious time • This auspicious time to be a monk. • Today is auspicious for go to temple
3. occasion	- - -	<ul style="list-style-type: none"> • One occasion, disciples come to see the Buddha. • I have occasion to go homes. • It is occasion time to make new things.
4. cling	- - -	<ul style="list-style-type: none"> • I do not cling my friend. • I not cling to the gredd anymore. • ยึดติด ,ยึดมั่น

Table 8 Examples of participants' written sentences (cont.)

Target words	Pretest	Posttest
5. wisdom	- - ความรู้	<ul style="list-style-type: none"> • The Buddha found the noble wisdom. • He shared wisdom with his daughter. • The wisdom is important to students.
6. enlightenment	- - -	<ul style="list-style-type: none"> • The Buddha attained the enlightenment. • I want to attain the enlightenment. • He attained enlightenment.
7. peaceful	- สงบ -	<ul style="list-style-type: none"> • The gargen is very peaceful. • The forest very peaceful. • The monk stay in the peaceful park.
8. meditate	- - -	<ul style="list-style-type: none"> • I meditated for 2 hours yesterday. • He meditate everyday • I meditate when I learn with teacher Satjaruk.
9. attain	- - -	<ul style="list-style-type: none"> • He attained the enlightenment. • I can't attain because I'm not monk. • บรรลุ
10. disciple	- - -	<ul style="list-style-type: none"> • The Buddha has many disciples. • The five disciples left from him. • I have a disciple, because I'm teacher.

As shown in Table 8, The results show that narrow reading can enhance vocabulary productively. To illustrate, participants could barely write any sentences before implementing the narrow reading approach. In contrast, participants could produce sentences, although these written sentences were ungrammatically correct. These findings suggest that narrow reading could increase participants' depth knowledge of vocabulary.

4.3 Questionnaire results

Research question 3: What are Thai EFL participants' overall attitudes towards the narrow reading approach?

As the final research question of this study, the students' overall attitudes towards the narrow reading approach were assessed using questionnaires. There were 23 items following five main aspects: reading interest, reading comprehension, vocabulary learning, the appropriateness of the reading passage and feeling or appreciation towards the narrow reading approach. Questionnaires were distributed to students after the experiment. Students expressed their overall attitudes towards the narrow reading approach on a five-point scale. "very high", "high", "moderate", "low", "very low". The data from questionnaires are shown in terms of mean scores and levels of overall attitudes.

4.3.1. Reading interest

Table 9. The results of the attitude questionnaire analysis towards the reading interest

Aspects of Participants' attitudes		\bar{x}	S.D.	Level of attitudes
Reading Interest				
1.	I enjoy reading when I prepare to read the next topics	4.48	0.51	High
2.	I found all 6 reading passages interesting	4.43	0.59	High
3.	I have really enjoyed all the 6 reading passages.	4.05	0.66	High
4.	I feel familiar with the contents I have read.	4.48	0.68	High
5.	I have prior knowledge about the text I am reading.	4.19	0.68	High
Total		4.32	0.38	High

The five statements in Table 9 were presented to investigate students' overall attitudes towards reading interest. Students used the five rating scales to indicate the extent to which they agreed with the statement or not.

The results show that the students' attitudes towards their reading interest were high with a mean score (\bar{x}) of 4.32 and standard deviation (S.D.) 0.38. The students reported that they enjoyed reading when they prepare to read the next topics with the mean score (\bar{x}) of 4.48. They felt familiar with the contents they have read, with the mean score (\bar{x}) of 4.48. The students also found all 6 reading passages interesting, with the mean score (\bar{x}) of 4.43. The students reported that they had prior knowledge about the text they were reading, with the mean score (\bar{x}) of 4.19. The students also revealed that they had enjoyed all the 6 reading passages, with the mean score (\bar{x}) of 4.05.

4.3.2. Reading Comprehension

Table 10. The results of the attitude questionnaire analysis towards reading comprehension

Aspects of Participants' attitudes		\bar{x}	S.D.	Level of attitudes
Reading Comprehension				
6.	I find it much easier to read the next topics.	4.38	0.49	High
7.	I find it much more difficult to read the next topics.	2.48	1.12	Low
8.	It is easy to comprehend the final reading text.	3.67	1.01	High
Total		3.50	0.40	High

The students were also asked their attitudes on reading comprehension. These items (items 6-8) were shown in Table 10. Overall, the results revealed that the narrow reading has a clear positive impact on the students' reading comprehension with a total mean score (\bar{x}) of 3.50 and standard deviation (S.D.) 0.40. Especially, the narrow reading approach helped them find it much easier to read the next topics (item 6), with the mean score (\bar{x}) of 4.38. The narrow reading approach helped them understand the final reading text easily (item 8), with the mean score (\bar{x}) of 3.67. The students also

reported that they did not find it difficult to read the next topics, with the mean score (\bar{x}) of 2.48.

4.3.3. Vocabulary Acquisition

Table 11. The results of the attitude questionnaire analysis towards the vocabulary learning

Aspects of Participants' attitudes		\bar{x}	S.D.	Level of attitudes
Vocabulary Learning				
9.	I don't have difficulty understanding the meaning of words while reading the text.	3.24	1.17	Moderate
10.	I always find the same word groups in the reading text.	4.62	0.49	Very high
11.	I can understand the meaning of the vocabulary that I encountered frequently when I read the next passage.	4.86	0.35	Very high
12.	I understood the meaning of vocabulary that reoccurred in chapters 1-6.	4.76	0.43	Very high
13.	I think the reoccurrence of vocabulary makes me remember vocabulary better and longer than using a dictionary.	4.81	0.40	Very high
14.	The new vocabulary that I have repeatedly learned is more accurate and lasts longer than learning from encountering that vocabulary in only once.	4.76	0.53	Very high
Total		4.50	0.40	Very high

Students were next asked to express their attitudes towards vocabulary learning. Items from 9-14 were analyzed, as shown in Table 11. Overall, the results show that the narrow reading approach positively affected students' vocabulary acquisition with a total mean score (\bar{x}) of 4.50 and standard deviation (S.D.) 0.40. The students reported that the narrow reading approach helped them understand the meaning of the vocabulary that they encountered frequently when they read the next passage (item 11), with the mean score (\bar{x}) of 4.86. The reoccurrence of vocabulary makes the students remember vocabulary better and longer than using a dictionary (item 13), with

the mean score (\bar{x}) of 4.81. The narrow reading helped them understand the meaning of vocabulary that reoccurred in chapters 1-6(item 12), with the mean score (\bar{x}) of 4.76. The students also revealed that the new vocabulary that they have repeatedly learned is more accurate and lasts longer than learning from encountering that vocabulary in only once (item 14), with the mean score (\bar{x}) of 4.76. The narrow reading approach also (item 10) helped them frequently find the same word groups in the reading text, with the mean score (\bar{x}) of 4.62. Finally, the students moderately agreed that they did not have difficulty understanding the meaning of words while reading the text (item 9), with the mean score (\bar{x}) of 3.24.

4.3.4. The appropriateness of the reading passages

Table 12. The results of the attitude questionnaire analysis towards the appropriateness of the reading passage

Aspects of Participants' attitudes		\bar{x}	S.D.	Level of attitudes
The appropriateness of the reading passages				
15.	The length of the materials is suitable.	4.62	0.49	Very high
16.	All the 6 stories are similar in terms of grammatical structure and vocabulary.	4.67	0.48	Very high
Total		4.64	0.42	Very high

Students were also asked their attitudes towards the appropriateness of the reading passages. Items 15-16 were analyzed, as shown in Table 12. Overall, the results indicate that the students' attitudes towards the appropriateness of the reading passages were positive, with a total mean score (\bar{x}) of 4.64 and standard deviation (S.D.) 0.42. The students all agreed that they found all the 6 stories were similar in terms of grammatical structure and vocabulary, with the mean score (\bar{x}) of 4.67. The length of the English materials based on the narrow reading approach was also considered very suitable, with the mean score (\bar{x}) of 4.62.

4.3.5. Appreciation for the narrow reading approach

Table 13. The results of attitude questionnaire analysis regarding students' appreciation for the narrow reading approach

Aspects of Participants' attitudes		\bar{x}	S.D.	Level of attitudes
Feeling and valuing for the narrow reading approach				
17.	I want to continue this type of reading in the future.	4.19	0.92	High
18.	I want to apply the narrow reading in different situations and skills	4.52	0.60	Very high
19.	I find this learning instructional model makes me more interested in learning English.	4.86	0.35	Very high
20.	I have improved my reading skills after reading these 6 texts.	4.90	0.30	Very high
21.	I have learned new words	4.95	0.21	Very high
22.	I prefer English learning after being taught with a narrow reading approach.	4.57	0.50	Very high
23.	If possible, I want to use the narrow reading approach for my reading comprehension development.	4.24	0.99	High
Total		4.60	0.37	Very high

Finally, students' appreciation for the narrow reading approach was assessed via items 17-23 as shown in Table 13. Overall, Students appreciated the narrow reading approach, with the mean score: (\bar{x}) of 4.60 and standard deviation (S.D.) of 0.37. The students reported that the narrow reading helped them learn new words (item 21), with the mean score (\bar{x}) of 4.95. The narrow reading approach motivated them to improve their reading skills after reading these 6 texts (item 20), with the mean score (\bar{x}) of 4.90. The students also found this learning instructional model makes them more interested in learning English (item 19), with the mean score (\bar{x}) of 4.86. Students preferred English learning after being taught with the narrow reading approach (item 22), with the mean score (\bar{x}) of 4.57. The students wanted to apply narrow reading to different situations and skills (item 18), with the mean score (\bar{x}) of 4.52. The students also wanted to use the narrow reading approach for my reading comprehension development (item

23), with the mean score (\bar{x}) of 4.24. Finally, students agreed that they wanted to continue this type of reading in the future (item 17), with the mean score (\bar{x}) of 4.19.

4.4 Summary of the results

Taken together, the findings from the questionnaire indicate that students felt that the reading passages were very appropriate and they appreciated the narrow reading approach. Students also reported that they enjoyed vocabulary learning and showed a high interest in reading. Critically, students also felt that their reading comprehension improved. Therefore, students generally expressed high positive attitudes towards the narrow reading approach. They felt their reading comprehension and vocabulary knowledge learning were improved. Moreover, they enjoyed reading and were more confident in reading. The mean score of all questionnaires was 4.37 and the standard deviation was 0.27. As such, it appears that the English instructional model based on narrow reading to enhance EFL learners' reading comprehension and vocabulary acquisition was effective.

The findings of the current study also indicated that using the narrow reading approach has a positive impact on students' reading comprehension and vocabulary acquisition. Indeed, Students in the experimental group improved their reading comprehension and vocabulary learning. These students also showed improvement in their ability to comprehend and recognize the target words and other unknown vocabularies, understand meaning, and use these words in sentences. Moreover, the narrow reading approach was useful for the students to easily recognize and practice a set of the same word that was frequently encountered in various texts. This instructional approach also motivated students' reading comprehension. Overall, the results indicated that the narrow reading approach not only enhanced students' vocabulary learning but also improves reading comprehension, structure, and grammar.

CHAPTER V

DISCUSSION AND CONCLUSION

The previous chapter presented an analysis of the results and provided a preliminary account of these results concerning the research questions. This chapter will discuss the results in the context of the current literature. It will be argued that the findings of the current study shed light on the role of narrow reading in our understanding of the nature of reading comprehension and vocabulary learning among EFL learners.

5.1 Introduction

The literature shows the importance of the narrow reading approach in learning a language. Specifically, it can increase learners' reading comprehension and expand their breadth (the number of words known) and depth (how well a particular word is known) of vocabulary knowledge. Therefore, the current research sought to examine the effect of narrow reading on Thai EFL participants' reading comprehension, and determine whether or not narrow reading enhances Thai EFL participants' vocabulary acquisition. It also sought to explore Thai EFL participants' overall attitudes towards the narrow reading approach.

The current study used Krashen's (2004) conceptual framework of the narrow reading approach to investigate the benefits of narrow reading in undergraduate students' reading comprehension and their vocabulary acquisition in the EFL context of Buddhist university learners. The results indicated that students' reading comprehension increased significantly. More specifically, students gained a 23.33% increase in reading comprehension over 16 weeks. The current results also showed 41.50% gains in receptive vocabulary knowledge, whereas a 51.4% increase in productive vocabulary knowledge among experimental participants. This can be accounted for the effects of narrow reading on reading comprehension and vocabulary acquisition among EFL learners in Buddhist learning environments. The analysis of the current findings also revealed that each of the prompt words was better known. These findings also gave support to previous studies that narrow reading benefits vocabulary growth and reading comprehension (Wanna-ngam, 2012).

5.2 Discussion

The previous discussion indicates that narrow reading helps increase students' reading comprehension and enhance their vocabulary growth both receptively and productively. The results show that narrow reading is an effective teaching approach. The narrow reading approach in the classroom can also attract the students' attention to actively engage in learning in the English classroom.

In relation to the narrow reading approach, the reader reads texts by one author or a single topic of interest, which helps to ensure comprehension and natural repetition of vocabulary and grammar (Krashen, 2004). Teachers can easily apply this technique in their classroom and, narrow reading represents an effective method and skill to improve the students' learning experience. Narrow reading also allows students to use their background knowledge, or previous experience to construct new knowledge and to understand the texts that they read.

5.2.1. Reading Comprehension

The analysis of the current findings shows that participants gain better reading comprehension. This is supported by the performance on the reading comprehension test. More specifically, the findings show significant gains in reading comprehension ability, suggesting the benefits of narrow reading in EFL contexts, including the Buddhist university context. One account for such gains in comprehension may be the effect of narrow reading. That is, participants have seen a similar set of vocabulary in a new passage from a single author and help ensure comprehension and natural repetition of vocabulary and grammar. In this case, participants are exposed to similar vocabulary and grammar in a number of contexts for a number of times. In this way, they will gradually absorb the genre of syntactic, semantic knowledge, and schemata, structure, and vocabulary. These findings are consistent with previous studies that participants read significantly faster and showed better comprehension when related texts were used rather than unrelated texts (Chang & Millet, 2015).

Another explanation for the development of reading comprehension involves the comprehensible input. All texts used in the current study were simplified and the readability of the texts was screened by the Range Program. Such a simplification

makes the texts more accessible. More specifically, such simplifications resulted in the readability of texts; grammar, sentence length, and vocabulary became less complex. Therefore, the accessibility of the texts enhances participants' comprehension of texts. The current findings gave support to previous studies that simplified texts lead to text readability, thus increasing the comprehension of a text (Cho, 1994; Long, M., & Ross, 1993).

Schemata can also be an account of the gains in comprehension among Thai EFL participants. In the current study, the chosen topics were related to the course description of the history and development of Buddhism (BU5001). Participants were therefore limited in their choice of topics, which had to relate to Buddhist materials. At the beginning of the reading stage, the participants may have found the Buddhist materials a bit more difficult and complicated than the general texts. That is, there may be a number of Buddhist terms with which they were not familiar. However, most students lived in the Buddhist community and they experienced Buddhism both directly and indirectly in their daily lives. This background knowledge and experience may have facilitated the students' understanding of the Buddhist stories. Readers had chances to see how the same words were used in various ways, readers' understanding of the words was enhanced more efficiently (Shaffer, 2005). In other words, because of the similarity of the reading materials and genres written by the same author, participants could expand the amount of reading to further content by rote reading of texts of their interest. Such reading could result in the improvement of comprehension among Thai EFL participants. These findings are in line with previous studies that the narrow reading approach could enhance reading comprehension and facilitate vocabulary learning (Kim, 2015; S. Krashen, 2004; Udomrat, 2014; Wanna-ngam, 2012).

The improvement may be due to the narrow reading approach *per se*. To illustrate, at the first stage, participants are encouraged to do reading activities by themselves in a narrow reading process: pre-reading stage, while-reading stage, and post-reading stage in each reading activity. More specifically, in the pre-reading stage, students were engaged to activate their background knowledge about the text through the title of the reading passage. The participants discussed in the group and used their background knowledge to predict unknown words found in the text. While reading, they could share knowledge and experience among their groups to meet the goals.

Students paid their attention to finding the answers to the teacher's questions. They helped each other to directly understand the message from the author. At the post-reading stage, students reflected their own knowledge of the activities or tasks that the teacher gave. In addition, they discussed and shared their knowledge with friends for better understanding. The result supports Nuttall (1996) and Moore (2010) that discussion in-group is the key to explore meaning by and for their own. This result is in accordance with Galton, Hargreaves & Pell (2009) that discussion in-group, when implemented in content area classrooms, could increase comprehension of the content area being studied. Discussion in the group also provided students with the opportunity to have interaction in the learning process. Students discussed together in groups to make a connection to the schema by building what was already known about the text to what was new information. When students received messages that they could understand it and language acquisition occurred. Therefore, the participants' reading comprehension was enhanced significantly.

5.2.2 Vocabulary Learning

The pivotal finding of the current study is that narrow reading enhances both receptive and productive vocabulary knowledge. To illustrate, participants of the experimental group gain a significant increase in receptive vocabulary knowledge (41.50%). Even the experimental group had a significant gain of productive vocabulary knowledge (51.40%), whereas the control group gained a trivial increase in productive vocabulary knowledge (4%). These findings can be accounted for by a narrow reading process. First, frequent encounters of target words in recurring contexts helped participants' learning. It helped them promote the acquisition of vocabulary. In relation to receptive vocabulary knowledge, when students read a narrow reading text that provides abundant repetition of words that are closely related to a topic. They were exposed to word recognition consciously or unconsciously and they were able to guess meanings of unknown words from their contexts in the reading materials.

The benefits of narrow reading were not limited to receptive vocabulary learning. Similar to the results of the receptive test, the participants in the experimental group performed significantly better than the control group on the productive knowledge test. This indicates that narrow reading may contribute to the development

of productive vocabulary knowledge. According to Schmitt and Carter (2000), extensive exposures to target words through narrow reading can facilitate the productive dimension of vocabulary knowledge. Students must know more than the rudimentary meaning of a word, and abundant exposures to words through narrow input can create the conditions for the outgrowth of knowledge about a word's usage, including a word's grammatical behavior and part of speech. In the study, participants in the experimental group were consistently exposed to target words in similar but various contexts, which might have enhanced their mastery over different aspects of vocabulary knowledge. For instance, the word meditate appeared not only in the form of a noun but also as a verb (e.g. meditated) and a noun (e.g. meditation). It is likely that the recurrence of words in diverse forms in various contexts can assist students in expanding their knowledge about a word, resulting in their deeper understanding of a word's usage. Regarding the use of productive vocabulary knowledge tests, most students in the experimental group were able to use most of the target words correctly while most students in the control group failed to use them.

More importantly, based on the framework of schema theory and second language acquisition, the findings suggest that background knowledge seems to play a positive role in enhancing Thai EFL students' vocabulary learning and reading comprehension development. The students have the advantage of the previous context in promoting the use of reading a narrow approach for effective reading comprehension and vocabulary learning. They are able to understand a current text and will acquire more and more background knowledge naturally. It can be said that background knowledge is a tremendous facilitator of comprehension. The vocabulary knowledge scale used for this study was designed to measure students' vocabulary knowledge of a particular word. A student who read the texts based on the narrow reading approach might have had more chances to see how the repeated words could be used in different sentences and in various forms, it seems that the participants of the experimental group gained better on the vocabulary test that required students to make sentences using the target words compared to the control group.

The results also indicated that narrow reading could be a useful method for vocabulary learning. According to Krashen's Input hypothesis, second language

readers are able to acquire the language when the inputs are comprehensible. In other words, the readers should receive only one level beyond their initial levels ($i + 1$). This is the natural way of language learning. In the current study, students were required to learn some target words that may have been beyond this level. Nevertheless, the results indicate that students in the narrow reading condition showed significant improvement in vocabulary learning in all three aspects of vocabulary knowledge tests. The results of the study showed that the participants significantly had extensive improvement in vocabulary learning. This could be explained that because the participants became familiar with the target words as they read the next reading texts until they could predict the meaning of unknown words possibly from the context and the frequent reoccurrence of the target words. For instance, before the treatment, some participants did not even know the meanings of the target words, such as noble and enlightenment, etc. However, after implementing the narrow reading approach the participants were able to know the meaning of those target words and use them to make an English sentence correctly, such as “The Buddha came from the noble family” or “The Buddha attained enlightenment”. The students’ scores after treatment significantly improved. The results of the study suggest that this narrow reading approach may be an additional method to use as a teaching approach. These findings are also consistent with Kang, (2015) who stated that the narrow reading approach considerably facilitated learners’ understanding of the meaning of target words and the ability to appropriately use those words. Similarly, Wanna-ngam, (2012) argued that the narrow reading approach could enhance reading comprehension and facilitate vocabulary learning. Therefore, the results of this study are consistent with previous literature indicating that the narrow reading approach can improve EFL learners’ reading comprehension and vocabulary acquisition. In the current study, the participants became familiar with the target words through reading the various texts and were able to predict the meaning of the word, mainly due to the context and the frequent reoccurrence of these target words. Although the students reported a low interest in the topic, their posttest vocabulary results were higher. This suggests that, while the topic might not gain the readers’ attention, the frequent exposure of reading texts do contribute to language acquisition. As such the findings of the current study gave support to previous literature that narrow reading considerably facilitated learners’ understanding of meanings of target words and the

ability to appropriately use them (Kang, 2015; Krashen, 2004; Schmitt and Carter, 2000; Wanna-ngam, 2012).

5.2.3 Overall attitude towards the narrow reading

In relation to the final research question, “What are Thai EFL participants’ overall attitudes towards the narrow reading approach?”, the analysis of the findings revealed that the average of participants’ attitudes were relatively high. Specifically, the results from the questionnaire showed that the average readers’ attitudes towards the narrow reading approach are relatively positive, as indicated by the high mean scores (4.37). Most students felt their reading comprehension and vocabulary learning were improved. Moreover, the results showed that the students had favorable attitudes towards this narrow reading instructional model. They gained pleasure from reading and had more confidence in reading. In this study, various activities associated with the narrow reading approach were used. The findings indicated that these reading activities motivated and improved the students’ reading comprehension and vocabulary learning. This is partly because the students learned, read and interacted with their friends and teacher with pleasure. Mejang (2004) stated that the activities in a reading class should be varied, including individual, pair work or group work to help students create interactions and to share knowledge and information with their friends. It was also found that students’ academic development, personal development, and satisfaction were increased by interaction among students and interaction between teachers and students (Austin, Yaffee and Hinkle, 1992). Indeed, working together increases students’ comprehension and memory for what they have learned, as well as the positive feelings they have about themselves, the class, and their friends (Smith, 1996). Similarly, Slavain, (1996) found that social advances cognitive development and promotes a higher academic achievement approach, this approach should be applied in other relevant situations and for other skills, such as in lower or higher levels of education and with other languages such as writing skill or grammar. More importantly, this implementation should be based on an analysis of the learners’ needs to ensure that the approach is effective.

5.3 Conclusion

The current research examined the effects of narrow reading on learners' reading comprehension and vocabulary acquisition in the Thai EFL context, particularly in the Thai Buddhist university context. Specifically, it aimed to investigate the benefits of narrow reading in receptive and productive vocabulary knowledge. It also aimed to explore participants' overall attitudes towards the narrow reading approach.

Consistent with these aims, the following research questions were developed:

1. Does narrow reading promote Thai EFL participants' reading comprehension?
2. Does narrow reading enhance Thai EFL participants' vocabulary acquisition?
3. What are Thai EFL participants' overall attitudes towards the narrow reading approach?

The purpose of Research Question 1 was to confirm the benefits of narrow reading in reading comprehension. The results of the current study show 41.50% of an increase in reading comprehension based on the performance on the reading comprehension test. As such, the results provided empirical evidence that narrow reading promotes reading comprehension in an EFL context, including the Thai Buddhist university environment.

In relation to Research Question 2, the findings indicate significant gains in both receptive and productive vocabulary knowledge in Thai EFL participants. Specifically, the gain in receptive vocabulary is 41.50%, while the increase in productive vocabulary knowledge is at 51.40%. The results of the current study also show that each of the prompt words is better known by Thai EFL participants, as evidenced by the better performance on the vocabulary knowledge scale test. These findings, therefore, provide an empirical indication that narrow reading enhances not just receptive vocabulary knowledge, but also productive vocabulary knowledge.

Regarding Research Question 3, participants indicate positive attitudes towards the narrow reading approach. Indeed, the findings show an average mean score of 21 students was 4.37 and the average standard deviation was 0.27.

The current study demonstrated the results of implementing an English instructional model based on narrow reading to enhance reading comprehension and

vocabulary acquisition in EFL learners. The effectiveness of this model for enhancing reading comprehension and vocabulary learning in EFL learners was assessed. The results indicated that students expressed a positive attitude towards the narrow reading model, suggesting that it could be beneficial for teachers to adopt this model in relation to reading comprehension and vocabulary acquisition. Overall, these results are also consistent with the recent findings of Abdollahi & Farvardin's study (2016) showing that the narrow reading approach provides greater opportunity for the repetition of words in passages of the same topic and is beneficial to EFL learners who wish to make improvements in their vocabulary knowledge. Therefore, this study provides additional evidence that the narrow reading approach can improve reading comprehension and increase vocabulary compared to a control group that receives a traditional reading approach.

5.4 Implications

The results from the current study presents that the student's reading comprehension and vocabulary acquisition improved. Their overall attitudes towards the narrow reading approach were also at a high level. The use of the narrow reading approach was conducted to improve the students' reading comprehension and vocabulary learning. There are some implications to be recognized in order to be successful in implementing the use of the narrow reading approach.

Firstly, teachers should select the topics of narrow reading approach with caution. The topic should relate to the students' interest and pleasure because students can expose their language proficiency with the contents of personal interest. Moreover, topic selection should be conducted based on students' interests and enjoyment. Teachers should provide students an opportunity to select a reading material on their own because it increases students' motivation in learning skills. Finally, the second implication involves the types of tasks or exercises. Teachers should provide students with different kinds of enjoyable learning tasks and challenge their language proficiency when implementing the narrow reading approach. The effective tasks that are provided can have a good impact on students' progress and attitudes towards their lessons.

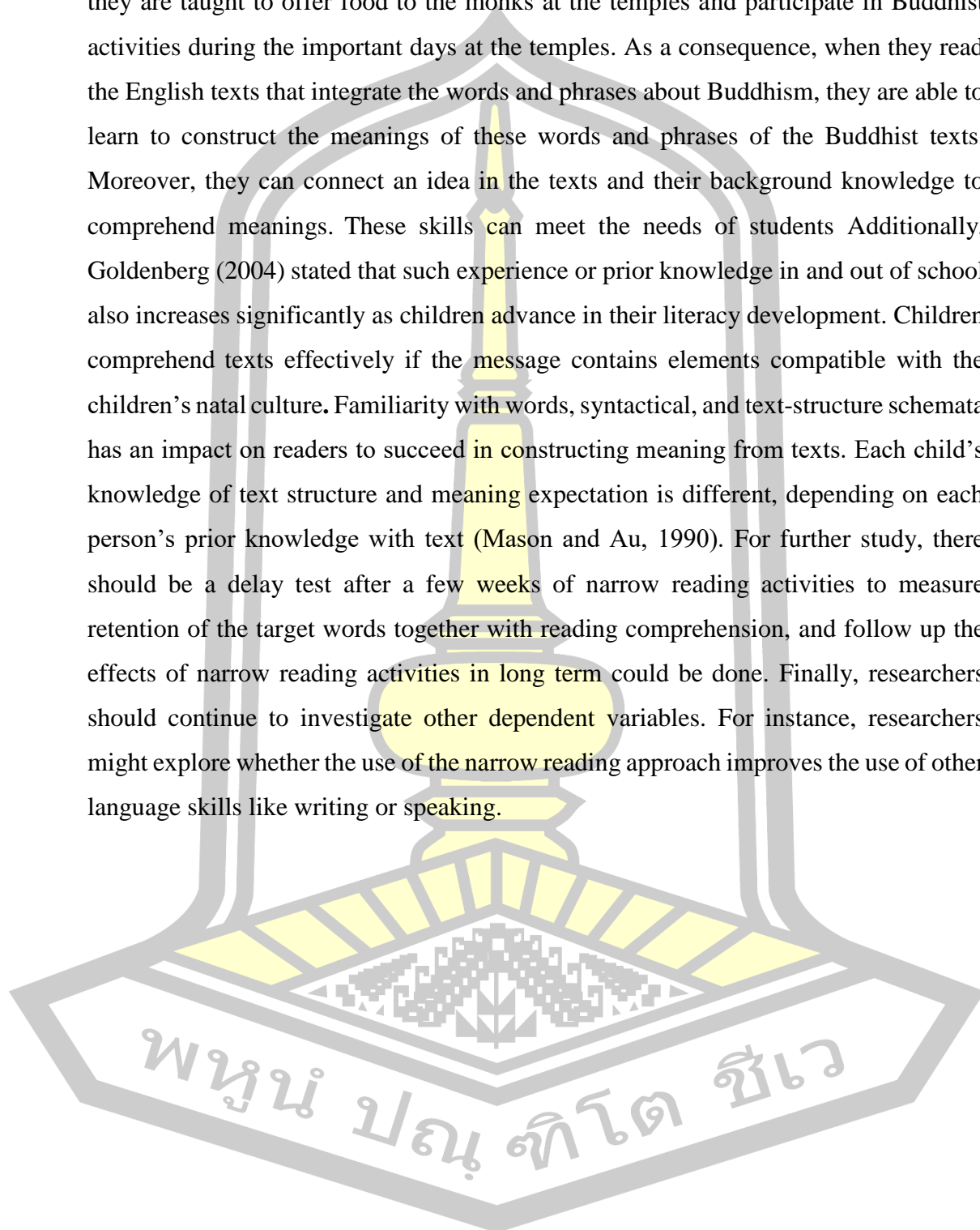
5.5 Limitations of the current study

The study has become valid and meaningful in accordance with the processes and procedures for data collection and results. However, there are a couple of limitations that may have an impact on the outcome of this study. The first limitation is the sample size of the population and the generalization of this study. The generalization of the finding should be carefully interpreted because the sample of students is 41. The results of the study would become more meaningful if there were a larger sample size of the participants. The second limitation deals with topic selection. Due to the course description, the topics that were used in the study were related to the subject of the history and development of Buddhism (BU5001). There were not a variety of topics for the participants to choose from. Therefore, the participants selected the topics concerning the Buddhist subject, that some contents of a topic they may not be interested to learn indeed. Some students were absent from the class. It had a negative impact on students' achievement. Lastly, in teaching and learning process, the most important of all starts with teachers, teachers should act their roles as a coach, who try to create appropriate instructional atmospheres, teaching materials, and teaching and learning activities in order to open learning space for improving students' reading comprehension and vocabulary acquisition improvement.

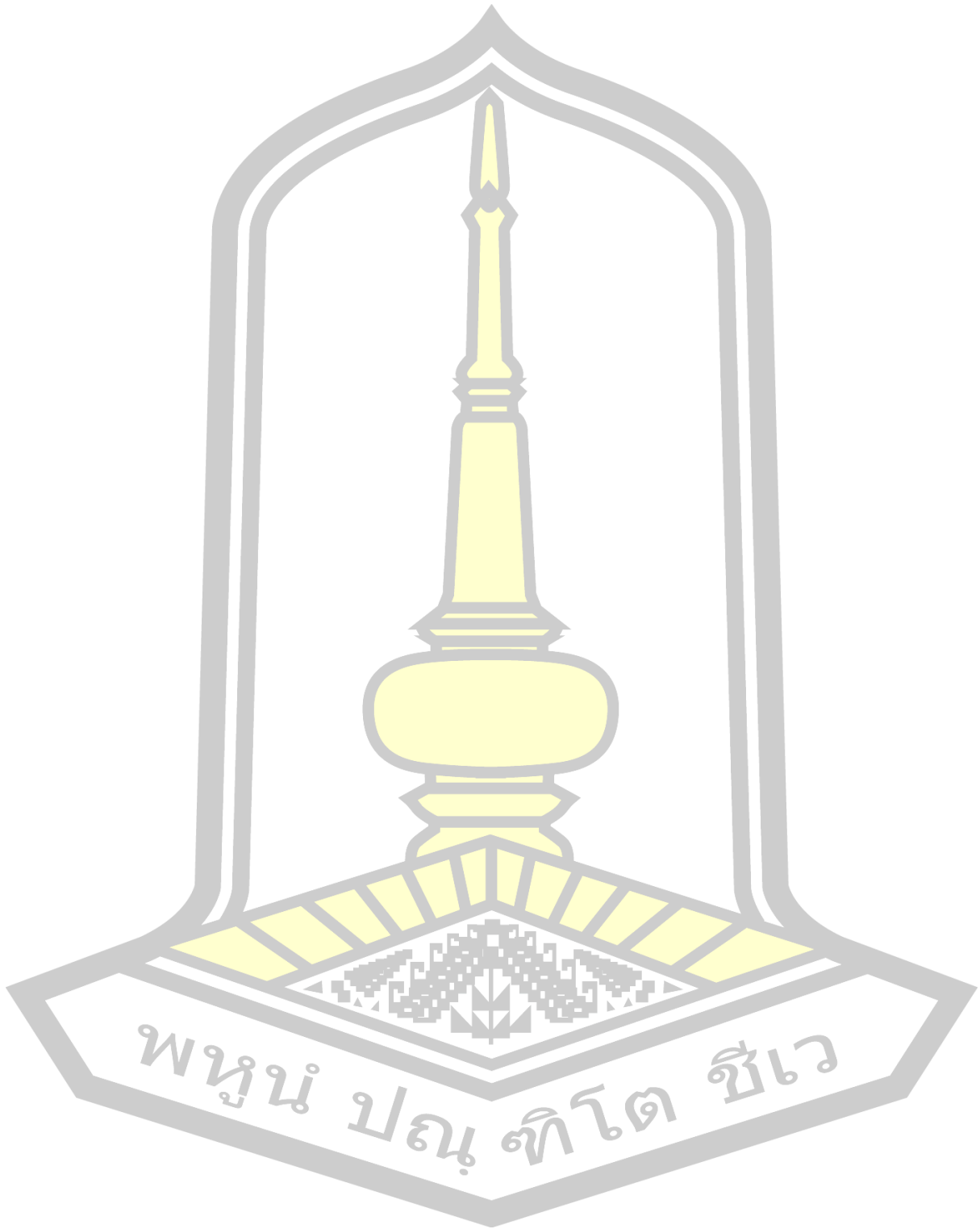
5.6 Recommendations for future research

The findings of this present study could generate some recommendations for further research. First, the result of the current research related to the integration of reading and vocabulary acquisition. Vocabulary acquisition could reinforce reading comprehension because both skills are found as an element to each other. Within an overall Buddhist learning environment, The Buddhist participants in this study are

familiar with the uniqueness of beliefs and traditions in the Thai nation. For example, they are taught to offer food to the monks at the temples and participate in Buddhist activities during the important days at the temples. As a consequence, when they read the English texts that integrate the words and phrases about Buddhism, they are able to learn to construct the meanings of these words and phrases of the Buddhist texts. Moreover, they can connect an idea in the texts and their background knowledge to comprehend meanings. These skills can meet the needs of students. Additionally, Goldenberg (2004) stated that such experience or prior knowledge in and out of school also increases significantly as children advance in their literacy development. Children comprehend texts effectively if the message contains elements compatible with the children's natal culture. Familiarity with words, syntactical, and text-structure schemata has an impact on readers to succeed in constructing meaning from texts. Each child's knowledge of text structure and meaning expectation is different, depending on each person's prior knowledge with text (Mason and Au, 1990). For further study, there should be a delay test after a few weeks of narrow reading activities to measure retention of the target words together with reading comprehension, and follow up the effects of narrow reading activities in long term could be done. Finally, researchers should continue to investigate other dependent variables. For instance, researchers might explore whether the use of the narrow reading approach improves the use of other language skills like writing or speaking.



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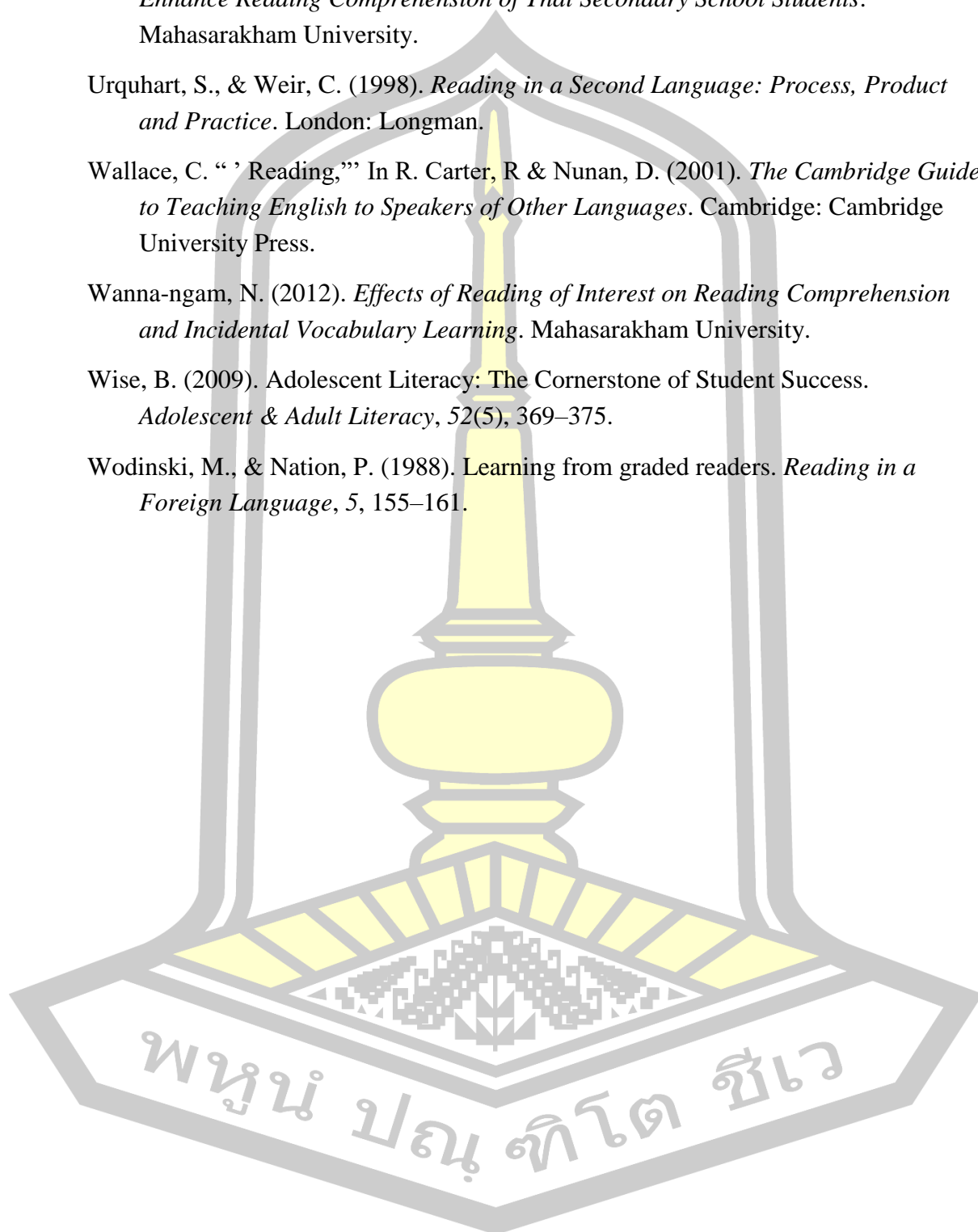
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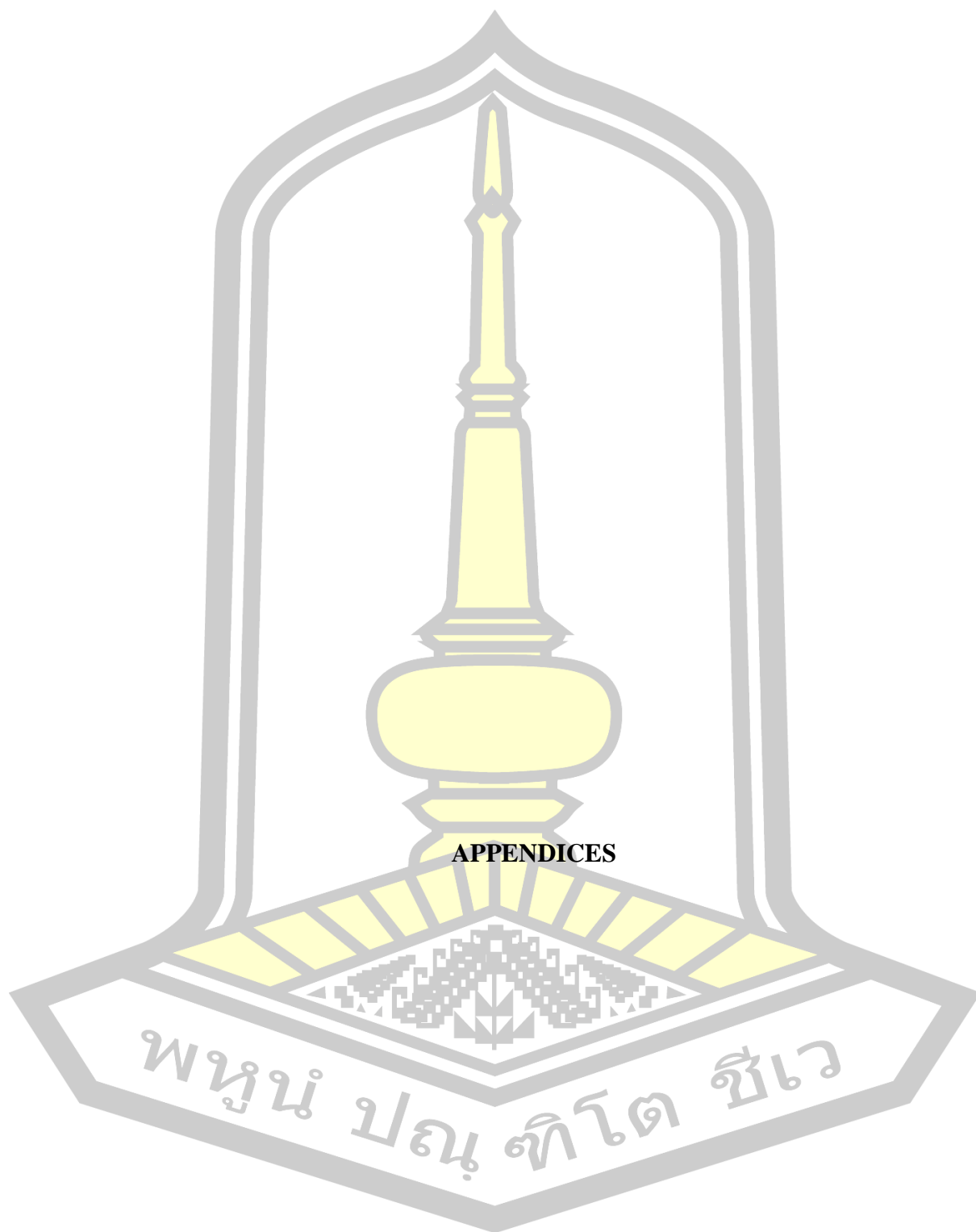
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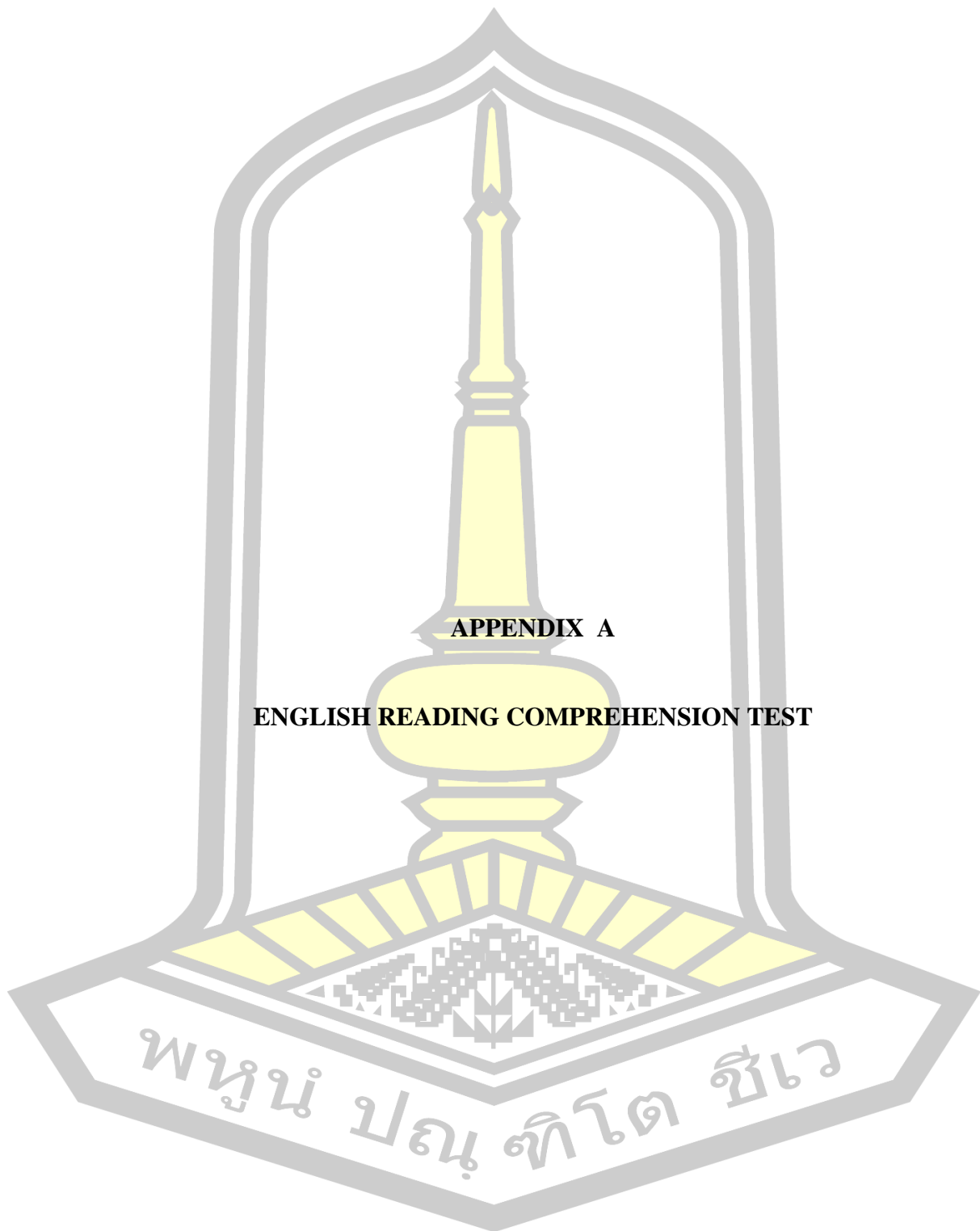
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APPENDIX A

ENGLISH READING COMPREHENSION TEST

พหุจน์ ปณู ทิโต สีเว

Part 1: Item 1- 13

Directions: Read the following passages and then choose the most appropriate answer based on the information in the passage.

On one auspicious occasion, when King Suddhodana came to know that the Buddha was teaching his disciples in Rajagaha he sent nine messengers to invite him to come to Kapilavatthu. All the messengers became monks. They listened to the Buddha's teachings and learnt how to meditate from the Buddha and they forgot to convey the king's message.

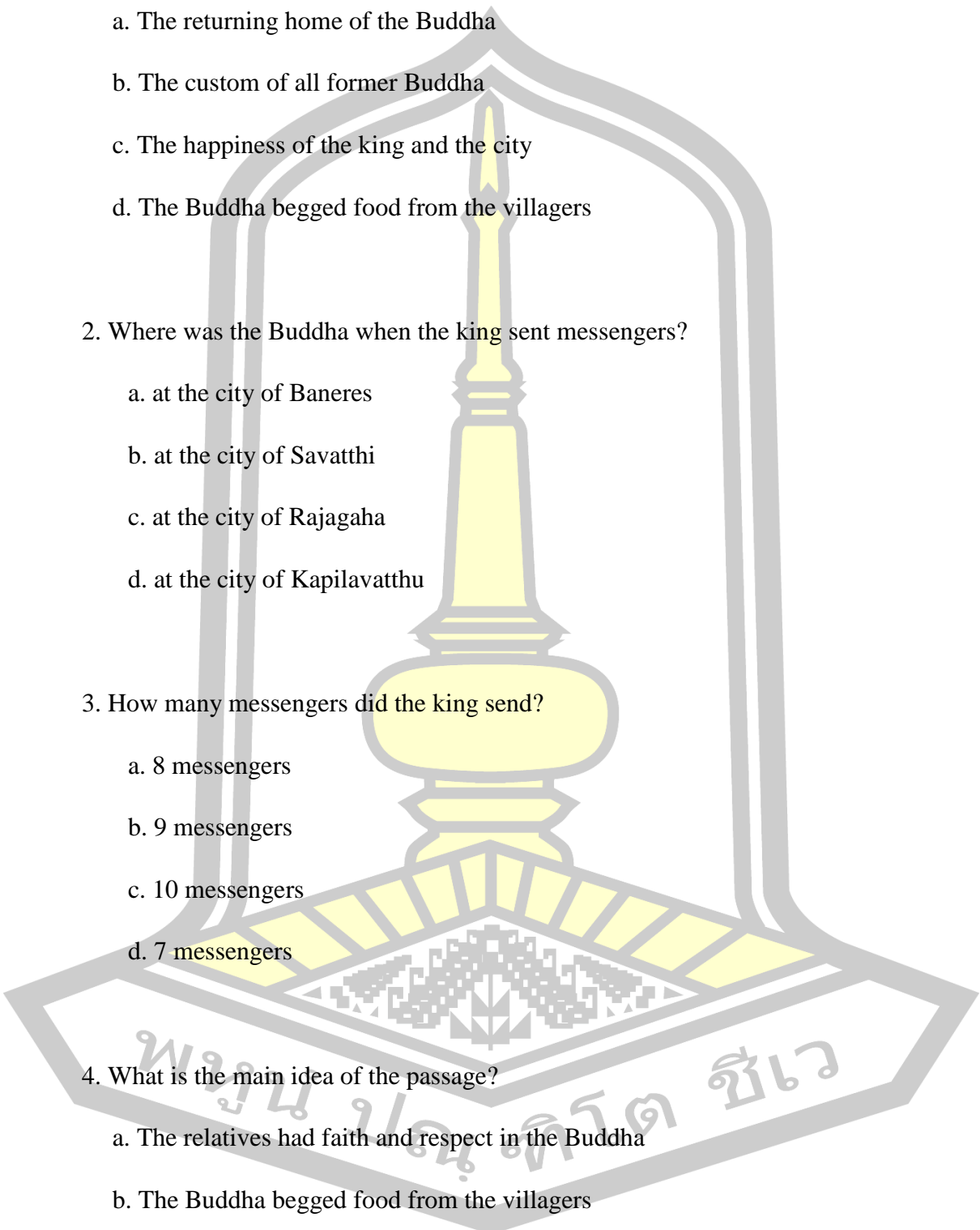
The king had made arrangements for the Buddha to stay in a peaceful park. But when the Buddha did not arrive, the king sent Kaludayi, a childhood playmate of Buddha's, to invite him back to Kapilavatthu. The last messenger, Kaludayi reached the enlightenment with his great wisdom and his mind did not cling to worldly possession.

When the people of Kapilavatthu discovered that the Buddha had come to their city they came to see him. The Buddha's own relatives came as well and said, "He is our younger brother, our nephew, our grandson."

Then the Buddha realized that some people did not understand that he attained already enlightenment but felt they were his elders. He showed them a miracle called the "Twin miracle". Even when the king saw this miracle and then worshipped him.

The next day the Buddha took his bowl and went from door to door begging for food. The king knew this was very annoyed. "Why do you disgrace me, my son? Why don't you take food in the palace? Is it proper for you to beg for food in this very city?"

"I am not putting you to shame, O Great King. This is our custom," replied the Buddha calmly. "How can this be? Nobody in our Royal family has ever begged like this. How can you say 'it is our custom'?" the king asked. "Oh Great King, this is not the custom of the noble family, but of the Buddhas. All the former Buddhas have lived by receiving food this way." However, when the king begged the Buddha to take food in the palace the Buddha kindly did so.

- 
1. What is the best topic of this passage?
 - a. The returning home of the Buddha
 - b. The custom of all former Buddha
 - c. The happiness of the king and the city
 - d. The Buddha begged food from the villagers

 2. Where was the Buddha when the king sent messengers?
 - a. at the city of Baneres
 - b. at the city of Savatthi
 - c. at the city of Rajagaha
 - d. at the city of Kapilavatthu

 3. How many messengers did the king send?
 - a. 8 messengers
 - b. 9 messengers
 - c. 10 messengers
 - d. 7 messengers

 4. What is the main idea of the passage?
 - a. The relatives had faith and respect in the Buddha
 - b. The Buddha begged food from the villagers
 - c. The Buddha returned home to teach his father and relatives
 - d. The messengers came to invite the Buddha

5. Which statement is true?

- a. All messenger concealed the message from the Buddha
- b. The King had not made arrangement for the Buddha
- c. The Buddha refused to go back to Kapilavattu.
- d. All messengers forgot to tell the Buddha the message

6. Who did give the Buddha the message?

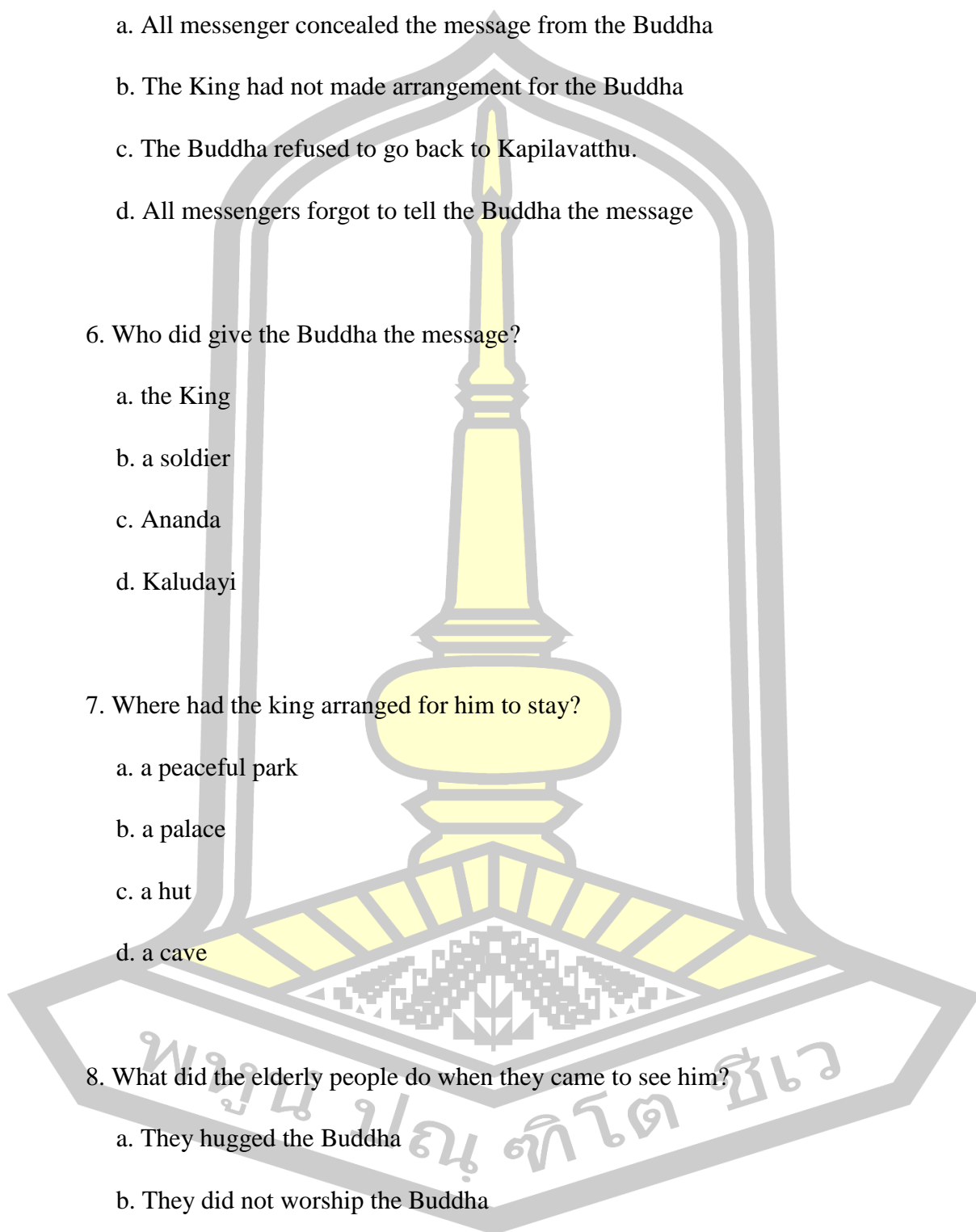
- a. the King
- b. a soldier
- c. Ananda
- d. Kaludayi

7. Where had the king arranged for him to stay?

- a. a peaceful park
- b. a palace
- c. a hut
- d. a cave

8. What did the elderly people do when they came to see him?

- a. They hugged the Buddha
- b. They did not worship the Buddha
- c. They invited the Buddha to stay in the palace.
- d. They listened to the Buddha's teaching respectfully



9. What did the Buddha do?

- a. The Buddha showed them how to worship
- b. The Buddha showed a miracle to them
- c. The Buddha left the city immediately
- d. The Buddha taught them the Dhamma

10. Why was the king not happy?

- a. The Buddha did not talk to his relatives
- b. The king thought of this wife, Queen Maya
- c. People in the city did not love the Buddha
- d. The Buddha put him to shame by begging food from the villagers

11. What was the "**custom**" that the Buddha spoke about to the king?

- a. The custom of begging for food from door to door
- b. The custom of visiting his father's hometown
- c. The custom of helping poor people
- d. The custom of teaching Dhamma to people

12. How was Kaludayi's mind after his enlightenment?

- a. His mind was pure and peaceful
- b. His mind was full of defilement
- c. His mind was dirty and greedy
- d. His mind was attached to the world

13. "I am not putting you to shame, O Great King. This is our custom," replied the Buddha calmly. "How can this be? Nobody in our Royal family has ever begged like this.

The word "**Our custom**" refers to.....?

- a. The king's custom
- b. The rich's custom
- c. The poor's custom
- d. The Buddha's custom

Part 2: Item 14- 22

Directions: Read the following passages and then choose the most appropriate answer based on the information in the passage.

Devadatta was the son of King Suppabuddha. He entered the order of monks together with Ananda in the Buddha's ministry, but was unable to attain any stage of sainthood because his mind clung to worldly wealth.

In his early days, he meditated diligently and was a good monk known for his grace and psychic powers. One occasion, Devadatta approached the Buddha and asked him to make him the leader of the Sangha. The Buddha turned down this request. Devadatta became very angry and vowed to take revenge on the Buddha.

Although Devadatta was a bad monk, he had many followers. One of his supporters was King Ajatasattu. Ajatasattu succeeded in killing his father, but Devadatta failed to kill the Buddha.

His first attempt to kill the Buddha was to hire an archer to kill the Buddha. But the man had faith in the Buddha. He put aside his bow and arrow and then took refuge in the Buddha. Eventually the archer became disciples of the Buddha and the cunning plan failed.

Devadatta's second attempt to kill the Buddha was to make the fierce elephant, Nalagiri, drunk with liquor. As the elephant came close, the Buddha radiated his loving-kindness (metta) towards the elephant. So the elephant stopped, became quiet and stood before the Buddha respectfully. The Buddha tamed the elephant with the power of his loving-kindness.

After this, he fell very ill and it was not auspicious day for him. Before his death he sincerely regretted his actions, and wanted to see the Buddha. He grew desperately ill on the way to see the Buddha, near the gate of the peaceful monastery. But before he died, he took refuge in the Buddha.

Although he has to suffer in a woeful state because of his action, the noble life he led in the early part of his monkhood ensured that Devadatta would become a Pacceka Buddha named Atthissara in the distant future. As a Pacceka Buddha he would be able to achieve Enlightenment by his own efforts and wisdom.

14. What is the main idea of the passage?
- The relationship between Devadatta and Prince Ajatasattu
 - Devadatta's attempt to kill the Buddha
 - Devadatta would become a Pacceka Buddha
 - Devadatta was not a good monk

15. With whom did he enter the order of monks?

- Ananda
- Rahula
- Sariputta
- Bhattiya

16. In his early days, what was he known for?

- a. his grace
- b. his glory
- c. his psychic powers
- d. A and C are correct

17. Who was the chief supporter of Devadatta?

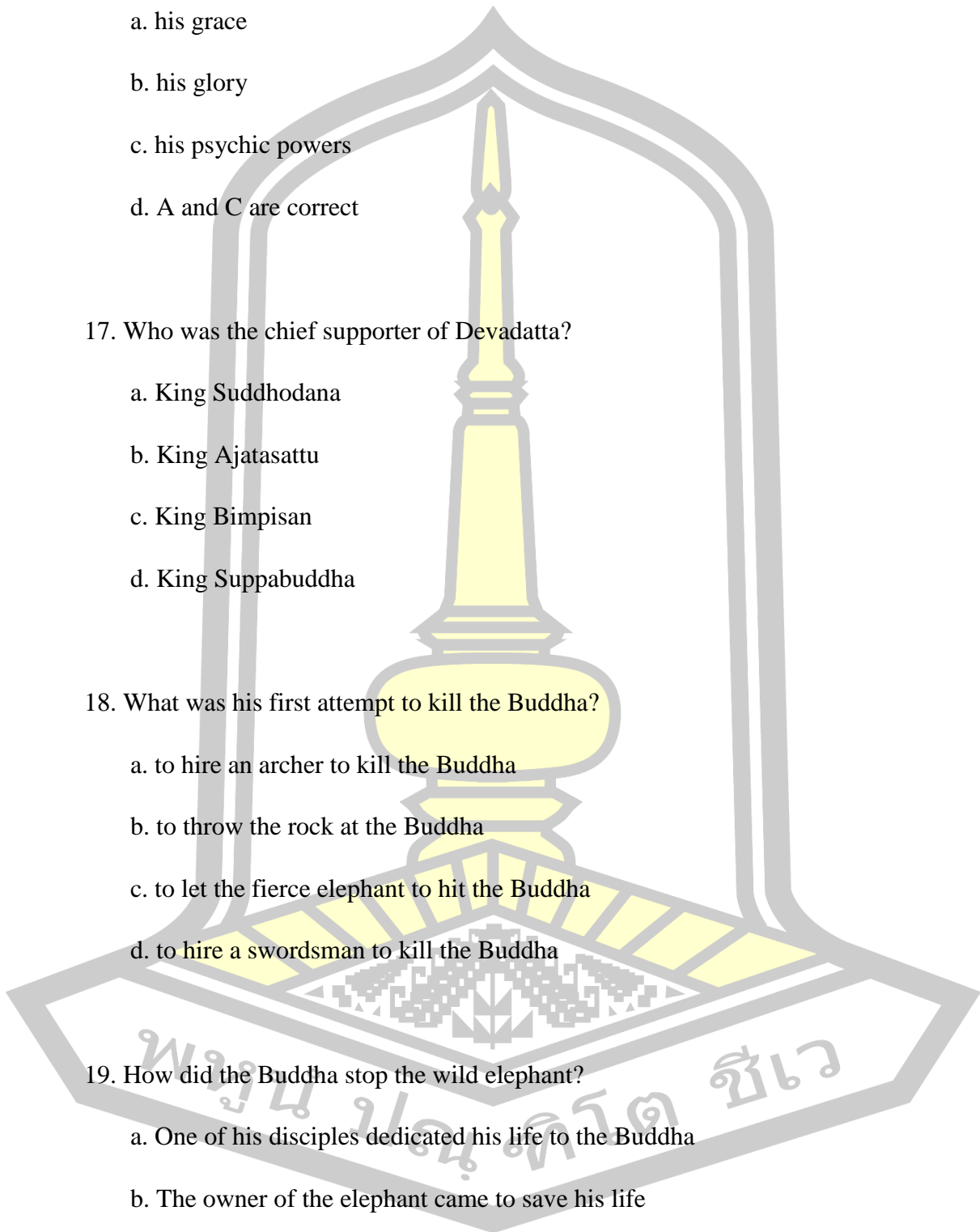
- a. King Suddhodana
- b. King Ajatasattu
- c. King Bimpisan
- d. King Suppabuddha

18. What was his first attempt to kill the Buddha?

- a. to hire an archer to kill the Buddha
- b. to throw the rock at the Buddha
- c. to let the fierce elephant to hit the Buddha
- d. to hire a swordsman to kill the Buddha

19. How did the Buddha stop the wild elephant?

- a. One of his disciples dedicated his life to the Buddha
- b. The owner of the elephant came to save his life
- c. The Buddha radiated his loving-kindness towards the elephant
- d. The Buddha fed the elephant with its favorite food



20. How did the elephant react to the Buddha?

- a. It tried to kill the Buddha
- b. It showed wildness before the Buddha
- c. It was quiet and stood before the Buddha with respect
- d. The Buddha was hit by the elephant

21. What will Devadatta be in the future?

- a. He would be reborn in the heaven
- b. He would become a Pacceka Buddha
- c. He would be reborn in the hell
- d. He would become a Buddha

22. Number these events from the story in correct order.....

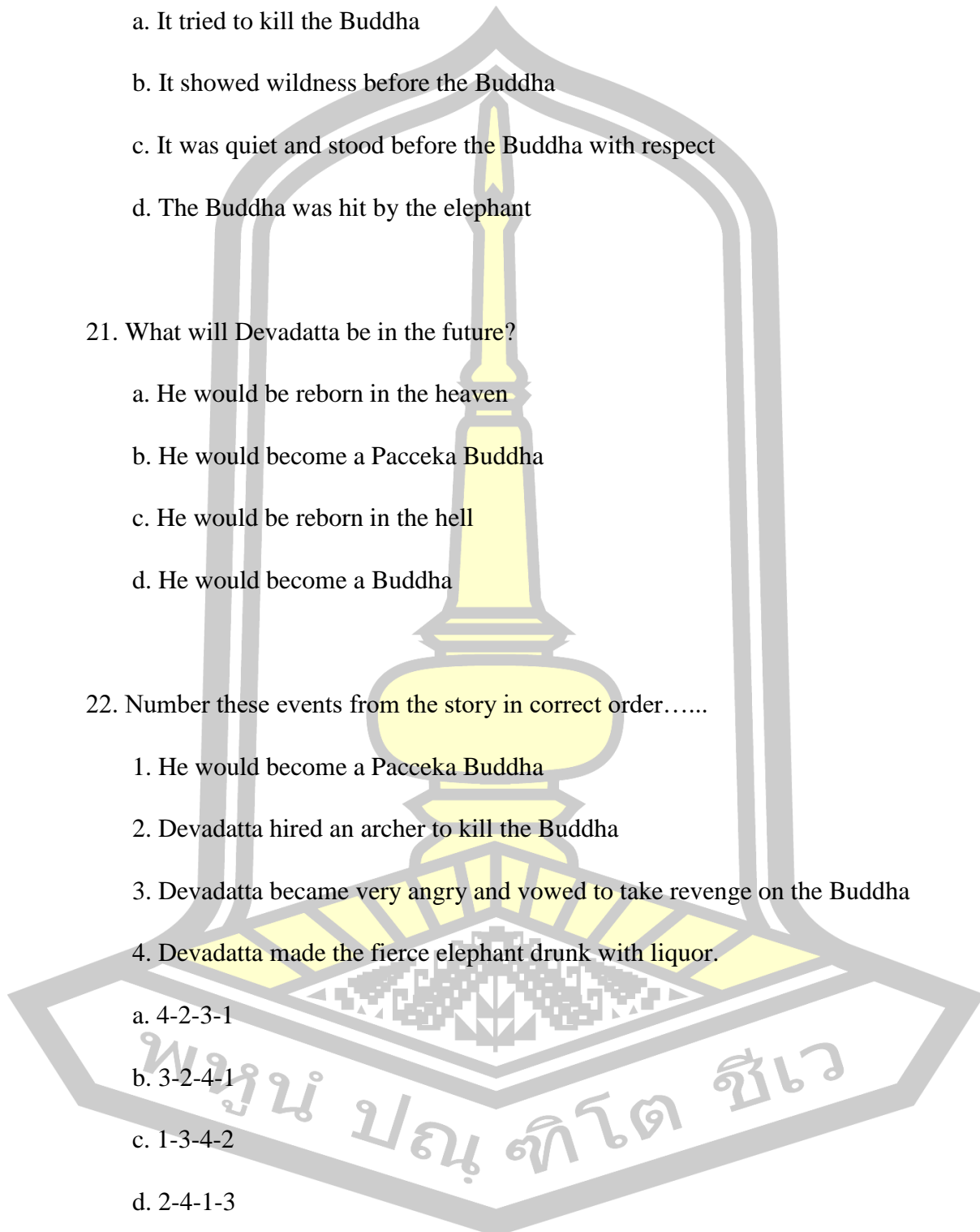
- 1. He would become a Pacceka Buddha
- 2. Devadatta hired an archer to kill the Buddha
- 3. Devadatta became very angry and vowed to take revenge on the Buddha
- 4. Devadatta made the fierce elephant drunk with liquor.

a. 4-2-3-1

b. 3-2-4-1

c. 1-3-4-2

d. 2-4-1-3



Part 3: Item 23 - 25

Directions: Read the following passages and then choose the most appropriate answer based on the information in the passage.

On one occasion, a monk from a noble family learnt a subject of meditation from the Buddha and went to the forest. Although he tried hard, he made little progress in his meditation; so, he decided to go back to the Buddha for further instruction. On his way back he saw a mirage, which was only an illusive appearance of a sheet of water.

All of the sudden, he came to realize that the body also was fragile like a mirage. Thus, keeping his mind on the fragility of the body he came to the bank of the river Aciravati. While he was sitting under a peaceful tree close to the river, he saw big froths breaking up, he took that auspicious chance to contemplate the impermanent nature of the body.

Soon, the Buddha appeared in his vision and said to him, "My disciple, just as you have realized, this body is impermanent like froth and fragile like a mirage."

At the end of the Buddha's teaching, with wisdom and patience the monk attained enlightenment and his mind did not cling to the world.

23. What is the main idea of the passage?

- a. The event of attaining a monk's enlightenment
- b. The Buddha taught him the Dhamma
- c. The monk saw a mirage
- d. The monk learnt a subject of meditation from the Buddha

24. Where did the monk see a mirage?

- a. in the forest
- b. under a tree
- c. at the bank of the river
- d. on the way

25. What did the Buddha compare with the impermanence of the body?

- a. a tree
- b. a mirage
- c. the sun
- d. a river

Part 4: Item 26 - 30

Directions: Read the following passages and then choose the most appropriate answer based on the information in the passage.

King Bimpisan had a son, Prince Ajatasattu, who was a good friend of the Buddha's enemy, Devadatta. Devadatta was a bad monk, he did not even know a subject of meditation or any of the Buddha's teaching. Prince Ajatasattu became his disciple, and soon Devadatta had convinced the young prince to kill his father.

On one occasion, Prince Ajatasattu went into the king's room with a knife in his hand. He was going to his father when the guards caught him and the king discovered the plan. King Bimbisara thought to himself, "Ah, it is time for me to step down and make Ajatasattu king so that I can retire into a religious life and train my mind and wisdom for the enlightenment." Then King Bimpisan made him king.

After Ajatasattu became the new king. He captured his father and had him thrown into the jail in the palace. The jail was not the noble and peaceful place for the king. But King Bimpisan did not die. His loyal wife secretly brought him food hidden in her clothes. When Ajatasattu found out and banned her from visiting his father at all.

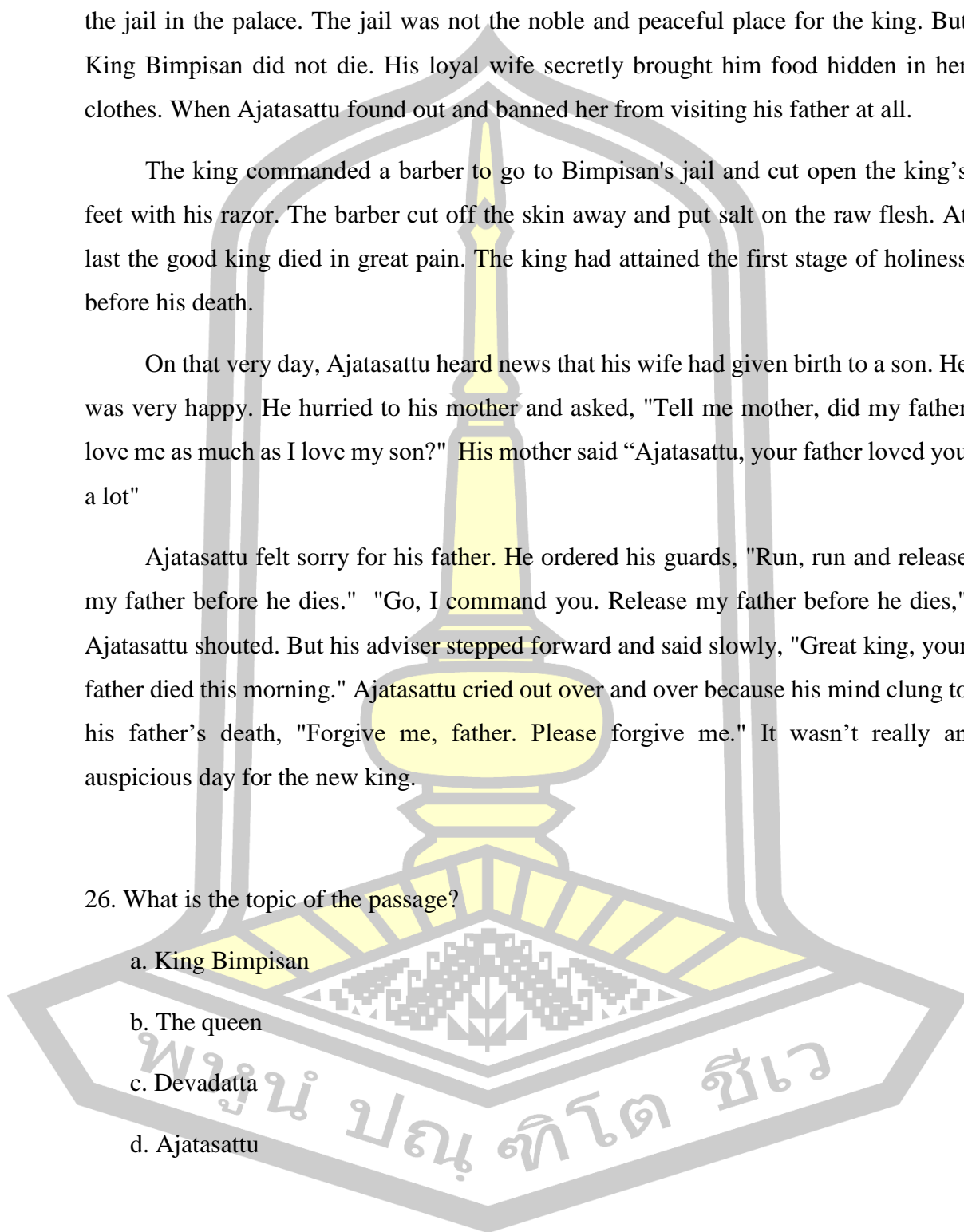
The king commanded a barber to go to Bimpisan's jail and cut open the king's feet with his razor. The barber cut off the skin away and put salt on the raw flesh. At last the good king died in great pain. The king had attained the first stage of holiness before his death.

On that very day, Ajatasattu heard news that his wife had given birth to a son. He was very happy. He hurried to his mother and asked, "Tell me mother, did my father love me as much as I love my son?" His mother said "Ajatasattu, your father loved you a lot"

Ajatasattu felt sorry for his father. He ordered his guards, "Run, run and release my father before he dies." "Go, I command you. Release my father before he dies," Ajatasattu shouted. But his adviser stepped forward and said slowly, "Great king, your father died this morning." Ajatasattu cried out over and over because his mind clung to his father's death, "Forgive me, father. Please forgive me." It wasn't really an auspicious day for the new king.

26. What is the topic of the passage?

- a. King Bimpisan
- b. The queen
- c. Devadatta
- d. Ajatasattu



27. What did Ajatasattu realize after listening to his mother?

- a. He cried a lot
- b. He felt sorry for his father
- c. He asked his father to forgive him
- d. All is correct

28. Which statement is true?

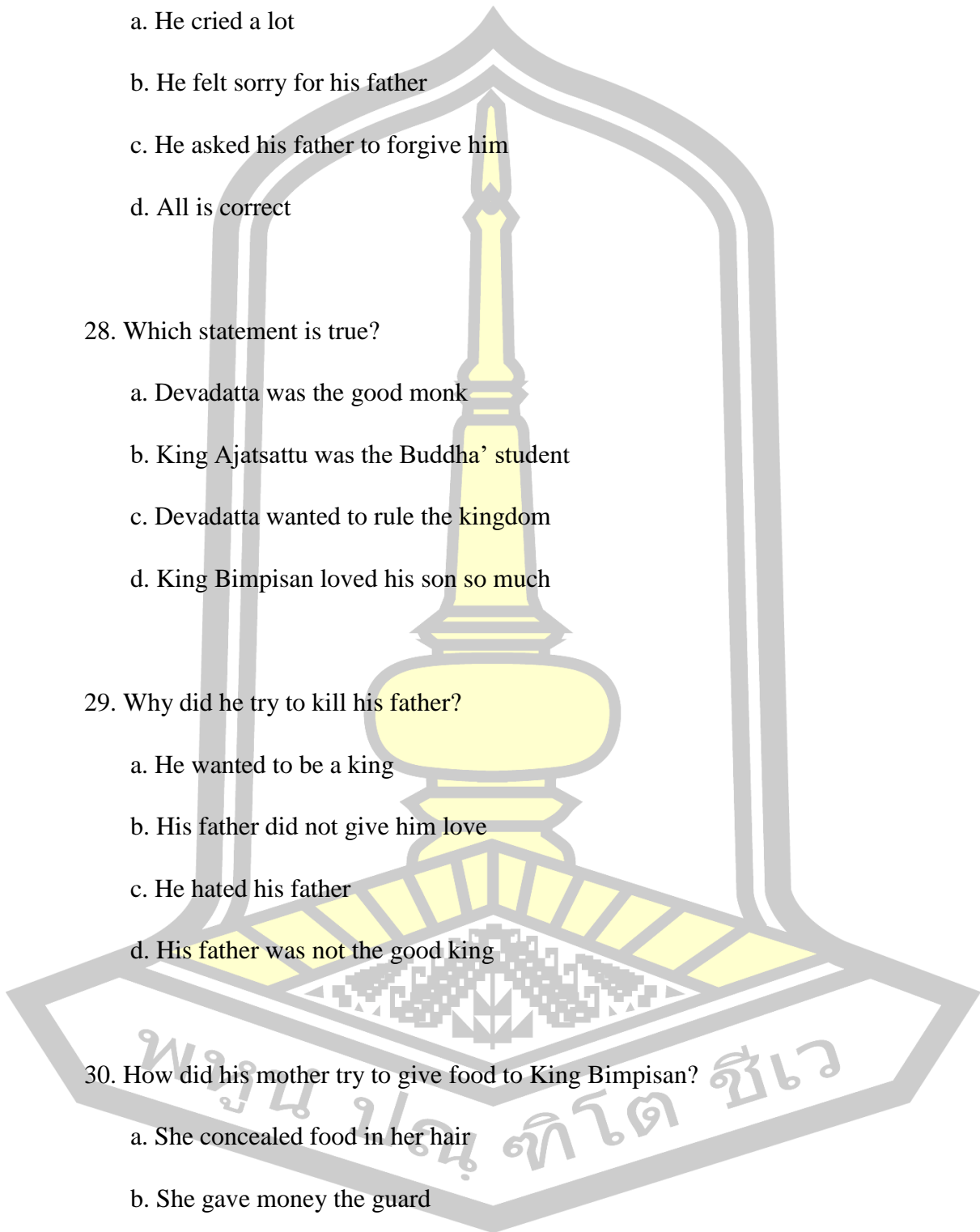
- a. Devadatta was the good monk
- b. King Ajatsattu was the Buddha' student
- c. Devadatta wanted to rule the kingdom
- d. King Bimpisan loved his son so much

29. Why did he try to kill his father?

- a. He wanted to be a king
- b. His father did not give him love
- c. He hated his father
- d. His father was not the good king

30. How did his mother try to give food to King Bimpisan?

- a. She concealed food in her hair
- b. She gave money the guard
- c. She put food in her hands
- d. She hid food in her clothes





APPENDIX B

THE RECEPTIVE VOCABULARY KNOWLEDGE TEST

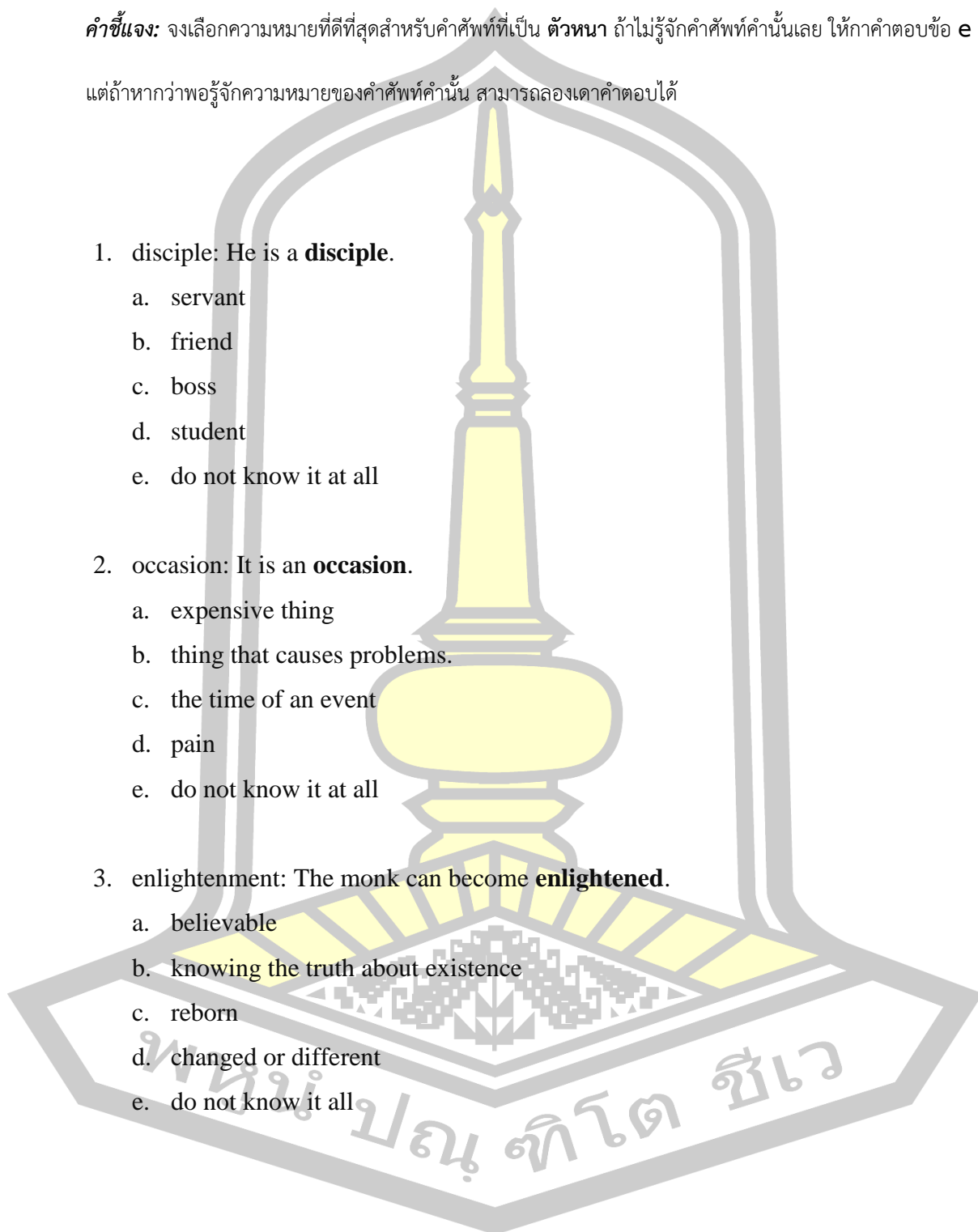
Receptive Vocabulary Knowledge Test

คำชี้แจง: จงเลือกความหมายที่ดีที่สุดสำหรับคำศัพท์ที่เป็น **ตัวหนา** ถ้าไม่รู้จักคำศัพท์คำนั้นเลย ให้กาคำตอบข้อ **e** แต่ถ้าหากว่าพอรู้จักความหมายของคำศัพท์คำนั้น สามารถลองเดาคำตอบได้

1. disciple: He is a **disciple**.
 - a. servant
 - b. friend
 - c. boss
 - d. student
 - e. do not know it at all

2. occasion: It is an **occasion**.
 - a. expensive thing
 - b. thing that causes problems.
 - c. the time of an event
 - d. pain
 - e. do not know it at all

3. enlightenment: The monk can become **enlightened**.
 - a. believable
 - b. knowing the truth about existence
 - c. reborn
 - d. changed or different
 - e. do not know it at all



4. wisdom: He shared the **wisdom** with his daughter.

- a. power
- b. freedom
- c. knowledge
- d. richness
- e. do not know it at all

5. peaceful: It was so **peaceful** here.

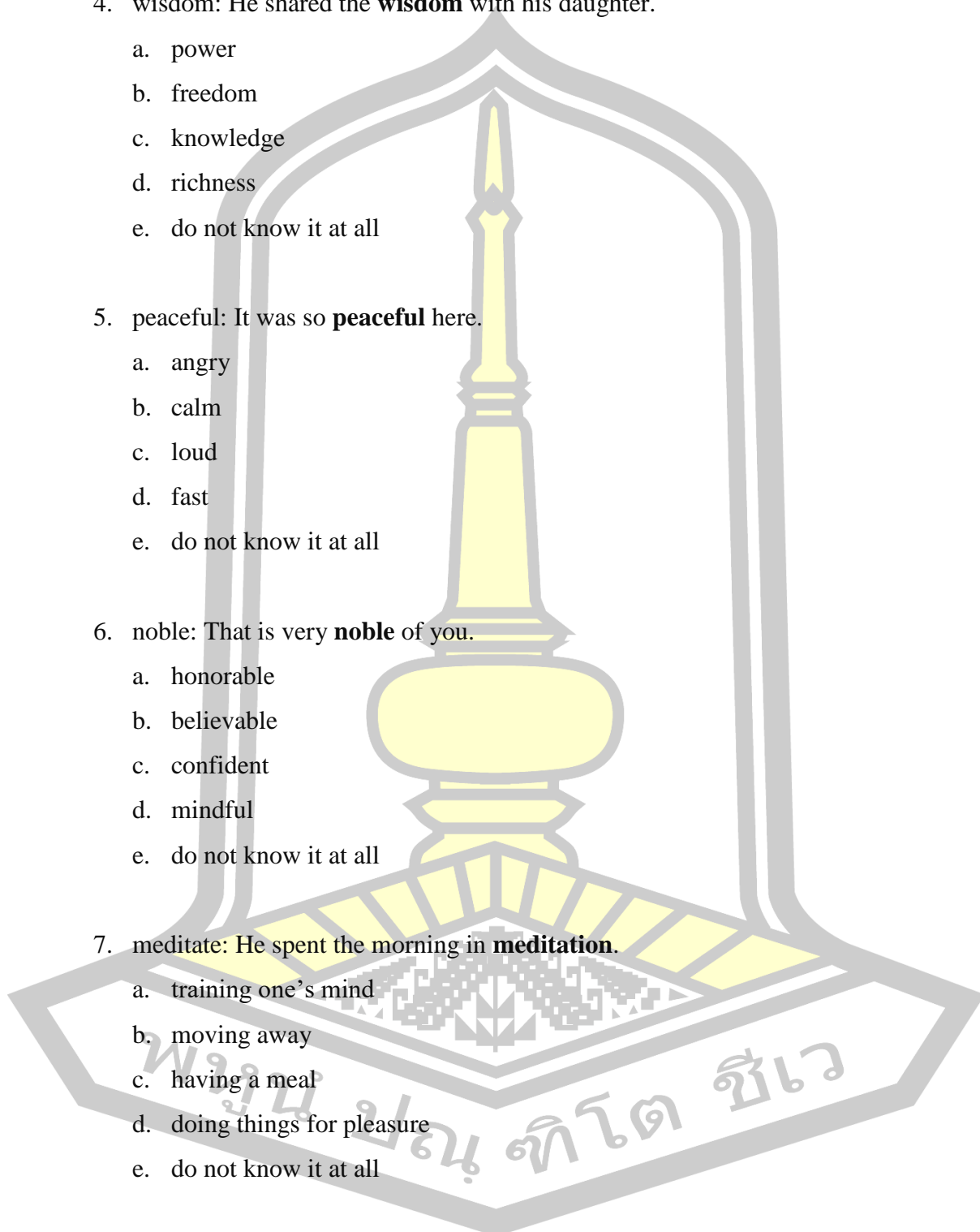
- a. angry
- b. calm
- c. loud
- d. fast
- e. do not know it at all

6. noble: That is very **noble** of you.

- a. honorable
- b. believable
- c. confident
- d. mindful
- e. do not know it at all

7. meditate: He spent the morning in **meditation**.

- a. training one's mind
- b. moving away
- c. having a meal
- d. doing things for pleasure
- e. do not know it at all



8. auspicious: He made an **auspicious** introduction in the school play.

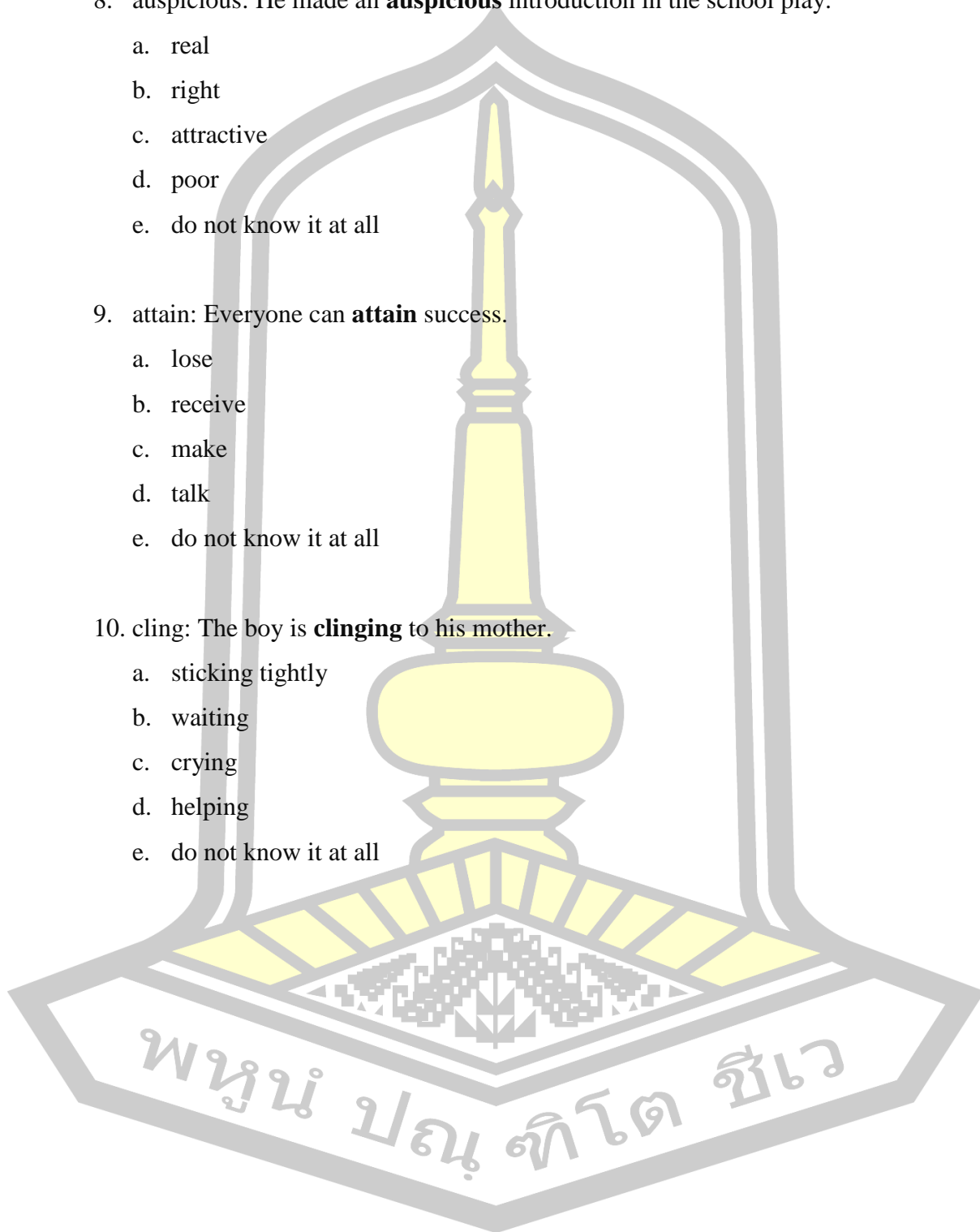
- a. real
- b. right
- c. attractive
- d. poor
- e. do not know it at all

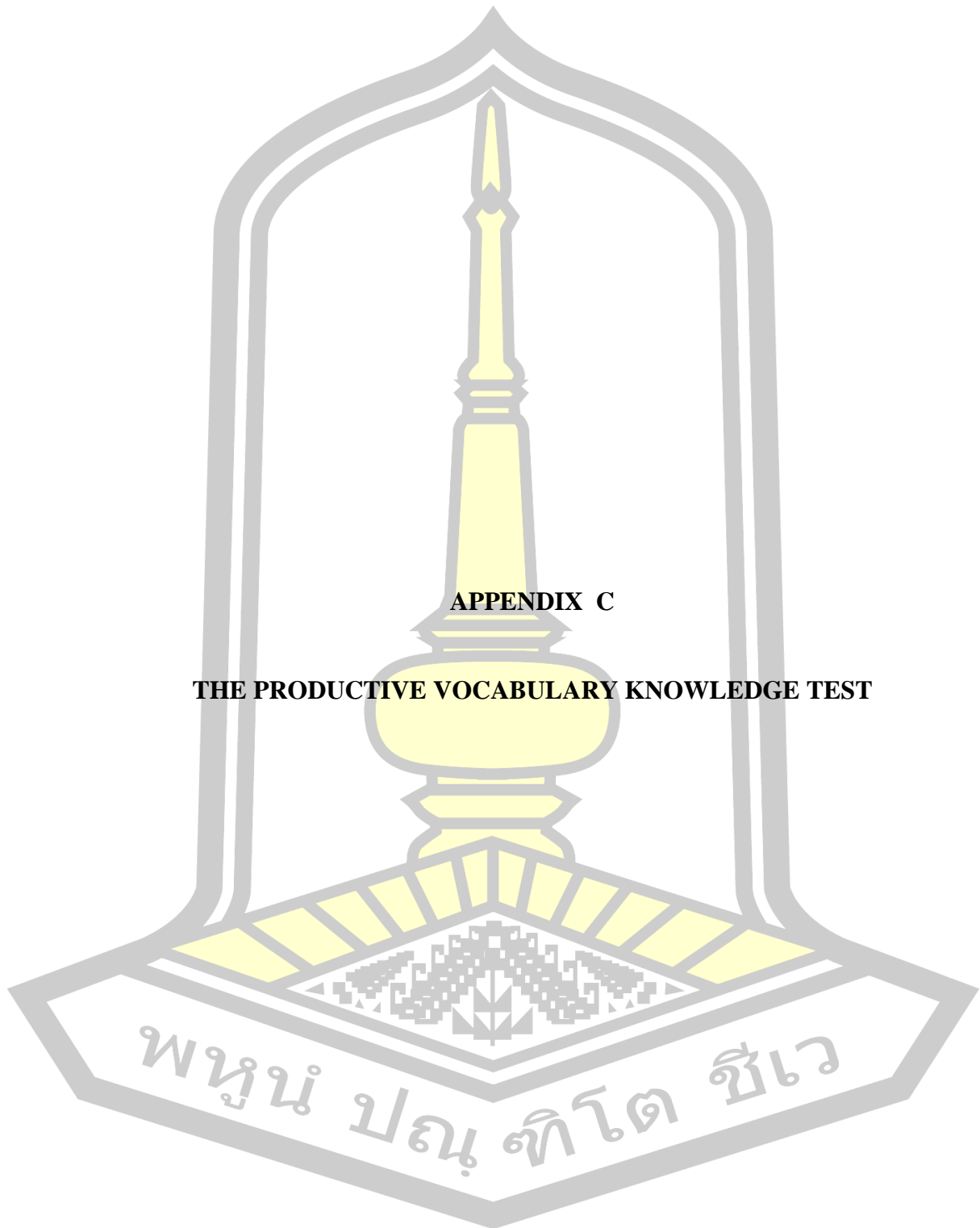
9. attain: Everyone can **attain** success.

- a. lose
- b. receive
- c. make
- d. talk
- e. do not know it at all

10. cling: The boy is **clinging** to his mother.

- a. sticking tightly
- b. waiting
- c. crying
- d. helping
- e. do not know it at all





APPENDIX C

THE PRODUCTIVE VOCABULARY KNOWLEDGE TEST

ชื่อ _____ นามสกุล _____ เลขที่ _____ กลุ่ม _____

Productive Vocabulary Knowledge Test

คำชี้แจง จงเลือกคำตอบที่เหมาะสมแล้วเติมลงในช่องว่างให้ถูกต้อง บางคำจำเป็นต้องเปลี่ยนรูปก่อนเติมลงไป
ช่องว่างเพื่อให้ถูกต้องตามความหมายและไวยากรณ์

attain	meditate	disciple	noble	peace
occasions	auspicious	enlightenment	wisdom	cling

While living at the Jetavana monastery, the Buddha told verse concerning Thera Tissa. At one (1) _____, the Buddha was delivering a sermon to an assembly of monks, female monks, and (2) _____. That day, a landlord of Savatthi was listening to a sermon. He realized that family life was full of problems but the life of a monk is very (3) _____. He decided to enter the Sangha.

While training himself in morality, concentration and (4) _____, the monk became unwell. There appeared on his body swelled and became bigger and bigger until they burst and turned into ugly ulcers. His whole body sank. Because of this, he was remembered and known as Putigattatissa, Tissa the Thera with the stinking body.

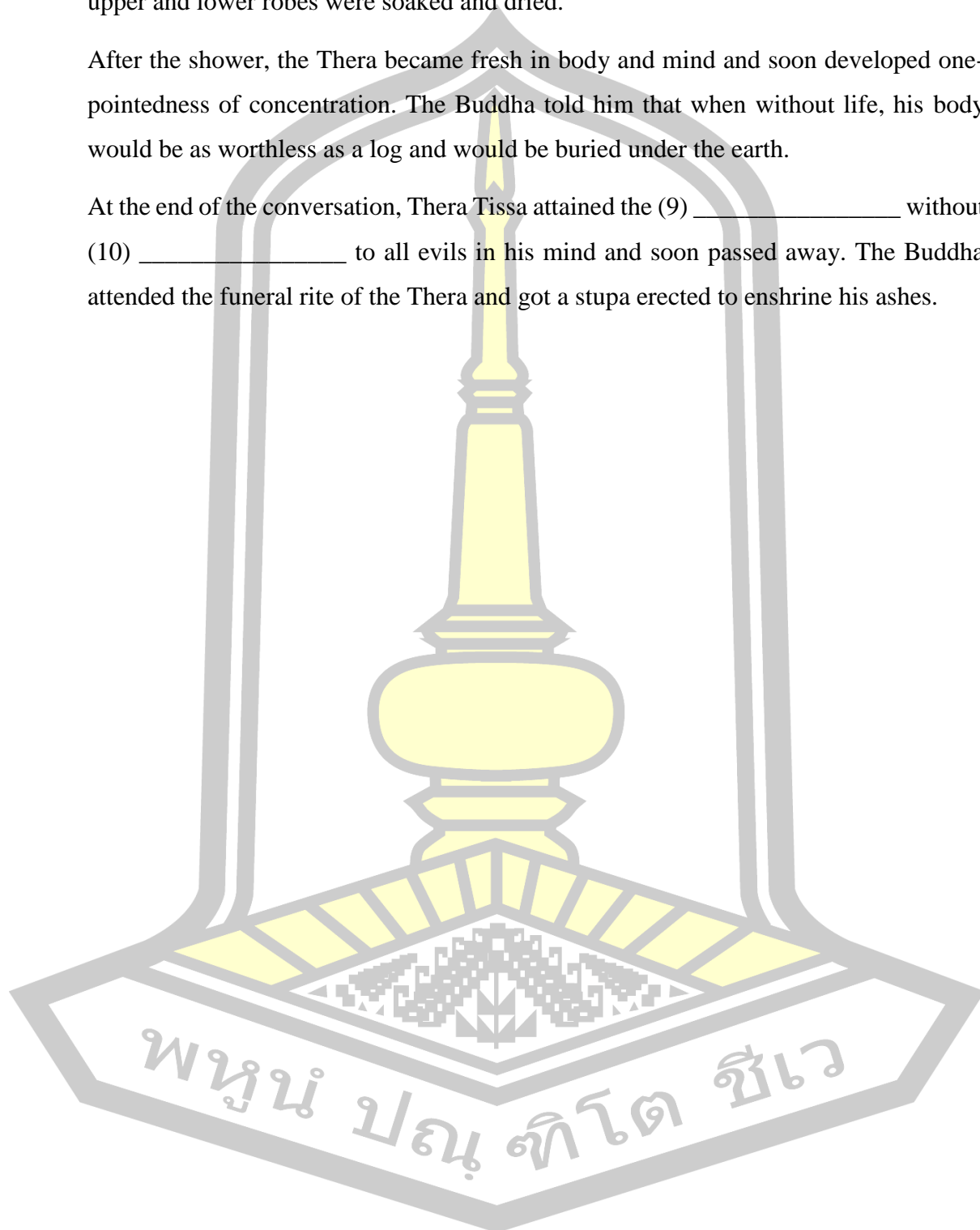
As the Buddha surveyed the universe with his Dibbacakkhu (divine eyes), the Thera appeared in his vision. He saw the sad state of the Thera, who had been abandoned by his students because of his stinking body.

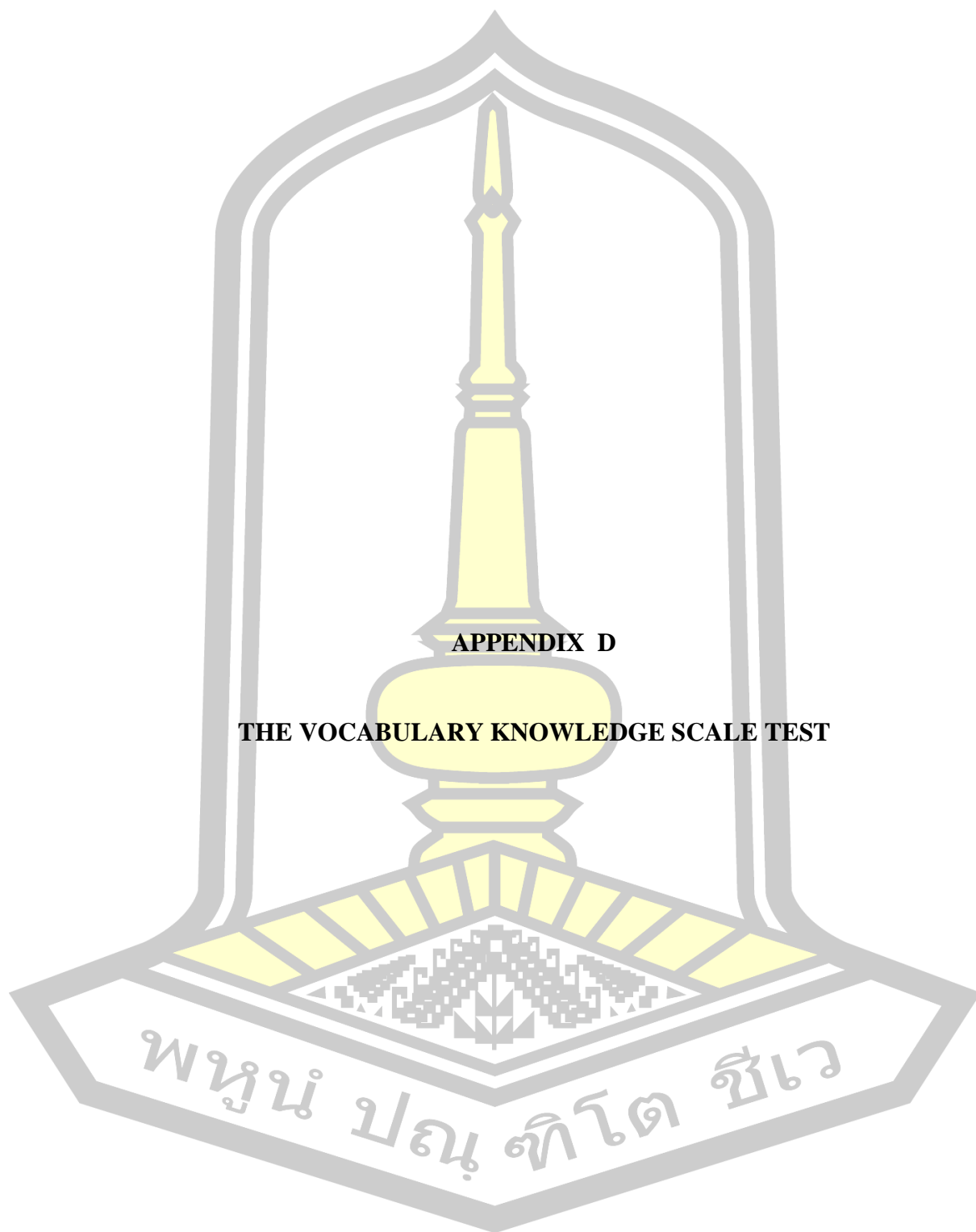
It was an (5) _____ time, and the Buddha knew that Tissa would soon (6) _____ Arahatship after learning the practice of (7) _____. Therefore, the Buddha proceeded to the fire-shed, near the place, where the Thera was living. There, he boiled water and later going to where the Thera was lying down, took hold of the edge of the couch. It was then only that the students gathered around the Thera, and as taught by the (8) _____ teacher, they carried the Thera to

the fire-shed, where he was cleaned and bathed. While Thera was being bathed, his upper and lower robes were soaked and dried.

After the shower, the Thera became fresh in body and mind and soon developed one-pointedness of concentration. The Buddha told him that when without life, his body would be as worthless as a log and would be buried under the earth.

At the end of the conversation, Thera Tissa attained the (9) _____ without (10) _____ to all evils in his mind and soon passed away. The Buddha attended the funeral rite of the Thera and got a stupa erected to enshrine his ashes.





APPENDIX D

THE VOCABULARY KNOWLEDGE SCALE TEST

พหุจน์ ปณฺ ทิโต สีเว

Vocabulary Knowledge Scale (VKS) Test

ชื่อ.....นามสกุล.....รหัสนักศึกษา.....

คำชี้แจง จงกากบาท **X** ลงบนช่องว่างที่ระบุการรับคำศัพท์ของนักศึกษาได้ดีที่สุดในช่องว่างที่ให้ไว้ข้างล่างนี้

หากเลือกข้อ C จงให้ความหมายของคำศัพท์นั้น ๆ และถ้าเลือกข้อ D จงแต่งประโยคโดยใช้คำศัพท์ที่ให้ไว้

A	B	C	D
ฉันไม่รู้จักคำศัพท์คำนี้	ฉันเห็นคำศัพท์นี้มาก่อนแต่ไม่มั่นใจว่าจำความหมายได้	ฉันคิดว่าเข้าใจความหมายคำศัพท์นี้เมื่อเห็นหรือได้ฟัง แต่ยังไม่แน่ใจว่าจะสามารถใช้คำนี้ในภาษาพูดและเขียนประโยคได้ (ให้เขียนความหมาย)	ฉันรู้จักคำศัพท์คำนี้และสามารถนำไปใช้ในการพูดและการเขียนได้ (ให้แต่งประโยคตัวอย่าง)

1. noble

A	B	C	D

- A) ไม่รู้จักคำศัพท์คำนี้
- B) เห็นคำศัพท์นี้มาก่อนแต่ไม่มั่นใจว่าจำความหมายได้
- C) คิดว่าเข้าใจความหมายคำศัพท์นี้เมื่อเห็นหรือได้ฟัง แต่ยังไม่แน่ใจว่าจะสามารถใช้คำนี้ ในภาษาพูดและเขียนประโยคได้ (ให้เขียนความหมาย)
- D) รู้จักคำศัพท์คำนี้และสามารถนำไปใช้ในการพูดและการเขียนได้ (ให้แต่งประโยคตัวอย่าง)

2. auspicious

A	B	C	D

- A) ไม่รู้จักคำศัพท์คำนี้
- B) เห็นคำศัพท์นี้มาก่อนแต่ไม่มั่นใจว่าจำความหมายได้
- C) คิดว่าเข้าใจความหมายคำศัพท์นี้เมื่อเห็นหรือได้ฟัง แต่ยังไม่แน่ใจว่าจะสามารถใช้คำนี้ ในภาษาพูดและเขียนประโยคได้

(ให้เขียนความหมาย) _____

D) รู้จักคำศัพท์คำนี้และสามารถนำไปใช้ในการพูดและการเขียนได้ (ให้แต่งประโยคตัวอย่าง)

3. occasion

A	B	C	D

A) ไม่รู้จักคำศัพท์คำนี้

B) เห็นคำศัพท์นี้มาก่อนแต่ไม่มั่นใจว่าจำความหมายได้

C) คิดว่าเข้าใจความหมายคำศัพท์นี้เมื่อเห็นหรือได้ฟัง แต่ยังไม่แน่ใจว่าจะสามารถใช้คำนี้ ในภาษาพูดและเขียนประโยคได้

(ให้เขียนความหมาย) _____

D) รู้จักคำศัพท์คำนี้และสามารถนำไปใช้ในการพูดและการเขียนได้ (ให้แต่งประโยคตัวอย่าง)

4. cling

A	B	C	D

A) ไม่รู้จักคำศัพท์คำนี้

B) เห็นคำศัพท์นี้มาก่อนแต่ไม่มั่นใจว่าจำความหมายได้

C) คิดว่าเข้าใจความหมายคำศัพท์นี้เมื่อเห็นหรือได้ฟัง แต่ยังไม่แน่ใจว่าจะสามารถใช้คำนี้ ในภาษาพูดและเขียนประโยคได้

(ให้เขียนความหมาย) _____

D) รู้จักคำศัพท์คำนี้และสามารถนำไปใช้ในการพูดและการเขียนได้ (ให้แต่งประโยคตัวอย่าง)

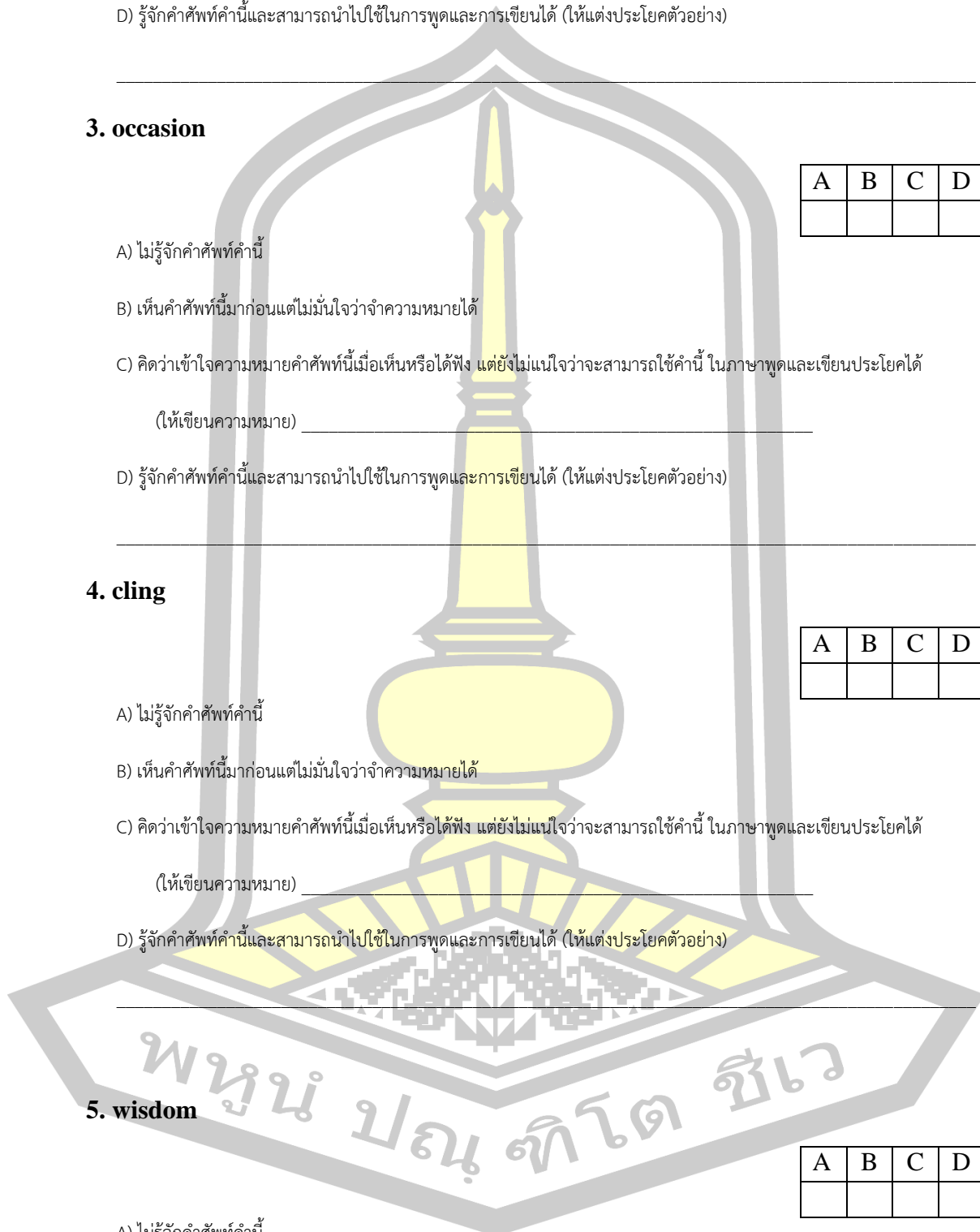
5. wisdom

A	B	C	D

A) ไม่รู้จักคำศัพท์คำนี้

B) เห็นคำศัพท์นี้มาก่อนแต่ไม่มั่นใจว่าจำความหมายได้

C) คิดว่าเข้าใจความหมายคำศัพท์นี้เมื่อเห็นหรือได้ฟัง แต่ยังไม่แน่ใจว่าจะสามารถใช้คำนี้ ในภาษาพูดและเขียนประโยคได้



(ให้เขียนความหมาย) _____

D) รู้จักคำศัพท์คำนี้และสามารถนำไปใช้ในการพูดและการเขียนได้ (ให้แต่งประโยคตัวอย่าง)

6. enlighten

A	B	C	D

A) ไม่รู้จักคำศัพท์คำนี้

B) เห็นคำศัพท์นี้มาก่อนแต่ไม่มั่นใจว่าจำความหมายได้

C) คิดว่าเข้าใจความหมายคำศัพท์นี้เมื่อเห็นหรือได้ฟัง แต่ยังไม่แน่ใจว่าจะสามารถใช้คำนี้ ในภาษาพูดและเขียนประโยคได้

(ให้เขียนความหมาย) _____

D) รู้จักคำศัพท์คำนี้และสามารถนำไปใช้ในการพูดและการเขียนได้ (ให้แต่งประโยคตัวอย่าง)

7. peaceful

A	B	C	D

A) ไม่รู้จักคำศัพท์คำนี้

B) เห็นคำศัพท์นี้มาก่อนแต่ไม่มั่นใจว่าจำความหมายได้

C) คิดว่าเข้าใจความหมายคำศัพท์นี้เมื่อเห็นหรือได้ฟัง แต่ยังไม่แน่ใจว่าจะสามารถใช้คำนี้ ในภาษาพูดและเขียนประโยคได้

(ให้เขียนความหมาย) _____

D) รู้จักคำศัพท์คำนี้และสามารถนำไปใช้ในการพูดและการเขียนได้ (ให้แต่งประโยคตัวอย่าง)

8. meditate

A	B	C	D

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- A) ไม่รู้จักคำศัพท์คำนี้
- B) เห็นคำศัพท์นี้มาก่อนแต่ไม่มั่นใจว่าจำความหมายได้
- C) คิดว่าเข้าใจความหมายคำศัพท์นี้เมื่อเห็นหรือได้ฟัง แต่ยังไม่แน่ใจว่าจะสามารถใช้คำนี้ ในภาษาพูดและเขียนประโยคได้
(ให้เขียนความหมาย) _____
- D) รู้จักคำศัพท์คำนี้และสามารถนำไปใช้ในการพูดและการเขียนได้ (ให้แต่งประโยคตัวอย่าง)

9. attain

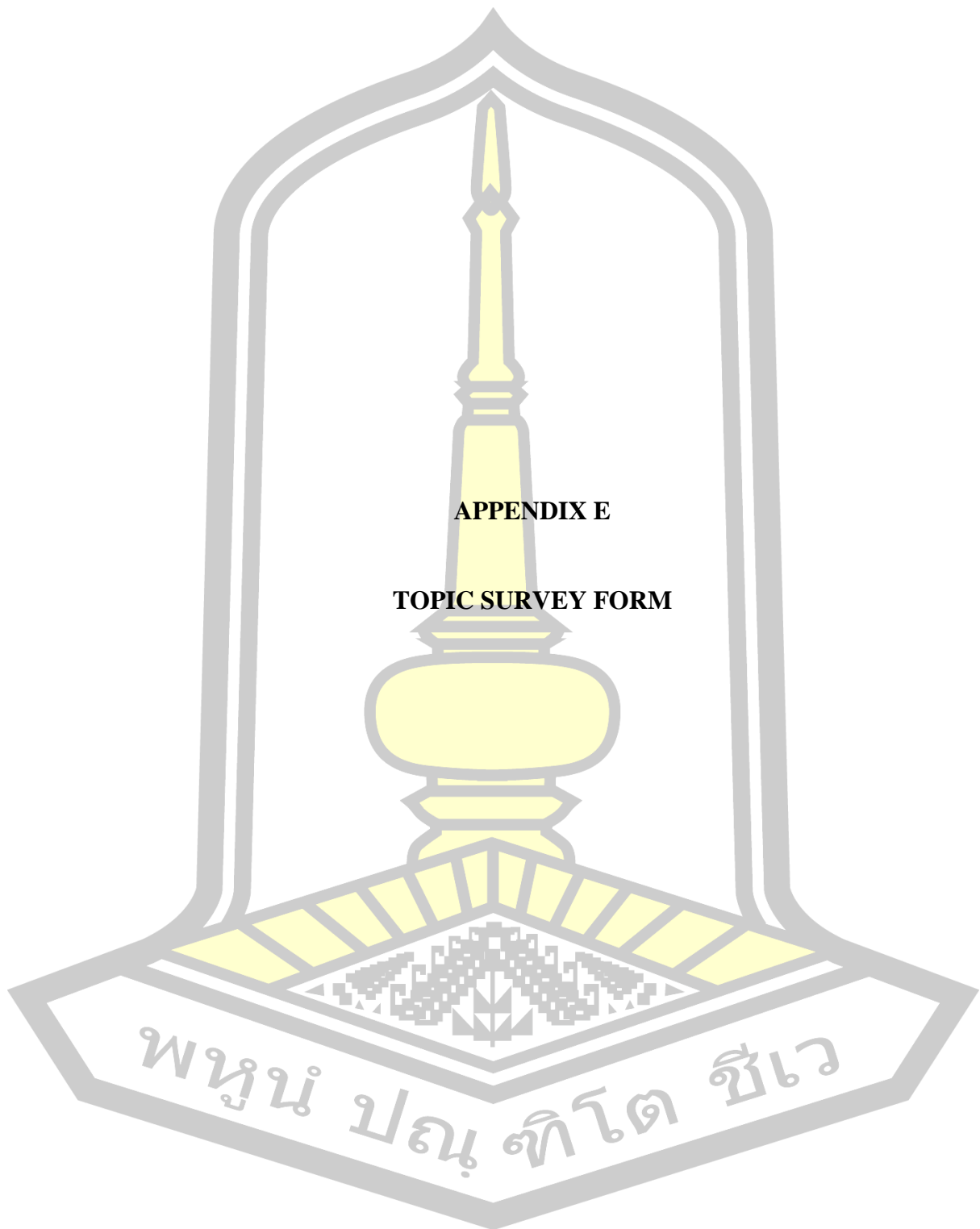
A	B	C	D

- A) ไม่รู้จักคำศัพท์คำนี้
- B) เห็นคำศัพท์นี้มาก่อนแต่ไม่มั่นใจว่าจำความหมายได้
- C) คิดว่าเข้าใจความหมายคำศัพท์นี้เมื่อเห็นหรือได้ฟัง แต่ยังไม่แน่ใจว่าจะสามารถใช้คำนี้ ในภาษาพูดและเขียนประโยคได้
(ให้เขียนความหมาย) _____
- D) รู้จักคำศัพท์คำนี้และสามารถนำไปใช้ในการพูดและการเขียนได้ (ให้แต่งประโยคตัวอย่าง)

10. disciple

A	B	C	D

- A) ไม่รู้จักคำศัพท์คำนี้
- B) เห็นคำศัพท์นี้มาก่อนแต่ไม่มั่นใจว่าจำความหมายได้
- C) คิดว่าเข้าใจความหมายคำศัพท์นี้เมื่อเห็นหรือได้ฟัง แต่ยังไม่แน่ใจว่าจะสามารถใช้คำนี้ ในภาษาพูดและเขียนประโยคได้
(ให้เขียนความหมาย) _____
- D) รู้จักคำศัพท์คำนี้และสามารถนำไปใช้ในการพูดและการเขียนได้ (ให้แต่งประโยคตัวอย่าง)



APPENDIX E

TOPIC SURVEY FORM

แบบสำรวจการอ่านภาษาอังกฤษต่อเรื่องที่สนใจ

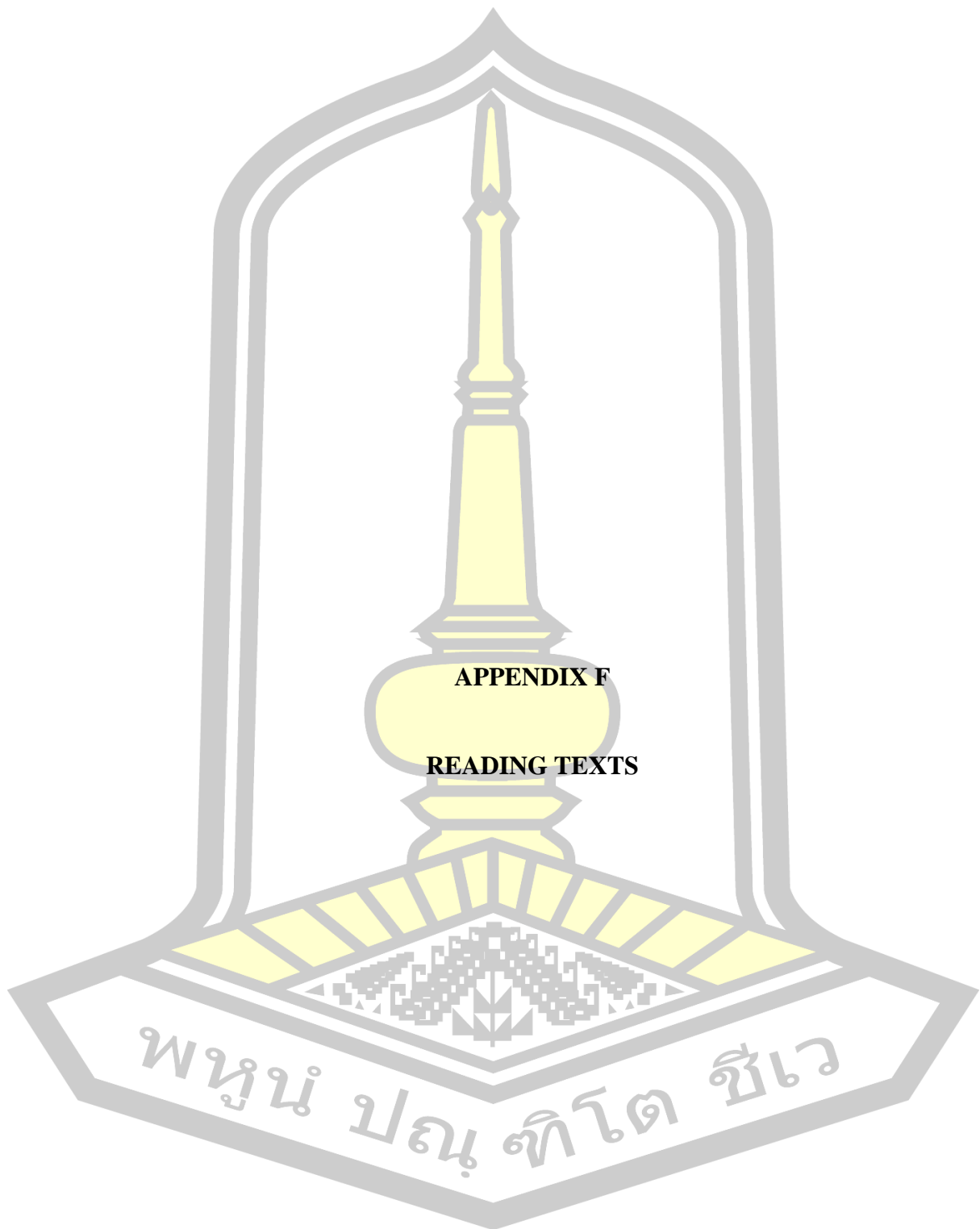
ชื่อ.....นามสกุล.....รหัสนักศึกษา.....กลุ่ม.....

คำชี้แจง ให้นักศึกษาทำการลำดับเรื่องที่ท่านสนใจโดยเขียนหมายเลขลงท้ายบรรทัดเรื่องข้างล่างนี้

(หมายเลข 1: ชอบเป็นอันดับแรก, หมายเลข 2: ชอบเป็นอันดับสอง,.....)

รายชื่อ	ลำดับเลข
กำเนิดเจ้าชายสิทธัตถะ (<i>The Birth of the prince</i>)	
พิธีการขนานพระนาม (<i>The naming ceremony</i>)	
เจ้าชายเสด็จออกบรรพชา (<i>The prince leaves home</i>)	
พระโพธิสัตว์ตรัสรู้บุตรสมาสัมโพธิญาณ (<i>The sun of enlightenment shines</i>)	
พระพุทธเจ้าแสดงปฐมเทศนา (<i>The Buddha's first teaching</i>)	
พระนางปฏาจาราเถรี สตรีผู้เศร้าโศกเพราะรัก (<i>Lady Patacara</i>)	
จอมโจรองคสีมาล (<i>Angulimala, The Bandit</i>)	
พระเจ้าพิมพิสารผู้ค้ำชูพระพุทธศาสนา (<i>King Bimbisara, Royal Patron</i>)	
ปิ่นทบาตรมื้อสุดท้าย (<i>The Buddha's Last Meal</i>)	
พระพุทธเจ้าปรินิพพาน (<i>The Buddha's Mahāparinibbāṇa</i>)	

พหุ อนุ ทิโต ชีเว



APPENDIX F

READING TEXTS

พหุจน์ ปณฺ ทิโต ชีเว

Reading Text 1

The Birth of the prince

More than 2,500 years ago, there was a king called Suddhodana. He married a beautiful Koliyan princess named Maha Maya. The couple ruled over the **peaceful** Sakyas, a warrior tribe living next to the Koliya tribe, in the north of India. The capital of the Sakya country was called Kapilavatthu. The king and his **noble** family were admired by the people and it was from this family the Buddha would arise.

One full moon night, whilst the queen was sleeping in the palace, she had a vivid dream. She felt herself being carried away by four devas (spirits) to Lake Anotatta in the Himalayas. After bathing her in the lake, the devas clothed her in heavenly cloths, anointed her with perfumes, and bedecked her with divine flowers. Soon after a white elephant, holding a white lotus flower in its trunk, appeared and went round her three times, entering her womb through her right side. After the elephant disappeared, the queen awoke and she knew that she had been delivered an important message, as the elephant is a symbol of greatness in Nepal. The next day, early in the morning, the queen told the king about the dream. The king sent for some wise men to discover the meaning of the dream.

The wise men said “Your Majesty, the devas have chosen our queen as the mother of the Purest-One” The king and queen were very happy when they heard this.

About ten months after her dream of a white elephant and the sign that she would give birth to a great leader. One **occasion**, she went to the king and said, “My dear, I have to go back to my parents. My baby is almost due.” The king agreed, saying, “Very well, I will make the necessary arrangements for you to go.”

At the foot of the Himalayan mountains. There was a beautiful park called Lumpini Park, since the park was a good resting place. The queen decided to stop for a

while. As she rested underneath one of the Sala trees, her birth began and a baby boy was born. It was an **auspicious** day as the birth took place on a full moon (which is now celebrated as Vesak, the festival of the triple event of Buddha's birth, **enlightenment** and passing away), in the year 623 B.C.

On the fifth day of his son's birth, the wise men examined the birthmarks of the prince and concluded, "The prince will be King of Kings if his mind tends towards kingdom. However, If he chooses a religious life then he will learn to **meditate** and become the Wisest — the Buddha, who has a perfect **wisdom** and will teach his **disciples** to **attain** the liberation without clinging to worldly possession."



Reading Text 2

The Prince Leaves Home

The king arranged a grand dinner and dance for the prince to celebrate the **auspicious occasion** of birth of Rahula, the prince's son. He could see that the prince was depressed and unhappy. The king was afraid Siddhattha was planning to leave the palace and he wanted to ensure the prince continued living a luxurious life and did not take the alternative course the wise men had mentioned.

The prince attended the party just to please his father. During the dinner, the most delicious food was served, Siddhattha was so tired from his worrying thoughts that he soon fell asleep. When the singers and the dancers saw this they stopped and fell asleep too. Sometimes later that night the prince awoke and was shocked to see these sleeping people. This alteration made the prince even more disgusted and unhappy. He got up quietly from the room and, waking Channa, asked for his horse, Kanthaka, to be saddled.

As Channa was preparing his horse, Siddhattha went quietly to see his newborn son for the first time. His wife was sleeping with the baby beside her. The prince said to himself, "If I try to move her hand, I fear I will wake her and she will prevent me from going for the **enlightenment**. No! I must go, but when I have found the **wisdom** what I am looking for, I shall come back and see them again."

Quietly then, Siddhartha left the palace. It was midnight, and the prince was on his white horse Kanthaka with Channa, holding on to its tail. Nobody tried to stop him as he rode away. He rode to the **peaceful** bank of the river Anoma and dismounted from his horse. He removed his jewelry and princely clothes and gave them to Channa to send the message to the king and his **noble** family. Then the prince took his sword and cut his long hair, donned simple clothes, took a begging bowl and asked Channa to go back with Kanthaka.

Channa started to go, but Kanthaka refused. Tears rolled down from the horse's eyes as it kept them fixed on the prince, until he turned to go away and walked out of sight. As Siddhartha disappeared over the horizon, so Kanthaka's heart burst, and he died of sorrow.

At this time in India there were many religious teachers. One of the most well-known was Alara Kalama. Ascetic Gotama went to study under him. He stayed and was taught many things, including how to **mediate**. Finally Alara Kalama could not teach Gotama anymore and he said, "You are the same as I am now. There is no difference between us. Stay here and take my place and teach my **disciples** with me." But Gotama wanted to **attain** the **enlightenment** and did not **cling** to his teacher's offer.



Reading Text 3

The Buddha's passing away

The Buddha had not been staying very long at Veluvana during the rainy season when he became sick. When he began to recover, he went out of the monastery, and sat down on a seat spread out for him. The Buddha used every opportunity to teach the Dharma to his **disciples** though he became old and feeble. He also went on alms rounds when there were no private invitations from the villagers at Veluvana.

One **occasion**, when the Buddha and his **disciples** arrived at Pava, the son of the village goldsmith, whose name was Cunda, invited the group of monks to a meal called sukaramaddava. The Buddha advised Cunda to serve him only with the sukaramaddava. The other food that Cunda had prepared could be served to the other monks. After the meal, the Buddha continued on immediately to Kusinara. At Kusinara, Subhadda asked to be admitted to the order of monks and the Buddha granted his request. In this way Subhadda became the last **disciple** of the Buddha.

The Buddha spoke to Venerable Ananda on one **occasion**. " Ananda, Whatever Dhamma and discipline taught and made known by me will be your teacher when I am gone."

Venerable Ananda spoke to the Buddha, "It is wonderful. It is **auspicious**, I do believe that in all this great company of monks there is not a single one who has doubts or questions about the Buddha, the teaching given by the Buddha or the order of monks, and the method of **meditation**."

Then the Buddha addressed all the monks once more, and these were the very last words he spoke: "Behold, O monks, this is my last advice to you. All component things in the world are subject to change. They are not lasting. Work hard to **attain** your own **enlightenment**. At the end of three months from now the Buddha will pass away."

The passing away, or the final nirvana of the Buddha, occurred in 543 BC on a full-moon day in the month of May, known in the Indian calendar as Vesak. In this last year of his life, he decided to spend his last days in the **peaceful** and simple surroundings

of Kusinara, a small village in northern India. He preferred to leave behind him the large and prosperous cities such as Rajagaha and Savatthi with their crowds, their merchants and kings.

One teaching he gave reminded the **disciples** to check whether a teaching was a true teaching of the Buddha or not, by comparing it with the Vinaya (the disciplinary rules for the order) and the suttas (discourses of the Buddha).

There was one teaching which the Buddha gave again and again during the many stops on his last journey. It was a sermon on the fruits of following the three divisions of the **Noble** Eightfold Path — morality, concentration and **wisdom** — which would help his **disciples** put an end to all sufferings and let their mind go of **clinging** to things.



Reading Text 4

Angulimala, the Bandit

The King of Kosala had an advisor called Bhaggawa. Bhaggawa had a wife called Mantani and a son called Ahinsaka.

When Ahinsaka was old enough his father sent him to a school in Takka Sila. Ahinsaka was the cleverest student of all in the school. Other students became envious of him and behind his back made the teacher hate him. Thus, the teacher said to Ahinsaka,

"Now you must pay me my tuition fee. I don't want cash but one thousand right-hand human fingers. And remember not to bring two right-hand human fingers from the same person." Then, Ahinsaka did as he was told and made a garland out of the finger bone and soon became known as "Angulimala"(anguli=fingers, mala=garland).

The King of Kosala decided to take his strong army to find and capture the bandit, because his country was not a **peaceful** city anymore. When Mantani heard this, she went to her husband to try to get him to save their son.

By now Angulimala had killed 999 people. He thought, "Today if even my own mother comes, I will kill her and cut off a finger to make one thousand fingers."

On that day, while the Buddha looked round the world to see if anybody needed help, he saw Angulimala and his mother. "I must save them," As Angulimala's mother entered the jungle because her heart was **clinging** to her son. Angulimala saw her coming and started running towards her."

All of a sudden, the Buddha appeared between them. Angulimala thought, "Today was **auspicious** for me, I will kill this monk." And with his sword he ran towards the Buddha. The Buddha walked slowly before him. Angulimala ran and ran towards the Buddha, but he could not catch up with him. Then he shouted at the Buddha, "Stop! Stand still!"

"I stand still, Angulimala! Do you also stand still?" said the Buddha.

Angulimala could not understand the meaning of the Buddha's words, so the Buddha told him,

"I stand still Angulimala evermore, for I am merciful to all living beings; but you are merciless to living beings. Therefore I have stopped and you have not."

Angulimala was very pleased with what the Buddha said and throwing away his sword knelt before him. The Buddha blessed him and took him to the monastery, where he had heard the Buddha's Dhamma and **attained** the **enlightenment** with his highest **wisdom**.

Later, the king went to the monastery with his five hundred horses and soldiers with a great worry in his mind and said, "There is a most fierce killer called Angulimala.

Then, the Buddha asked him "But mighty King, suppose you see Angulimala head shaven, wearing yellow robes and **meditated** on reflecting the Dhamma. What would you do to him?"

"I would worship him," answered the king.

Then the Buddha called his new **disciple**, Angulimala and used that **occasion** to teach his **noble** teaching to them all.



Reading Text 5

The Buddha's First Teaching

After the **enlightenment**, the Buddha wanted to tell other people how to become **enlightened**. He thought, "My friends Kondanna, Bhaddiya, Vappa, Mahanama and Assaji are in Benares. I wanted to go there and talk to them."

Then he set out for Benares, till at last he came to a grove where his five friends were. This grove at Sarnath was called the Deer Park. They saw him coming towards them and one said to another, "Look yonder! There is Gotama, who gave up fasting and fell back into a life of comfort. Don't speak to him or show him any respect."

However, as the Buddha came nearer and nearer, the five ascetics noticed that he had changed. There was something about him, something noble and majestic such as they had never seen before. They forgot all they had agreed on. They hastened forward to him and busily prepared a seat for him.

After he had taken a seat the Buddha spoke to them and said, "Listen, ascetics, I have the way to **enlightenment**." Finally the five were willing to listen to him and he delivered his first teachings. He advised his **disciples** to follow the Middle Way.

The Buddha's first teaching was called the *Dhammacakkappavattana Sutta*, which means the Turning of the Wheel of Truth. It was given on the full-moon day of July, called Asalha.

On the **auspicious occasion**, the famous discourse was given to the five ascetics who were his former companions, at the Deer Park in Isipatana (now called Sarnath), near Benares, India. Many devas were present to listen to the discourse at the **peaceful** park.

The Buddha started the discourse by starting the five ascetics to give up two extremes. **Clinging** to either of these two extremes would not lead to freedom from

suffering. These are indulgence in sensual pleasures and the tormenting of the body (self-indulgence and self-mortification).

He advised against too much sensual pleasure because these pleasures were base, worldly, not noble and unhelpful in spiritual development. On the other hand, tormenting the body was painful and also unhelpful in spiritual development. He advised them to follow the Middle Way, which is helpful in seeing things clearly, as they are, and in **attaining** knowledge, higher **wisdom**, **peace**, and **enlightenment** or nirvana.

The Buddha then taught the five ascetics the Fourth Noble Truths. They are: the truth of suffering; its cause; its end; and the way to its end. Everything in this world is full of suffering, and the cause of suffering is craving. The end of suffering is nirvana. The way to the end of suffering is via the Noble Eightfold Path. The Buddha said that he was **enlightened** only after he **meditated** and understood these Four Noble Truths.



Reading Text 6

The Sun of Enlightenment Shines

For six long years of leaving his **noble** family, he did many extreme ascetic practices in spite of the great pain and sorrow they caused, but, finally he decided, "These austerities are not the way to enlightenment." And he went begging for food to build up his body again. When his five friends saw this they felt disappointed. They took their bowls and robes and left.

After giving up the extreme practice of self-mortification, Siddhattha Gotama sat beneath a **peaceful** place and took the opportunity to **meditate**. It was really an **auspicious occasion** for him. One morning, a lady named Sujata offered the cow's milk to him with a golden bowl under a certain banyan tree near the Neranjara River. After taking the meal, Ascetic Gotama **meditated** under the Bohi tree. He made a determination not to get up until he **attained enlightenment**.

He made this resolution: "Though my skin, my nerves and my bones shall waste away and my life blood go dry, I will not leave this seat until I have **attained** the highest wisdom, called supreme **enlightenment** that leads to everlasting happiness."

He **meditated** on his breathing in and breathing out. It was the eve of the full moon. He began to feel calm and brave as he let these thoughts go and so, in the first part of the night, he found the power of seeing his own past lives.

In the second part of the night Gotama realized the impermanence of life and how living beings die only to be reborn again. In the third part of the night he realized the cause of all evil and suffering and how to be released from it. He understood how to end sorrow, unhappiness, suffering, old age and death.

The Buddha had realized the law of karma. Those who were suffering in the hell realms would also continue in the round of rebirths. So all beings (except Buddhas) are

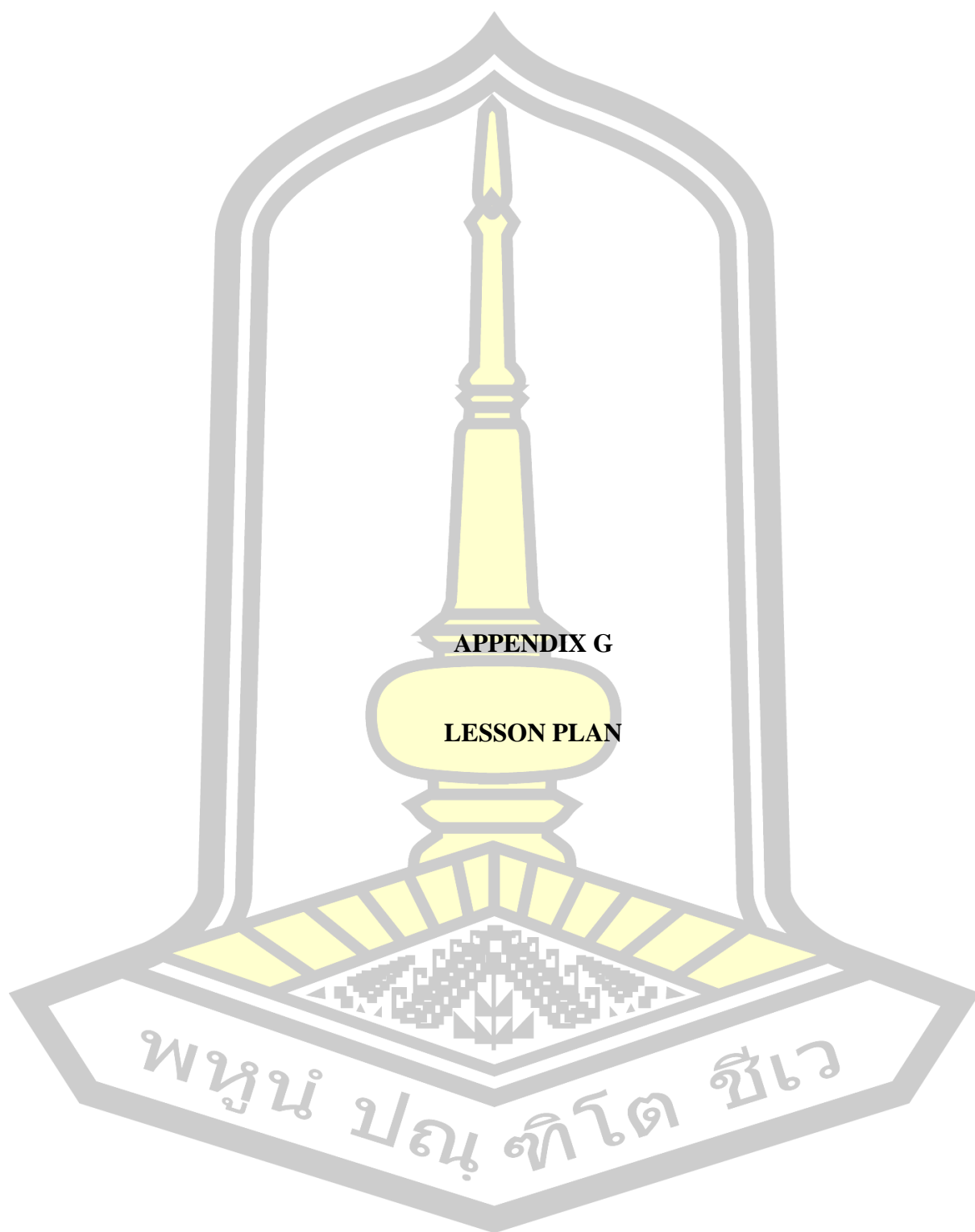
caught in the same endless round of existence, due to their ignorance of the truth of suffering.

As his vision became even clearer, he saw the so-called soul of man. He saw the cause of the chain of existence — ignorance. The ignorant person, who **clings** to things that are worthless and transient, creates in him or herself more and more dangerous illusions. But when desire dies, illusions end, and ignorance vanishes like the night. Then the sun of **enlightenment** shines.

And when he had understood the world as it is, the Buddha was perfected in **wisdom**, never to be born again. Craving and destructive desire had been completely eradicated — as a fire goes out for lack of fuel.

At the end of the discourse, thousands of the Buddha's **disciples** **attained** the **enlightenment** together with Analytical Insight.





APPENDIX G

LESSON PLAN

พหุณฺ์ ปณฺุ ทิโต ชีเว

Lesson Plan

Theme	History and Development of Buddhism
Topic	The Birth of the prince
Level	Undergraduate
Time	3 hours
Vocabulary Focus	Buddhist Terms
Main Objective	Students comprehension Buddhist reading passage
Objectives	<ol style="list-style-type: none"> 1. Students will be able to express their prior knowledge 2. Students will be able to guess word meaning in this reading text 3. Students will be able to answer reading comprehension
Materials:	<ol style="list-style-type: none"> 1. A reading passage “The Birth of the prince” 2. Worksheet 3. Group discussion
Teaching Procedure	

Teaching Procedure	Teacher’s Activity	Students’ Activity	Remark
Pre-Reading	Activating Students’ prior knowledge		
	1. Greeting and checking students	1. Greeting	

	2. Teacher motivates students to realize learning objectives	2. Students know their learning objectives	
	3. What is the most important to you when you are reading books? What is the problem you encounter while reading? What can help students comprehend the text? For me, vocabulary is the most important. Teacher encourages students to tell the words in this topic which they as much as they can.	3. Students share their idea and their words knowledge	Checking students' vocabulary knowledge in this topic.
Learn New Words			
	4. Teacher gets students to do worksheet	4. Students predict word knowledge.	Use worksheet to help students learn new words
While-Reading	5. Teacher has students practice silent reading	5. Students read the reading text in group	
	6. Teacher explains them more details if necessary.	6. Students discuss their work with friends' and correct error.	
Post-Reading	7. Teacher lets students find out main idea of the birth of the prince.	7. Students share the main idea of the text with their friends.	

	<p>8. Teacher encourage students to share ideas of the reading text.</p>	<p>8. Students summarize the content through discussion between group</p> <p>2. Students share and exchange ideas in whole class</p> <p>3. Students do the worksheet individually</p>	<p>- To check students' reading comprehension and collect their assignment</p> <p>- To practice sharing and exchanging ideas</p>
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After teaching recommendations and comments

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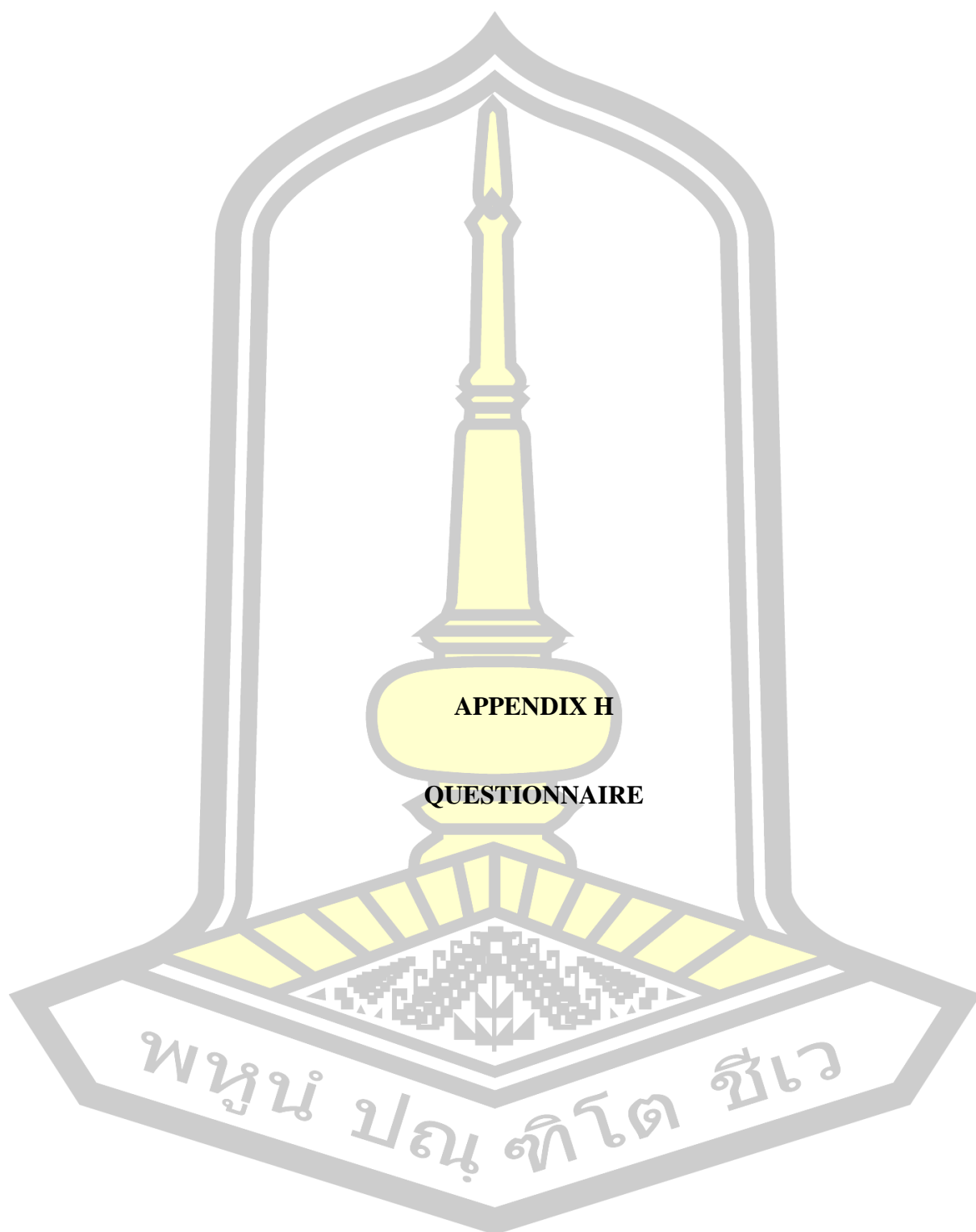
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Phramaha Saccarak Rai sa-nguan
Teacher





APPENDIX H

QUESTIONNAIRE

พหุ ประจักษ์ วิทยา

แบบสอบถามทัศนคติต่อการอ่านเชิงลึก

คำชี้แจง แบบสอบถามนี้เป็นส่วนหนึ่งของการเก็บข้อมูลงานวิจัยเรื่อง ผลจากการเก็บข้อมูลนี้จะเป็นประโยชน์อย่างยิ่งต่อการพัฒนาการเรียนการสอนภาษาอังกฤษ จึงขอความกรุณาจากท่านให้กรอกแบบสอบถามตามความเป็นจริง และผลจากแบบสอบถามจะไม่ส่งผลกระทบต่อท่าน

ตอนที่ 1 ข้อมูลส่วนตัวของท่าน

คณะ..... สาขา.....

ตอนที่ 2 กรุณาแสดงความคิดเห็นต่อการเรียนการสอนด้วยหลักการอ่านเชิงลึก

ลำดับที่	ข้อความแสดงความคิดเห็น	เห็นด้วยอย่างยิ่ง	เห็นด้วย	ไม่มีความเห็น	ไม่เห็นด้วย	ไม่เห็นด้วยอย่างยิ่ง
ความสนใจในการอ่าน						
1	ข้าพเจ้าอ่านด้วยความเพลิดเพลินมากยิ่งขึ้นเมื่อได้อ่านเรื่องถัดไป					
2	ข้าพเจ้าอ่านเรื่องทั้ง 6 เรื่องด้วยความสนใจ					
3	ข้าพเจ้าอ่านเรื่องทั้ง 6 เรื่องด้วยเพลิดเพลิน					
4	ข้าพเจ้ารู้สึกคุ้นเคยกับเนื้อเรื่องที่ได้อ่าน					
5	ข้าพเจ้ามีประสบการณ์หรือความรู้คล้ายกับเนื้อเรื่องที่ได้อ่าน					
ความเข้าใจในการอ่าน						
6	ข้าพเจ้ามีความเข้าใจในเนื้อเรื่องได้ง่ายมากยิ่งขึ้นเมื่ออ่านเรื่องถัดไป					
7	ข้าพเจ้าติดขัดเรื่องเนื้อหามากขึ้นในการอ่านเรื่องถัดไป					

8	ข้าพเจ้ามีความลำบากน้อยที่สุดในการทำความเข้าใจในเนื้อเรื่องสุดท้าย (เรื่องที่ 6)					
การเข้าใจคำศัพท์						
9	ข้าพเจ้าอ่านเนื้อเรื่องได้โดยไม่ติดคำศัพท์บ่อยเกินไป					
10	ข้าพเจ้าอ่านเจอคำศัพท์เดิม ซ้ำไปมา					
11	ข้าพเจ้าเริ่มเข้าใจความหมายของคำศัพท์ที่เจอซ้ำไปซ้ำมามากขึ้นเมื่อได้อ่านเรื่องถัดไป					
12	คำศัพท์ที่ข้าพเจ้าเข้าใจจากการเจอซ้ำไปมา มาจากการอ่านบริบทข้อความรอบๆ คำศัพท์นั้นๆ ตั้งแต่เรื่องที่ 1 ถึงเรื่องที่ 6					
13	ข้าพเจ้าคิดว่าการเจอคำศัพท์ซ้ำไปมาทำให้ข้าพเจ้าจดจำคำศัพท์ได้แม่นยำและยาวนานมากกว่าการเปิดดูพจนานุกรม					
14	คำศัพท์ใหม่ๆ ที่ข้าพเจ้าได้เรียนรู้ซ้ำไปซ้ำมานั้นมีความแม่นยำและยาวนานมากกว่าการเรียนรู้จากการเจอคำศัพท์นั้นๆ เพียงครั้งเดียว					
ความเหมาะสมของเนื้อเรื่องตามหลักการอ่านเชิงลึก						
15	เนื้อเรื่องมีความยาวเหมาะสม					
16	เนื้อเรื่องทั้ง 6 เรื่องมีลักษณะโครงสร้าง คำศัพท์ ที่คล้ายกัน					
ความรู้สึกต่อการอ่านเชิงลึกและการแลเห็นประโยชน์จากการอ่านเชิงลึก						
17	ข้าพเจ้ามีความต้องการที่จะได้อ่านเนื้อเรื่องในลักษณะเช่นนี้อีกในอนาคต					
18	ข้าพเจ้าต้องการที่จะนำหลักการอ่านเชิงลึกไปใช้กับการอ่านเรื่องอื่นๆ ภายใต้อำนาจที่ต่างออกไป					

19	ข้าพเจ้าเห็นว่าการเรียนการสอนในลักษณะเช่นนี้ทำให้ข้าพเจ้าเกิดความสนใจในการอ่านภาษาอังกฤษมากยิ่งขึ้น					
20	ข้าพเจ้าได้รับความรู้จากการอ่านภาษาอังกฤษมากยิ่งขึ้น					
21	ข้าพเจ้าได้เรียนรู้คำศัพท์ใหม่ๆ มากยิ่งขึ้น					
22	จากการเรียนการอ่านแบบนี้ ทำให้ข้าพเจ้ารู้สึกชอบภาษาอังกฤษมากยิ่งขึ้น					
23	ถ้าต้องได้อ่านภาษาอังกฤษอีกครั้ง ข้าพเจ้าต้องการอ่านด้วยหลักการอ่านเชิงลึกอีก					

ตอนที่ 3 ความคิดเห็นเพิ่มเติม

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BIOGRAPHY

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