

國立政治大學英國語文學系碩士在職專班碩士論文

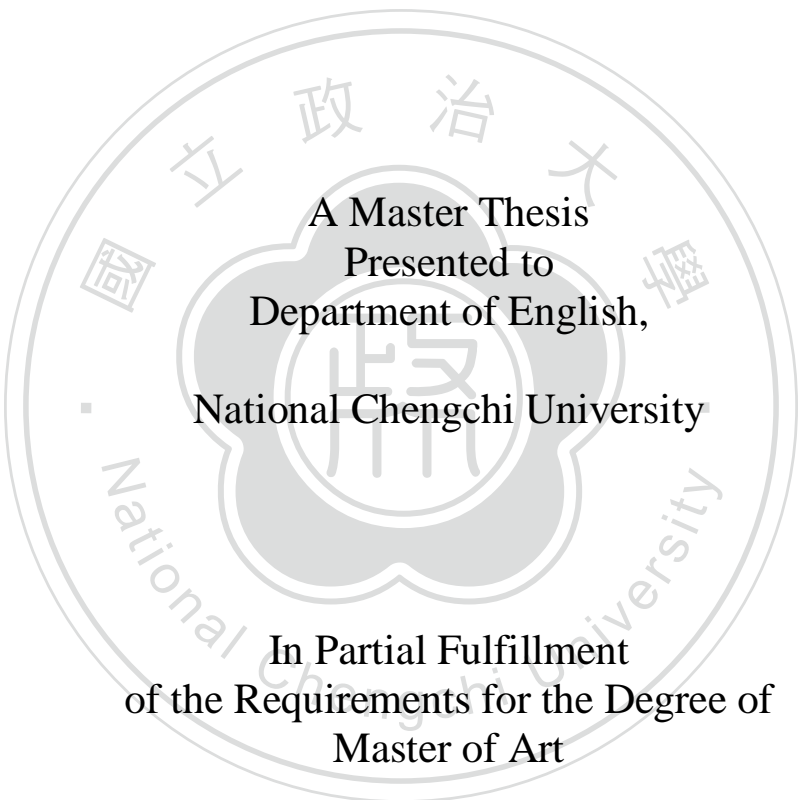
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對比隱性教學及顯性教學探究字彙學習：
廣泛閱讀對國小學生字彙學習之影響

Implicit or Explicit?
Exploring Effects of Extensive Reading on
Taiwanese Primary Students' Vocabulary Learning

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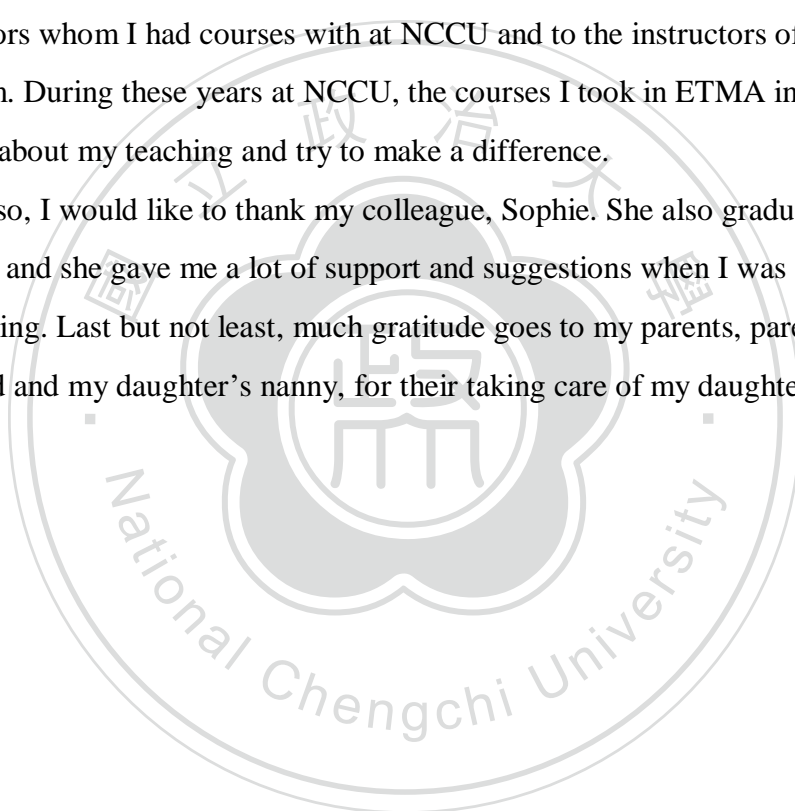


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國立政治大學英文語文學系碩士在職專班

碩士論文摘要

論文名稱：對比隱性教學及顯性教學探究字彙學習：
廣泛閱讀對國小學生字彙學習之影響

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論文摘要內容：

字彙學習是學習語言中重要的關鍵，而學習者字彙量也影響了在閱讀文本中理解量的多寡。許多字彙教學方式中，以內隱學習方式 (implicit learning) 和外顯學習方式 (explicit learning) 為兩大主要的教學方向。本研究目的是探究透過廣泛閱讀中閱讀分級讀本的方式和外顯學習方式對 EFL 國小學童字彙學習的影響。主要的研究方向有：(1) 廣泛閱讀是否能改善 EFL 國小學童的字彙學習 (2) 廣泛閱讀在字彙學習中可以提供哪方面的詞彙知識 (3) 學生的語言程度內隱學習方式及外顯學習方式是否有關連性及影響。

研究對象為臺中市某國小兩班五年級學生，實驗前先進行前測，其中控制組班級以外顯學習方式為主，實驗組班級則以外顯學習和內隱學習一起進行為期四個月的課程。最後，透過成對樣本 t 檢定及後測結果探討學習方式的成效。資料來源包含學生字彙成績測驗、問卷。研究結果有下列幾點：第一，透過廣泛閱讀，能有效加強字彙學習。第二，語言程度較弱的學生接受廣泛閱讀後，在字彙認知性知識 (receptive knowledge) 和操作性知識 (productive knowledge) 較其他組學生有明顯進步。第三，內隱學習方式對於語言程度較弱，但願意花時間閱讀的學生，語言學習上有明顯的進步。

此研究結果也建議教學者能融入廣泛閱讀在課室教學中。透過繪本閱讀加強字彙的學習，也同時加深學生對單字的應用，提升學習的成效。此外，本研究結果亦提供英語教師教學上的參考及未來研究方向的建議。

關鍵字：內隱學習、外顯學習、廣泛閱讀、字彙學習、詞彙知識

Abstract

Vocabulary learning plays an important role in language learning. Students' vocabulary size influences their reading comprehension. In vocabulary learning, implicit learning and explicit learning are the two major approaches. The purpose of the present study aims to explore the effect of EFL students' vocabulary learning through implicit instructions and explicit instructions. The study attempts to answer three research questions: (1) Does extensive reading improve EFL students' vocabulary learning? (2) What can extensive reading afford students' vocabulary learning? (3) How does learners' language proficiency relate to their implicit and explicit vocabulary learning?

In this study, the participants of the study were two classes of fifth-grade elementary school students in Taichung City. First, all the students took the pretest. Then, the controlled group received the explicit instructions in class while the experimental group received both the explicit and implicit instructions in four-month period. Last, the post-tests and Paired Sample t-test were administered to analyze the learning effectiveness. The multiple data were collected including vocabulary pretests and posttests, surveys. The results reveal that 1) extensive reading is effective to vocabulary learning. 2) extensive reading enhances low language proficiency students' receptive knowledge and productive knowledge. 3) implicit learning has a positive influence on the low proficiency students.

The findings of the study suggest that integrating extensive reading into classroom activities enhances not only receptive knowledge of vocabulary learning but also productive knowledge of vocabulary application. Furthermore, pedagogical implications and suggestions for future studies were provided as well.

Keywords: implicit learning, explicit learning, extensive reading, vocabulary learning, vocabulary knowledge.

Chapter 1

Introduction

Background

Vocabulary is essential to language learning (Nation, 2001). Wallace (2008) pointed out that difficulty in reading at the appropriate grade level may result from insufficient vocabulary. Laufer (1989) and Liu and Nation (1985) suggested that at least 95% or a higher coverage rate of the running words in a text that are known by a reader helps increase the probability of successful guessing at unknown words in a context. Unfortunately, most EFL learners have insufficient vocabulary to guess meaning in an article and lack strategy to afford their reading (Chen, 1998; Grabe & Stoller, 1997).

Implicit learning and explicit learning are the two major approaches to vocabulary teaching and learning but have been intensively debated over decades. Implicit learning usually takes place without learners' intention. One may intend to learn something but implicitly learns another (Richards & Schmidt, 2002). Krashen (2000) proposed the Monitor Model that language development relies more on acquisition rather than learning, and that acquisition is a subconscious process that can hardly be aware of. For example, extensive reading, which is a common practice of implicit learning, exposes learners to "large quantities of material within their linguistic competence" (Grabe & Stoller, 2002).

In contrast with implicit learning, explicit learning is conscious and planned, which is often seen as formal learning in school settings. For example, in a theme-based classroom, teachers provide planned learning resources as a scaffold for learners to learn the linguistic skills. Selected theme-based materials are the resources

intentionally designed for learners to progressively expand their target language proficiency.

It is still unclear how implicit and explicit approaches can improve EFL novice learners' vocabulary, and what may be the factors of learners' implicit/explicit vocabulary learning. In addition, there has been little research on the comparison of vocabulary acquisition through implicit learning (extensive reading) and explicit learning (traditional instruction) for different levels of learners in EFL classrooms. Thus, the purpose of the study is to explore the effectiveness of implicit and explicit vocabulary learning for EFL learners through traditional teaching and extensive reading.



Chapter 2

Literature Review

The section of literature review is threefold: (1) Vocabulary Knowledge, (2) Vocabulary Learning of Implicit Learning and Explicit Learning, (3) Vocabulary Learning through Extensive Reading.

Vocabulary Knowledge

Vocabulary plays a central role in learning a second or foreign language (Gass, 1999; Gu & Johnson, 1996; Kojic-Sabo & Lightbown, 1999; Richards & Rodgers, 2001; Zimmerman, 1997). However, learning vocabulary involves complex conceptual knowledge of “lexical meanings of words and the concepts connected to those meanings” (Aarnouste, van Leeuwe, Voeten, & Oud, 2001, p. 63). Accordingly, researchers have proposed various frameworks of vocabulary knowledge, such as Richard’s (1976) six aspects of word knowledge including syntactic behavior, associations, semantic value, different meanings, underlying form and derivations, and Nation’s (2001) three types of vocabulary learning-- form, meaning, and function.

The general agreement about vocabulary knowledge is that it comprises two major dimensions, which are vocabulary breadth, or size, and vocabulary depth, or quality. Vocabulary breadth refers to the number of words which a learner has knowledge of their meanings (Zhifa Shen, 2008). As for the depth of vocabulary knowledge, Henrisken (1999) suggested four dimensions, including morphological, syntactic, collocational, and referential vocabulary knowledge.

In the research of Dilek and Gül (2017), the authors investigated the dimensions of

receptive and productive vocabulary knowledge on reading, writing and general language ability of EFL learners. Receptive vocabulary knowledge refers to ability to perceive the form of a word and to retrieve meaning while listening or reading it. On the other hand, productive vocabulary knowledge enables one to express a meaning through speaking or writing (Nation, 2001). In Karakoça and Köseb's study, they conducted a quantitative research. 175 Turkish university students studying in an intensive language program for 16 weeks participated in this study. A language proficiency exam was given to test students' vocabulary knowledge, which encompassed three sessions (1) Multiple-choice questions: This part consisted of listening, reading, vocabulary and grammar. (2) Writing: Students were given a topic to write an essay between 250-300 words. (3) Speaking: Students were evaluated in terms of content, language usage, fluency, vocabulary knowledge and pronunciation. The result revealed a positive correlation ($r = 0,650$) between receptive as well as productive vocabulary knowledge and general language ability. This result suggests that when receptive and productive vocabulary knowledge improves, general language ability improves accordingly, and vice versa. In addition, these result supports the theoretical assumption that vocabulary knowledge is important for the improvement of language proficiency (Zimmerman, 1997; Laufer 1992, 1997; Grabe and Stoller 1997).

The two types of vocabulary knowledge, receptive and productive, was further tested by many researchers. By using Vocabulary Level Test (VLT) and Lexical Frequency Profile (LFP), Fatima, Ashikin and Azizan (2017) also examined the relationship between English proficiency and vocabulary knowledge. One hundred and thirty six university students participated in this research and were separated into 6 groups from beginner to advanced level according to their SPM (Sijil Pelajaran

Malaysia) grades. To measure the students' receptive vocabulary, 2000-, 3000- and 5000-word level of VLT was used to collect the data. Two tests, the 2000-, and 3000-word level of LFP, were used to collect their productive vocabulary. The participants were given an hour to complete both the tests during the Proficiency English classes. After the tests were completed, Pearson correlation was used to answer the research question on whether there was a significant relationship between receptive/ productive vocabulary knowledge and general English proficiency. The results indicated that there was a strong positive relationship between the scores on RVL3000 (receptive vocabulary level) and proficiency with $r=0.52$, while there was medium positive relationship between the scores on RVL2000, RVL5000, PVL2000 (productive vocabulary level), and PVL3000 and proficiency with $r=0.393$, $r=0.472$, $r=0.472$, $r=0.430$ respectively. Hence, the findings proved that more proficient learners have larger vocabulary repertoire to help them learn a language.

Studies above demonstrate correlation between vocabulary knowledge and language performance. The contribution of vocabulary knowledge to foreign language performance is significant and the more vocabulary knowledge learners have, the more successful they learn a foreign language. In order to enhance learners' vocabulary knowledge, implicit learning and explicit learning approaches, which are the most popular practices in language learning, are further explained in the next section.

Vocabulary Learning of Implicit Learning and Explicit Learning

Vocabulary learning basically follows two approaches: vocabulary can be learned implicitly and incidentally or explicitly and intentionally. According to Ellis (1994), implicit learning acquires knowledge in the unrevealed and unconscious situation,

whereas explicit learning is a conscious process and learners are aware of the learning. In the similar vein, Hulstijn, (2001) defined incidental learning as the learning which is a by-product of activities, while intentional learning as any activity focused on the target learning subject matter. In other words, implicit learning is the acquisition of the underlying structure of knowledge through a process which takes place naturally without conscious operation (Reber, 1976), and involves indirect or incidental learning (Rashidi & Adiv, 2010).

Focusing on vocabulary learning, implicit learning refers to acquiring the meaning of words unconsciously when learners are exposed to learning stimuli. For example, Krashen's Input Hypothesis (1989) assumes that vocabulary acquisition takes place when the input is comprehensible for learners. Krashen believed that "language is subconsciously acquired" (1989, p.440). Nagy, Herman and Anderson (1987) also advocated implicit learning through comprehensible context. Moreover, Wilson and Fielding (1987) echoed that reading, which affords authentic and comprehensible contexts, may lead to greater vocabulary growth implicitly than learning through planned instruction explicitly.

Vocabulary can be implicitly learned through multiple exposures to words in different contexts, such as reading, listening or interaction (Huckin and Coady, 1999). In the research of Khamesipour (2015), the author compared the effectiveness of explicit and implicit instructions on EFL learners' vocabulary development. The participants consisted of 30 EFL students, who took part in a language-learning course that lasted for 18 hours or 9 sessions. This study was designed for three stages: First, students took a proficiency test to determine the level of their language proficiency. In the second stage, to see the effects of implicit and explicit instructions between the pretest and posttest, the participants took explicit pre-test. The explicit pretest

minimum score was 3 and maximum score was 9 (The mean score= 6.5). After the explicit pretest, the vocabulary was taught explicitly and students received definitions of new vocabularies before reading the texts. Then, the explicit post-test was given to them. In the third stage, implicit vocabulary instruction through narrow reading was conducted. After taking an implicit pretest, participants read 3 texts which were taken from the internet. Then, the implicit posttest was given to the students. The implicit pretest minimum score was 4 and maximum score was 9 (The mean score=6.466). The result revealed that the mean score of explicit instruction on the post-test (18.86) is higher than the one on the pre-test (6.50), which means that the explicit instruction had a positive effect on the vocabulary learning by EFL learners. As for the implicit vocabulary learning, the test scores also demonstrated that the learners' implicit post-test (narrow reading) on vocabulary was higher than the pretest (Mean of the pre-test=6.46; post-test=21.63). The result showed that both the implicit and explicit instructions were effective to vocabulary knowledge but the implicit instruction had better influence on vocabulary learning.

A large number of studies have investigated the effectiveness of implicit and explicit vocabulary learning. Mirzai (2012), conducted a comparative study on implicit vocabulary learning (IVL) and explicit vocabulary learning (EVL) to explore the difference between the two approaches in relation to vocabulary knowledge learning. In this study, 62 Iranian intermediate EFL learners were divided into two groups, IVL (N=30) and EVL groups (N=32). The IVL participants did 20 minutes in-class extensive reading, while the EVL participants took part in activities which demanded deep-level explicit process to learn vocabulary. A pre-test prior to the treatment and the post-test after the treatment were administered, both tests with three subtests on meaning, preposition and collocation. Data analyses indicated significant

improvement of both groups on the posttests. Focusing on the subtests, the explicit learning group outperformed the implicit learning group in meaning and preposition, while the implicit learning group performed better on the subtest of collocation. The result of the study showed that both vocabulary teaching approaches have positive effect on language learners, but different approach may provide better support for acquiring different types of vocabulary knowledge.

Contrary to the implicit learning, Gass (1999) suggested that explicit learning is a conscious process and involves learners' awareness. Hunt and Beglar (2005) stated that the explicit vocabulary instruction is to direct learners' attention. In the study of explicit vocabulary learning, Harmer (1991) stated that new vocabulary can better be learned through explicit examples, pictures, contrast, explanation or translation. When learning materials are designed according to explicit theme or topic, they can offer more opportunities to introduce vocabulary by integrating a variety of activities related to the topics and provide learners with motivating and explicitly meaningful content (Cameron, 2001). For example, in a theme-based classroom, vocabulary is introduced by linking situated practices to intentional memory (Yugandhar, 2016), such as memorizing words from selective lists, through word cards, or interactive software (Schmitt, 2008). Therefore, instead of teaching language in isolation, teachers should help learners consciously associate their personal experience with the thematic vocabulary to be learned (Cameron, 2001; Grabe & Stoller, 1997). Teachers embracing explicit teaching approach usually design their curricula by taking students' different language levels into account in that explicit and direct instruction can help ensure students' understanding of the target vocabulary and its lexico-grammatical functions.

Abolghasem (2015) conducted a study to investigate the effectiveness of implicit

and explicit approaches to vocabulary learning. The participants of Abolghasem's study consisted of 36 undergraduate EFL learners. They were divided into two classes. One class in which the researcher taught vocabulary implicitly, the participants had to infer the meaning of words from the context and no explanation provided by the researcher. In the explicit class, the exact meaning of words was provided. To examine students' vocabulary learning, two types of instruments were used, including a pretest and a posttest. Also, a reading text was used to practice the target vocabulary in the study. In other words, the treatment included teaching a text from the textbook and each part had four of the target words. Four items were taught from the text in each session. After the second session of the treatment, the same multiple choice items were used as posttest but the order of the items were changed. After the posttest, the results from both groups were compared by t-test for data analysis. It was concluded that there was significant difference between the vocabulary learning by the explicit and implicit groups. Because the mean scores of the explicit group 4.62 exceeded than the mean scores of the implicit group 4.06, in this study, the result showed the explicit group outperformed the implicit group.

Similarly, in the research by Marzban and Kamalian (2013), the study was to investigate the effects of implicit and explicit instructions on vocabulary learning and also to find out between two explicit instructions (giving marginal glossary and checking words in dictionaries), which method was more useful in vocabulary learning. To this purpose, thirty-five Iranian EFL learners participated in the three treatment sessions which were implicit instruction, explicit instructions through giving marginal glossary and checking words in dictionaries. Before each treatment session, the learners took a pretest of the target words to check their word knowledge. After each treatment, the students took a posttest to see if there were any learning

effects through implicit and explicit instructions. In the first treatment session with the implicit instruction, the learners read the passage with multiple choices reading comprehension questions. Following that the vocabulary posttest was distributed to check the learners' word knowledge and to find out how much the students would learn through implicit exposure to words in the passage. The same procedure in the second treatment, the passage included marginal glossary of target words was given to the students and to find out how much the students would learn through explicit exposure to words with definitions. In the third treatment, the students were asked to check the meanings of unknown words from the passage in the dictionaries. The results of all three treatments were effective and the students had the highest performance on the third treatment, followed by the second treatment and the first treatment. In sum, the research shows that the explicit vocabulary instructions were more effective than the implicit learning among the learners.

As seen from the above literature reviews, no simple agreement has been reached regarding the effectiveness of implicit and explicit teaching approaches. Implicit and explicit approach may benefit learners' different types of vocabulary knowledge but little research has investigated primary EFL learners and took EFL learners' language proficiency into account. Most Taiwanese English teachers find the problem that students suffer insufficient vocabulary in English, which results in unsatisfactory performance of reading or writing. Therefore, it is very important to reexamine vocabulary teaching techniques or instructions employed in Taiwan.

Vocabulary learning through extensive reading

Researchers have investigated the influence of vocabulary learning through extensive reading for over decades. Extensive reading, an implicit approach that “exposes learners to large quantities of material within their linguistic competence” (Grabe & Stoller, 2002, p. 259) can extend knowledge of language (Day & Bamford, 1998). Day and Bamford (2002) also claimed that successful extensive reading programs had 10 characteristics. The 10 principles were:

1. The reading material is easy.
2. A variety of reading material on a wide range of topics is available.
3. Learners choose what they want to read.
4. Learners read as much as possible.
5. The purpose of reading is usually related to pleasure, information and general understanding.
6. Reading is its own reward.
7. Reading speed is usually faster rather than slower.
8. Reading is individual and silent.
9. Teachers orient and guide their students.
10. The teacher is a role model of a reader.

Extensive reading is also a common practice which enhances word recognition (Grabe, 1991). When new target words presented in contexts provide enough cues for learners to notice and comprehend (Nation, 1990), and when learners repeatedly have exposure to the new words, incidental acquisition of vocabulary may take place. Furthermore, learners choose their reading materials and read it for general meaning, information, and pleasure (Bamford & Day, 2002); through extensive reading, they can build up knowledge of vocabulary (Richards & Schmidt, 2002), and facilitate

vocabulary development (Cho and Krashen, 1994; Horst, 2005; Lao & Krashen, 2000).

Horst (2005) investigated the impact of extensive reading on vocabulary growth. In this study, there were 21 immigrant ESL learners at the community center in Montreal. Learners' language proficiency levels ranged from elementary to high intermediate. They met twice a week in the three-hour classes, and read books at various levels during 6 weeks. During each week of the experimental period, the students had the opportunity to check out around 150 leveled books which varied in level of simplification from 400 to 3800 headwords in ESL classes. About an hour of class time each week was devoted to activities that supported extensive reading. These activities included discussing books in pairs, complete worksheets, add entries to vocabulary notebooks or read silently. There were 6 levels of books used in this study (i.e. 400-600, 800-1000, 1300-1400, 1800-2100, 2300-2500, 3000-3800 headwords). To examine the vocabulary growth, the researcher made word list from the readers so that a word pre-test from books could be also created. The lexical profiling classified the words of the readers into four categories: (1) off-list words; (2) the Academic Word List (AWL); (3) the 1000 most frequent word families of English; and (4) the 1000-2000 most frequent zone. In the pre-test and post-test, the researcher selected 50 words from the 1001-2000 word frequency range and 50 words from off-list words in the readers. At the end of the six weeks, the participants took individualized post-test. In the 1001-2000 most frequent words post-test, the mean score increased about 7 words (from (M) 41.35 to (M) 47.94). Additionally, in the off-list post-test, the mean score increased about 10 words (from (M) 33.80 to (M) 43.59). The results of the study demonstrated that learners learned over half of the unfamiliar off-list words and also acquired knowledge of unknown 1001-2000 most frequent words as well. That is,

extensive reading seems to have positive effect on L2 vocabulary learning.

Pigada and Schmitt (2006) conducted a case study of vocabulary acquisition from extensive reading in order to investigate incidental vocabulary acquisition with one participant, a native Greek speaker learning French, by using four graded readers in French. The study explored whether an extensive reading could enhance vocabulary knowledge of target words' spelling, meaning, and grammatical characteristics. The study involved a one-month period and the test of the study covered 133 target words (70 nouns and 63 verbs). Both word groups were tested on meaning, spelling, and grammatical knowledge of words. The participant was interviewed both before the extensive reading treatment and after. Then, he was tested on spelling, meaning and grammatical knowledge. For the spelling test, the words were read aloud to him by the researcher and the participant had to write them down. The meaning and grammar tests were conducted simultaneously. He was given a list of all the verbs and was asked to report on any kind of knowledge he had about the meaning of the words. As for the grammatical knowledge of the words, he was asked to report any of the prepositions that could follow the specific words. The results showed that the spelling and the meaning were improved. For the target words, the learner got 98 spelling points out of 266 (36.8%) on nouns, but improved to 159 out of 266 (59.8%) on verbs. For the meaning, the scores moved from 8.3% on nouns to 23.7% on verbs. For the 133 target words in the study, the degree of learning was demonstrated for 87 out of the 133 target words (65.4%). Then, in the interview that followed the post-test, the participant reported that he spent about 60 to 90 minutes for each book. These findings suggested that the participant's lexical knowledge improved because of extensive reading. Overall, the results indicated that extensive reading can be effective in promoting vocabulary knowledge of spelling, meaning and grammar in the text and

extensive reading can be beneficial for language learner.

In Homoud and Schmitt's (2009) research, they found that learners who read graded readers improved better than the students who were received the formal traditional instructions. This research compares an extensive reading class against a traditional class involving intensive reading and vocabulary exercise. Seventy EFL students participated in the study, and were categorized into two groups – the intensive group and the extensive group. Both groups received the same language instructions. The intensive group was required to read 200-400 word texts and worked on reading skills (e.g. scanning, skimming and making difference). For the extensive group, they read 150 leveled books which included diverse genres. The data collection included a pre-test, a post-test, reading speed test and attitude questionnaire. Before their reading course, the participants were given a pre-test (T1) which consisted of the Vocabulary Levels Test, the reading comprehension tests, and the reading speed test. Then, the participants of both groups attended a 50-minute course, four times a week, and lasted 10 weeks in total. At the end of the course, the participants were given the post-test (T2). About the treatment of the study, in the intensive group, the teacher explicitly taught new words and the students were asked to read new passages, answer comprehension questions, and find topic sentences. As for the extensive group, some intensive reading skills (e.g. scanning, skimming or previewing) were also taught to the students before extensive reading activities. The researcher used TOFEL and PET tests to measure reading comprehension. In the paired-samples t-tests, the result was significant for the extensive group on the TOFEL test ($p = .37$). This finding demonstrated that the extensive reading approach had statistically reliable improvements in the comprehension scores between T1 and T2 administrations for the TOEFL and PET tests. Therefore, the extensive reading approach was effective in

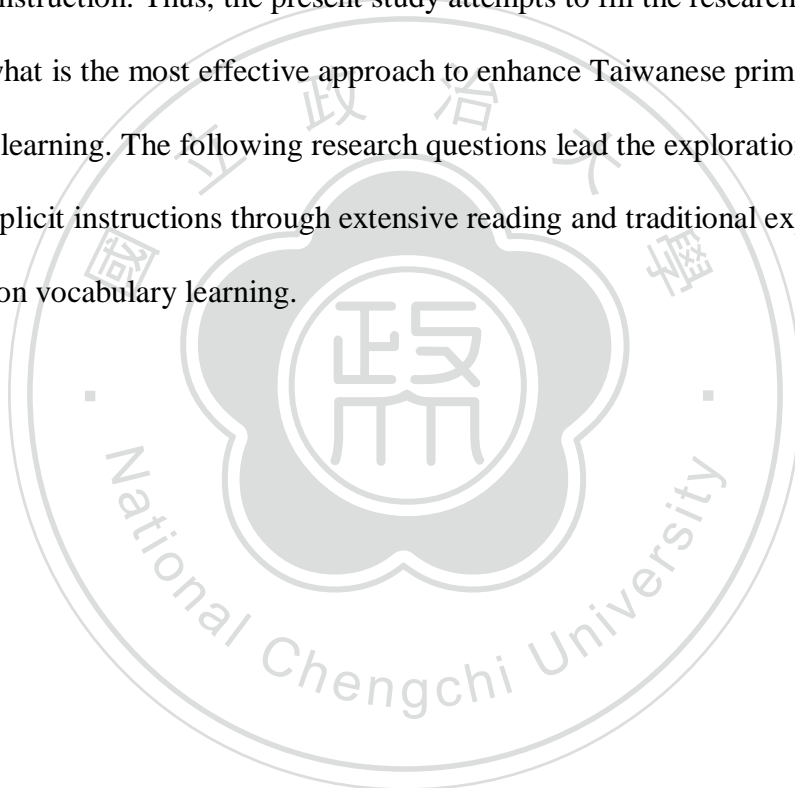
improving reading comprehension in language learning.

In addition, changes in vocabulary size were measured by three sections (2000, 3000, and Academic) of the Vocabulary Levels Test. In the 2000 level, there was no difference between two groups of their improvement. In other words, the extensive group gained as much new vocabulary as the intensive group. In this study, the intensive group could not keep reading without understanding the words in texts. The participants of the extensive group chose reading texts that were suitable for their levels, and they were reading for general understanding. This means that the density of new words was very low to ensure reading fluency. Moreover, in the 3000 level, the data showed that the two groups gained fewer words at this level and had no significant difference in the amount of vocabulary gain. As for the academic level, two groups improved their academic vocabulary size to a significant degree. It is not surprising that significant learning occurred in the intensive group, as the tasks in the intensive class were designed to improve academic vocabulary. The surprising result is that the extensive group also increased their academic vocabulary size at the same time, but the vocabulary gains were small since academic words were not used very frequently in leveled readers, especially at lower levels. Moreover, the survey of the research showed that the participants in the extensive group had more positive attitudes towards their reading development in terms of reading skills, reading comprehension and reading fluency. Overall, learners who received extensive reading improved on different aspects of vocabulary at least as much as students who received intensive reading. In other words, the result showed the benefits of extensive reading on language learning.

Studies above emphasized on the effectiveness of the extensive reading on vocabulary development. Extensive reading provides learners with exposure to large

quantities of material of target language. Learners come across the same words in context, which leads to substantial vocabulary learning and development in vocabulary knowledge.

A number of researchers and educators have attempted to investigate the effectiveness of implicit and explicit strategies to improve students' language learning. However, few studies compare the effect of vocabulary learning on students with different levels of proficiency through implicit extensive reading and explicit traditional instruction. Thus, the present study attempts to fill the research gap by exploring what is the most effective approach to enhance Taiwanese primary students' vocabulary learning. The following research questions lead the exploration of the effect of implicit instructions through extensive reading and traditional explicit instruction on vocabulary learning.



Research Questions

The research questions in this study are as follows

- (1) Does extensive reading improve EFL students' vocabulary learning?
- (2) What can extensive reading afford students' vocabulary learning?
- (3) How does learners' language proficiency relate to their implicit and explicit vocabulary learning?



Chapter 3

Methodology

The study intends to explore the effect of vocabulary learning through implicit and explicit instruction between groups with different levels of language proficiency in a primary school. The following section provides details about participants' background, teaching materials and instructions, and instrument and procedure.

Participants

The research was conducted in a middle-sized public primary school in Taichung City. There are 34 classes and about 810 students having diverse social-economic backgrounds and different language proficiency levels. The teacher-researcher has taught in this school for eight years. Students' language proficiency differs greatly in each class. Some students with higher social-economic background usually learn English in cram schools or other language learning centers. However, some students don't have any extra exposure to English except for English classes at school. Two classes of the students, 50 fifth graders, participated in this study. All participants had received formal English instruction for 3 years since the second grade. The participants received English instruction of 40 minutes in a week when they were in the second-grade, and they had taken two classes (80 minutes) in a week since the third-grade. One class of the participants (N=25) received the traditional instructions (control group), and the participants in the other class (experimental group) (N=25) not only received the traditional instructions but also were required to do extensive reading. The participants in both the control and experimental groups were further

divided into high proficiency (HP) and low proficiency (LP) groups according to the result of their pre-test. To explore the relationship between extensive reading and students' language proficiency, the students of the experimental group were further categorized based on their extensive reading engagement. According to the question of the survey, the students whose reading hours below 5 hours a week were the low reading students, but the students whose reading hours between 5 to 10 hours per week or more than 10 hours were the high reading students. Therefore, four subgroups of the experimental group are— HPRH (high proficiency and high extensive reading), HPRL (High proficiency and low extensive reading), LPRH (low proficiency and high extensive reading), LPRL (low proficiency and low extensive reading). The total groups are illustrated in Table 1.

Table 1 The Groups of the Study

Control Group		Experimental Group			
HP	LP	HPRH	HPRL	LPRH	LPRL

Materials and Instruction

The materials used in the study included textbook and the graded books. The selected textbook was adopted from the version of *Dino on the Go 6* issued by Hen-Lin Publisher, and the content of the textbook involves different themes or topics, such as week, food, subject, and belongings. Each unit had two main sentences and 8 to 9 target words. Another material used in the study was graded books. There were 8 graded books chosen from on-line Reading A-Z. The book titles are *A Week with Grandpa*, *What's for Breakfast*, *Lunch at School*, *Thank You Everyone!*, *Grow, Vegetable, Grow!*, *Sandwich and Soup*, *At School*, *Whose Eggs Are These?* These Leveled books were adopted in the experimental class as extensive reading materials

in that they were about the same level of the textbook and can serve as an extra source of vocabulary learning (Nation & Wang, 1999). The eight graded books were chosen according to the students' learning level and most the vocabularies in these books also overlapped the target words in the textbook.

Additionally, a traditional theme-based instruction was adopted in both the control and experimental classes. The teacher-researcher gave explicit instructions for students in each lesson. Four different themes covered in the English course are: (1) Week; (2) Ordering Food; (3) School Subjects; and (4) Personal belongings. Both of the classes, the instructional procedure of each lesson followed the sequence: The story→Vocabulary and Sentences → Pair / Group Practice (Activity)→Wrap up activities. The teacher introduced the story of the lesson and led the students to read the story together. Then, the teacher explained the difficult words and also did the role play to practice the story. After the story, the students would understand the meaning of the vocabulary and sentences in the context. In the vocabulary and sentence practicing step, vocabularies were taught and explained via pictures as examples to let the students do the drill. This step focused on strengthening students' familiarity of the main vocabulary and sentences. Considering learners' language proficiency, interests and learning objects, in the pair or group practice step, the teacher-researcher designed various activities such as readers' theater, vocabulary games, communication activities, chants or reading parts for students to enhance language skills. In the end of each lesson, the short writing paragraphs were used for wrapping-up activity to review all the vocabularies and sentences of each lesson. After every two lessons, the control group took the post-test to see how the explicit traditional instructions influenced students' vocabulary knowledge.

In the experimental group, in addition to the theme-based explicit learning, the

graded books were extra reading assignment for students to read at home or at their leisure time. To motivate students to do extensive reading, the teacher showed the covers of the books to the students and asked them some questions such as what they saw from the covers and imagined what these books were about. Then, the teacher-researcher encouraged students to read by themselves even if they had difficulties in recognizing some words or sentences. Also, the teacher gave some suggestions to the students that if there were some difficult words, they could look up the dictionary or read between the lines to make them understand the meaning of the books. After every two lessons were completed, the experimental group took the post-test to see how the explicit traditional instructions and extensive reading influence students' vocabulary knowledge.

Instrument

The data collected include one pre-test, two post-tests and two surveys.

Pre-test

The pre-test was carried out before the instructions, which purpose was to classify students based on their language proficiency. The students whose scores were higher than the mean score of the pre-test were categorized as the high proficiency level students (HP), and the others were categorized as low proficiency level students (LP). The contents of the pre-test cover the textbook *Dino on the Go 1~5* which had been taught before. The teacher-researcher designed the pre-test questions according to the students' prior learning experience. Moreover, the types of questions were designed in response to the theories of receptive and productive vocabulary knowledge (Nation, 2001). To be specific, receptive vocabulary tests focused on reading comprehension, and the test elements were word guessing according to the context, reading

comprehension, and lexical choice in contexts. Productive vocabulary knowledge was tested through lexical production and writing including collocations, prepositions, morphology inflectional changes, and writing. (See Appendix A)

Post-test

In this study, the teacher-researcher conducted a test to all the participants after every two units are taught. Since there were four units of the textbook, two post-tests were given in the study. The post-tests were also designed by focusing on the receptive and productive vocabulary knowledge. Like the pre-tests, the post tests also consisted of types of tests on syntactic, and collocation vocabulary knowledge, reading comprehension and writing in order to examine students' receptive and productive knowledge of vocabulary after each two lessons. The purpose of the post-tests was to explore whether the extensive reading or explicit instructions can better afford students' vocabulary learning. Thus, after taking the post-tests, students' performances on vocabulary knowledge between the control group and the experimental group were compared with the performances of the pre-test to examine whether the explicit instructions and extensive reading had impacted on students' vocabulary learning. (See Appendix B and C)

Survey

The survey was conducted to both the control group and the experimental group. The survey used in the control group was to investigate the participants' learning experience, attitudes and their past extensive reading experience, such as how many extra readings students had read before, how much time they spent on reading, or what their extensive reading habits were like. In contrast, the survey designed for the

experimental group included not only the control group questions about their learning experience, and attitudes, but also questions about their past and current extensive reading , such as how many books they had read during their extensive reading practice, what would they do if they had unfamiliar vocabulary during reading (e.g. skip over, look up dictionary, note down, or memorize them), what would they do during their reading process (e.g. take notes, summarize the main ideas or underline main ideas), or how much time they spent on reading the extra curriculum material on average. (See Appendix D and E)

Procedures

Data collection took place between February and June in 2018, and it encompassed one pre-test, two post-tests, and two surveys. First, all the participants of both classes took the pre-test to categorize them into high-level proficiency students and low-level proficiency students according to the mean score of the test. The participants in the controlled group received the explicit instructions in class, and the participants in the experimental group received both the explicit instruction and extensive reading at the same time. The teacher-researcher gave explicit instructions such as explaining the meaning of new vocabulary and the main sentences in each lesson. In class, a variety of activities such as conversation, survey or vocabulary activities were adopted to help students learn the target vocabularies related to the themes.

At the same time, the selected graded books were assigned to the students in the experimental class for extensive reading. Most of the target words in the graded books were the same as those in the textbooks. These graded books were given to the students when each lesson begins. The teacher-researcher introduced the graded books to students but did not mention too much about the content of the books. The students

were encouraged to pursue extensive reading even if they would encounter difficult words during reading. After the instruction of each two units, the post-tests were administered to test the students' vocabulary learning in terms of receptive and productive knowledge. The results of the pre-test and post-tests were compared and analyzed. Also, the surveys collected from the two classes were designed to identify the engagement of extensive reading of the participants in the experimental group, and the survey information was also triangulated to investigate the participants' learning experience about the explicit learning or extensive reading.

Data Analysis

This research was designed to answer the three research questions.

Research question 1: *Does extensive reading improve EFL elementary students' vocabulary learning?*

Given that both the participants in the control class and experimental class had pre-test and the post-tests, the first research question can be answered by comparing the Paired Sample t-test analysis between the control group and the experimental group. If extensive reading had positive impact on students' vocabulary learning, the experimental group's p-value should be better than that of the control group.

Research question 2: *What can extensive learning afford students' vocabulary learning?*

This question can be answered according to the post-test analysis of the experimental group students. The vocabulary knowledge was analyzed into perceptive and productive vocabulary knowledge. Also, there were four subgroups (HPRH, HPRL, LPRH, LPRL) in the experiment group. The teacher-researcher compared the results of post-tests to see what types of vocabulary knowledge were more acquired

by students with different language proficiency. If difference of vocabulary knowledge between Reading High group (HPRH and LPRH) and Reading Low group (HPRL and LPRL) can be detected, research question 2 can be answered.

Research question 3: *How does learners' language proficiency relate to their implicit and explicit vocabulary learning?*

The question was answered in comparison with the performance of pre-test, post-test for high proficiency groups (HP, HPRH) and low proficiency groups (LP, LPRH). Regarding HP, the value of the difference between pre-test and post-test was coded as Value A. When it comes to HPRH, the value of the difference between pre-test and post-test was coded as Value B. If Value A is higher than Value B, the result would suggest explicit learning has more positive effect on high proficiency students' vocabulary learning. On the other hand, if Value B is higher than Value A, the result would suggest that implicit learning may be more helpful for high proficiency students' vocabulary learning.

As for the low proficiency groups' vocabulary learning, the value of the difference between pre-test and post-test was coded as Value C in LP of the control group and Value D was coded in LPRH of the experimental group. If Value C is higher than Value D, the explicit learning may have more positive influence on low proficiency students' learning. In other words, if Value D is higher than Value C, implicit learning would be more helpful for low proficiency students' learning. All of the findings will be presented in the next chapter.

Chapter 4

Results and Data Analysis

After giving the pre-tests and posttests, the data were gathered and presented to answer the research questions in this chapter. The mean scores of pre-tests and post-tests were calculated to analyze the effectiveness of explicit and implicit instructions on vocabulary learning.

Research Question 1

Does extensive reading improve EFL students' vocabulary learning?

To measure students' improvement of extensive reading, the Paired Sample t-test was administered to analyze the data. In Table 2 and Table 3, the data demonstrates the comparison of mean scores between the pre-test and post-tests of the experimental group and the control group. Also, the experimental and the control group of the study had a pre-test mean score of 65 (SD=27.36) and 70.04(SD=26.67) respectively. According to the SD, the two groups did not perform differently in the pre-test.

In Table 2, the mean scores between the pre-tests and post-tests in the experimental group are 65(SD=27.36) and 70.78 (SD=24.33) respectively. There was a statistically increase from the pre-test to post-tests. And the p-value in one tail is 0.002 ($< .05$). This showed that the participants who received both explicit and implicit learning improved in vocabulary learning after they receive the extensive reading. In other words, extensive reading had positive effect on the experimental group.

Meanwhile, Table 3 shows the descriptive statistics of the mean scores between the pre-test and two post-tests for the control group. It can be noticed that the mean scores of the pre-test and the post-tests are 70.04 (SD=26.67) and 72.8 (SD=25.64). The mean scores increase in the post-tests but the p-value in one tail shows 0.174 ($> .05$).

The result indicates that the control group had no better performance in the post-tests.

According to the findings, they may demonstrate that the experimental group has more significant improvement in vocabulary learning after extensive reading than the control group.

Table 2 Paired Sample t-test for Experimental Group

	Pre-test	Post-tests
N	25	25
Mean	65	70.78
SD	27.36	24.33
P(T<=t) one-tail	0.002568305	

Table 3 Paired Sample t-test for Control Group

	Pre-test	Post-tests
N	25	25
Mean	70.04	72.8
SD	26.67	25.64
P(T<=t) one-tail	0.174752571	

Research Question 2

What can extensive reading afford students' vocabulary learning?

As shown in Table 4, this question was answered on the results of analyzing the experimental group students' vocabulary knowledge based on their post-tests. In this study, the experimental group was divided into four groups which were HPRH (high proficiency and high extensive reading), HPRL (High proficiency and low extensive reading), LPRH (low proficiency and high extensive reading), LPRL (low proficiency

and low extensive reading).

In the post-tests, the questions were designed by focusing on vocabulary knowledge which was including perceptive vocabulary knowledge and productive vocabulary knowledge. The receptive knowledge included the question types of Cloze, Vocabulary and Reading Comprehension. In these three parts, the students needed to read short sentences, paragraph and short stories. The students had to read the context and chose the vocabulary to answer the questions. Moreover, the students needed to have enough vocabulary knowledge to understand the content of the short story in the Reading Comprehension.

As for the productive knowledge, it means that the students can express the meaning through writing. Therefore, in this study, the Writing Part contained in the post-tests was used to demonstrate the students' productive vocabulary knowledge. In other words, the Writing Part can show if the students can answer the questions by using vocabulary they've learned. In Table 4, to understand what extensive reading afforded students' vocabulary learning, the score percentage of the four types of sub-tests received by each subgroup was calculated and compared.

First of all, in the Cloze test of the post-test, both the high proficiency students with high and low extensive reading (HPRH and HPRL) got 90.8% and 89.80% respectively. The differences between these two groups of students are only 1%, which means that the influence of extensive reading was not significant to the high proficiency students in Cloze test. When comparing the Cloze test percentage of the low proficiency students with high extensive reading and low extensive reading (LPRH/ LPRL), the LPRH got 68.6% in Cloze and the correctness rate was higher than the LPRL (50.2%). The result indicated that extensive reading had positive effect on the low proficiency students' Cloze test.

Secondly, the correct rate of HPRH and HPRL's post-test on Vocabulary was 100% and 93.3% respectively. Since the difference is slight, extensive reading does not have significant influence on high proficiency students' vocabulary test. However, there was a difference in vocabulary tests between LPRH and LPRL students. LPRH students got 84.8% correctness rate of Vocabulary, but LPRL only got 55.6% in vocabulary post-test. The data showed that extensive reading is beneficial for low proficiency students' vocabulary learning.

Thirdly, in Reading comprehension of the post-test, the high proficiency students (HPRH / HPRL) got 98% and 81.2%. For low proficiency students, they got 50 % and 51% respectively. The result illustrated a noticeable improvement in reading comprehension test by the high-proficiency high-extensive-reading students.

Fourthly, as to the Writing test on productive knowledge of vocabulary, the HPRH students got 92.7% and the HPRL students got 84.7%. Overall, as shown more clearly in Figure 1, for high proficiency groups (HPRH / HPRL), their performance achieved more than 85% correctness on the post-tests. Besides, the LPRH students performed significantly better than the LPRL students whose mean score of writing is 54.4% and 23.7% respectively. The data demonstrated that extensive reading has positive effect on both high proficiency and low proficiency students' writing, especially; the low proficiency students who had high extensive reading benefited the most.

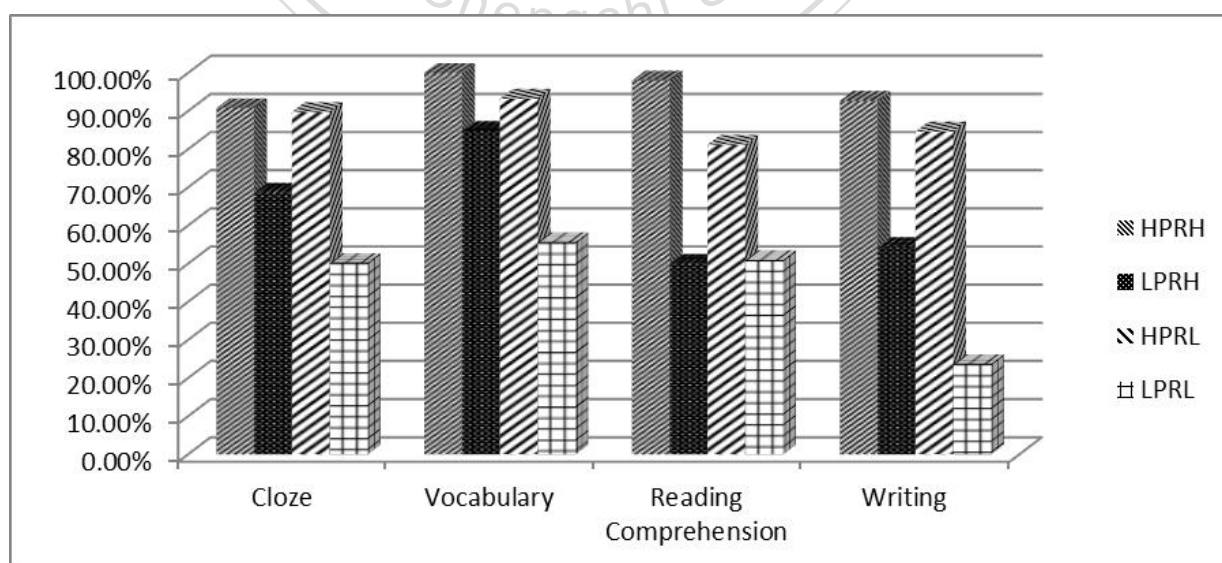
In conclusion, extensive reading overall helps both the high proficiency and low proficiency students make improvement in perceptive and productive knowledge of vocabulary. However, it is evident to see different effects of extensive reading on the two groups of students through a more specific analysis. Extensive reading is slightly helpful to high proficiency students on reading comprehension test, which means that extensive reading affords high proficiency students' perceptive knowledge of

vocabulary for reading comprehension. In contrast, extensive reading greatly improved low proficiency students' Cloze, Vocabulary and Writing. That is, extensive reading is more helpful for low proficiency students than high proficiency students in terms of receptive vocabulary knowledge of Cloze, Vocabulary and productive knowledge of Writing.

Table 4 *Comparison of the Correctness Percentage in Post-tests Questions between Groups*

Group	Receptive Knowledge			Productive Knowledge
	Cloze	Vocabulary	Reading	Writing
HPRH	90.8 %	100 %	98 %	92.7 %
LPRH	68.6 %	84.8 %	50 %	54.4 %
HPRL	89.9 %	93.3 %	81.2 %	84.7 %
LPRL	50.2 %	55.6 %	51 %	23.7 %

Figure 1 *Comparison of the Correctness Percentage of Post-tests between Groups*



Research Question 3

How does learners' language proficiency relate to their implicit and explicit vocabulary learning?

To answer the Research Question 3, the test results of pre-test, post-test for high proficiency groups (HP, HPRH) and low proficiency groups (LP, LPRH) were compared (See Table 5). Also, the numbers of the difference between each pre-test and post-test were coded as Value A, Value B, Value C, and Value D.

For high proficiency students' (HP) subjected to explicit learning conditions, the pre-test mean score was 91.57 and the post-tests mean score was 90.36 which was not higher than the pre-test. The difference between mean scores of pre-test and post-tests was recorded a decrease of -1.21 (Value A). In HPRH, the pre-test mean score was 94.2 and the post-tests mean score was 93.3. The difference of mean scores between pre-test and post-tests was recorded -0.9 (Value B). The result presented that Value B is better than Value A even though the post-tests scores of the HP and HPRH were not improved a lot. In other words, the implicit learning was slightly helpful for HPRH students to enhance their vocabulary learning.

For the control group low proficiency students (LP), the pre-test mean score was 42.64 and the post-tests mean score was 50.46. Table 4.6 indicated that the difference between mean scores of pre-test and post-tests was recorded an increase of +7.82 ($50.46 - 42.64 = +7.82$) (Value C). It seems that the explicit learning positively affect LP students' vocabulary learning. In comparison with LPRH, the pre-test mean score was 54 and the post-tests mean score was 65.17. The mean difference in Table 5 is quite significant, increasing by +11.17 ($65.17 - 54 = 11.17$) (Value D). Also, the Value D is much higher than the Value C. To sum, the finding indicated that implicit learning greatly affected low language proficiency students' vocabulary learning.

Table 5 *The Mean Difference of Pre / Post-tests in Groups*

Group	Mean		Difference	Value
	Pre-test	Post-test		
HP	91.57	90.36	-1.21	A
HPRH	94.2	93.3	-0.9	B
LP	42.64	50.46	+7.82	C
LPRH	54	65.17	+11.17	D

In short, three major findings were generated. First, extensive reading is effective in EFL primary students' vocabulary learning. Secondly, extensive reading contributes to receptive knowledge of vocabulary for reading comprehension for high proficiency students. Extensive reading greatly affords low proficiency students to learn both the receptive knowledge of vocabulary and productive knowledge of vocabulary. Last, low proficiency students benefit more from the implicit approach of extensive reading than high proficiency students.

Chapter 5

Discussion and Conclusion

The present study explored the effectiveness of implicit and explicit approaches on EFL primary school learners' vocabulary learning, and what types of vocabulary knowledge can better be improved by extensive reading. In this chapter, several important findings, pedagogical implications and limitations are discussed as follows.

Extensive Reading is effective in EFL students' vocabulary learning

In the research question 1, according to the scores of the post-tests in the control group and the experimental group, the results showed that the experimental group improved more than the control group students. The finding indicates that the implicit learning through extensive reading positively affects young learners' vocabulary development. This result is in tune with Lao and Krashen's (2000) and Hayashi's (1999) studies. The extensive reading group gains significantly in vocabulary when the reading contexts are comprehensible to help learners achieve more vocabulary development.

In the experimental group, the leveled books were adopted for extensive reading. Besides explicit learning, students can review or learn new vocabulary by means of reading extensively. They may come across new words that repeatedly show in contexts because when more cues are available to learners, better incidentally notice of word recognition and acquisition may take place. In this study, the students of the experimental group had both explicit traditional instruction and implicit extensive reading, which provides more language exposure to establish vocabulary retrieval

cues than the students in the control group. The result of the study is aligned with Cho and Krashen (1994) that learners who received extensive reading and explicit instruction performed better than those who only received explicit instruction.

Extensive reading is more effective in low proficiency young learners

The finding also reveals that extensive reading has higher influence on low proficiency students than high proficiency students. The result was in line with Hayashi's (1999) claim that extensive reading can have influence on learners' vocabulary development at different proficiency levels (intermediate and beginning groups). Repeatedly exposing to vocabulary helps the beginning group improved 20% from pretest to posttest. Extensive reading not only helps the low proficiency learners' vocabulary growth but also improves their overall reading ability. In terms of receptive knowledge as shown in Table 4, although extensive reading helped low proficiency students greatly with receptive and productive vocabulary acquisition including Cloze, Vocabulary meaning, and Writing, LPRH / LPRL students' performance in reading comprehension had little improvement. The mean scores in both groups are very close (50% and 51%). Although extensive reading had improved low proficiency students' vocabulary knowledge in various aspects, their insufficient lexical repertoire still hindered their reading comprehension. Similar finding was reported by Laufer and Sim (1985).

As for insignificant improvement in high proficiency students' vocabulary learning, it may be attributed to the short period of the study. The research was conducted for 18 weeks only, and the extra reading materials contained similar vocabulary to their textbook. It seems that short-term extensive reading benefits low proficiency students more than high proficiency students because high proficiency students whose

repertoires may have had the target vocabulary to be learned already, so the short-term extensive reading did not lead to significant improvement. If a long-term extensive reading activity could be conducted, and more variety of reading materials with higher level of vocabulary could be adopted, high proficiency students might make more compelling improvement. Therefore, high proficiency EFL learners' reading materials for extensive reading should be carefully chosen and long-term observation is suggested for further exploration.

In this study, it is worth noting that extensive reading has positive effect on both the high and low proficiency students' productive knowledge of vocabulary. In this study, HPRH and HPRL respectively got 92.7% and 84.7% in writing. LPRH got 54.4% which was higher than LPRL's. This results reveal that extensive reading promotes not only perceptive automaticity of word recognition (Grabe, 1991) but also productive knowledge of vocabulary for writing (Krashen, 1984; Nation, 1997; Hafiz and Tudor, 1989). When students read outside of the classroom, extensive reading might help confirm the meaning and function of the target words and make the connection stronger. In other words, extensive reading may lead to a more substantial acquisition of language knowledge.

Pedagogical Implications

Given that extensive reading can expose learners to large quantities of material of target language and help learners come across the same words in context, it leads to incidental vocabulary acquisition and development in vocabulary knowledge. In order to promote learners' interests in reading and enhance their L2 reading motivation, teachers can develop pre-, during-, and follow-up activities in class to motivate students to participate in reading. Moreover, collaborative work or discussions are

helpful for students' comprehension after reading. A number of pedagogical implications of vocabulary teaching are briefly discussed as follows.

First, pre-reading activities. Many leveled books are also designed for learners to read or listen online nowadays. When the class starts, the teacher can let the students listen or read the first part of the story via multi-media and the students can finish reading the rest parts of the story by themselves. By introducing the topic of the story or giving some questions for students, the pre-reading activities can arouse learners' motivation to continually read stories after the class.

Secondly, students can practice the skills of guessing the meaning of unknown words or ignoring them when they read. They can increase their reading speed and confidence and pay more attention to the meaning of the context to enjoy the reading.

Moreover, using a dictionary is also helpful way for handling unknown words when reading. Although it is not good for learners to look up the unfamiliar words in reading, it undoubtedly works positively on students' comprehension. Teachers are supposed to encourage the students to guess the meaning of unknown words first and then check the meaning after reading to enhance the word acquisition.

Furthermore, online reading and online story interactive discussion_forum. Concerning the online reading, students can have their username and password to log in the reading website to choose books based on their language levels. The online reading website also records the students' reading log and provides positive encouragements (e.g. credits or points) when the learners read books. After reading, the learners can do the reading comprehension quizzes. For teachers, they can also keep track on students' reading processes online. As for the online discussion forum, the students can use the Internet to discuss the leveled books assigned by the teacher. They can post their questions, write their comments or read feedbacks from peers or

the teacher. By expressing feelings and opinions, online activities can encourage the students to read more. It also provides more opportunities for students to interact with others and develop their reading and writing skills.

Limitations

Despite the advantages of extensive reading on vocabulary learning, there are some limitations in this study. First, the time period of study was not long enough for students to keep the habit of reading books. The future studies can extend the present study to a semester-long or a year-long investigation and the results may be more reliable.

Another one was the number of participants was limited in this study. Therefore, it may not appropriate to generalize the results to all EFL primary students. It is suggested that a larger sample be investigated so as to have a complete finding of the effect of implicit and explicit instructions on EFL primary learners' vocabulary learning.

Suggestions for Future Study

Regarding reading materials, in this study, the themes of graded readers may not be liked by some students because the target words of the textbooks are needed to be overlapped in the readers to exam the difference of implicit and explicit learning. It is suggested that researchers could select more diverse topics or authentic materials such as novels, short stories, websites, and magazine articles to provide the learners with a rich input of authentic language. Moreover, teachers should be aware of the students' linguistic background knowledge and provide appropriate guidance to reduce learners' struggling with difficult texts. In the experimental group of this study, some students' language proficiency was not excellent, learning motivation was not strong,

and these factors influenced their performance in the tests. Frankly speaking, for low language proficiency students, they needed to spend more time to be familiar with the target words. When they read books at home, it was difficult for them to understand the context of graded readers without teachers' help. Therefore, if the teachers or educators choose extra reading materials in the future, the level of the readers should be comprehensible for students to understand the contexts of the readers.

Finally, the results of this present study support the evidence in many studies of language learners that a combined approach is superior to incidental or explicit vocabulary learning alone (Paribakht & Wesche 1997, Schmitt 2000). Instead of sticking to either implicit or explicit vocabulary learning, teachers should probably consider to take advantage of both explicit and implicit learning approaches to help EFL learners improve their language knowledge.

Conclusion

The study has indicated that EFL elementary learners' vocabulary acquisition was improved after they participated in the extensive reading activity. In addition to the explicit learning used in this study, providing students more chances or materials to advance their vocabulary knowledge through implicit learning is a practical means to assist EFL elementary students on L2 learning. As a result, implicit and explicit instructions may be more effective when they complement each other.

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A. Read and Check 根據題示，填入正確的代號

每格 2 分，共 26 分

1.

(A) can (B) can't (C) It's (D) How's

Danny: (1)_____ the weather?

Niki: (2)_____ rainy.

Danny: What can we do?

Niki: We (3)_____ go fishing, but we

(4)_____ go shopping.

2.

(A) Where (B) yard (C) dancing
(D) What (E) eleven fifty

Danny: (1)_____ time is it?

Mom: It's (2)_____.

Danny: Yeah, time for lunch!

Mom: Yep. I'm cooking.

Danny: (3)_____ is Dad?

Mom: He's in the (4)_____.

Danny: What's he doing?

Mom: He's (5)_____.

3.

(A) sleeping (B) books (C) bedroom
(E) bag

Max: What time is it?

Dad: It's 7:25. Time for school!

Max: Oh, no! Irene is in the (1)_____.

Dad: What's she doing?

Max: Wake up, Irene! She's... (2)_____.

Irene: Uh... Where are my (3)_____?

Max: They're in the (4)_____. Hurry up!

B. Read and Choose 根據題示，填入正確的代號

每格 2 分，共 12 分

(A) reads (B) nurse (C) library (D) bears
(E) toothache (F) swimming

1. She is a _____.



2.

He _____ books in the _____.



3.

He is _____.



4.

She has a _____.



5.

There are three _____ in the zoo.

C. Read and Choose 選出正確答案

每題 3 分，共 30 分

1. () The book _____ under the table.

(1) it's (2) are (3) is

2. () What _____ those?

(1) is (2) are (3) am

3. () Amy is _____ some tea.

(1) eating (2) drinking (3) have

4. () What _____ you want?

(1) do (2) does (3) can

5. () A: What time is it? B: _____ ten o'clock.

(1) It (2) It's (3) Is

6. () The library is _____ Red Street.

(1) in (2) on (3) under

7. () I'm _____ the supermarket.

(1) go (2) going (3) going to

8. () _____ watermelons and grapes.

(1) They're (2) It's (3) They

9. () A: _____ is it? B: It's one o'clock.

(1) What (2) What time (3) How

10. () A: Are you a cook? B: Yes, _____.

(1) I am (2) he is (3) she is

D. Reading Comprehension 閱讀測驗

每題 3 分，共 18 分

【1】Mike: Hello, Hannah! Where are you going?

Hannah: Hi, Mike. I'm going to the park.

Mike: Cool! Can I come?

Hannah: Sure, follow me.

() Where are they going?

(1) They are going to school.

(2) They are going home.

(3) They are going to the park.

【2】

Mike: Good morning, Jessica.

What do you want today?

Jessica: I want some bread and grapes.

Mike: Okay.

Jessica: What are those next to the hot dogs?

Mike: They're cupcakes.

Jessica: Great! I want two cupcakes, too.

Mike: Here you are.

() What does Jessica want today?

(1) She wants apples and oranges.

(2) She wants bread and grapes.

(3) She wants two hot dogs.

() What are those next to the cupcakes?

(1) They're watermelons.

(2) They're eggs.

(3) They're hot dogs.

【3】

The Johnson family is at the zoo. It's a cool and cloudy day. Richard sees some turtles in the lake. Don sees some monkeys in a tree. They are playing together. Fanny sees some bears. There are two bears sleeping under a tree.

(1) How's the weather?

_____.

(2) What does Richard see?

_____.

(3) What are the bears doing?

_____.

E. Writing 根據問題，寫出答句

每題 2 分，共 14 分

1.

A: What do you want?

B: _____.



2.

A: What can you do?

B: _____.



3. A: What color is this?

B: _____.



4.

A: Where is the kite?

B: _____.



(請用 under 回答)

5.

A: Where is grandpa?

B: _____.



6.

A: Where are you going?

B: _____.



7.

A: How many zebras are there?

B: _____.



A. Read and Fill 根據題示，填入正確的代號

每格 3 分，共 24 分

1.

(A) day (B) Monday (C) week (D) have

Dad: Hey, the park is beautiful! Let's take a picture.

Bill: Dad, What (1) _____ is today?

Dad: It's (2) _____.

Bill: I will (將有) (3) _____ a science project (自然報告) next (4) _____. I'm so nervous. (緊張)

Dad: Don't worry! You can do it!

2.

(A) eat (B) lunch (C) hamburger
(D) restaurant

Max: Oooohhhh...

Linda: Hey, Max. Are you ok?

Max: It's (1) _____ time. I am really hungry.

Linda: All right. What do you want to (2) _____?

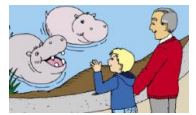
Max: I want a big (3) _____.

Linda: Ok. Let's go to the (4) _____ over there.

B. Read and Choose 根據題示，填入正確的代號

每格 3 分，共 18 分

(A) Saturday (B) dinner (C) lunch (D) salad (E) animals (F) zoo

1. I have _____
with my friend today.2.
I plant vegetables and
I make some _____ for
my _____ (晚餐).3.
On _____, I went to
the beach with grandpa and
played in the waves.4. On Sunday, we went to
the _____ to see

_____.

C. Read and Choose 選出正確答案

每格 3 分，共 24 分

1. () _____ day is today?
(1) Where (2) When (3) What
2. () Today _____ Monday.
(1) is (2) are (3) am
3. () What _____ he want for breakfast?
(1) do (2) does (3) did
4. () She _____ some rice for lunch.
(1) want (2) wants (3) wanting
5. () I have(吃) milk, cookie and noodles
_____ breakfast.
(1) in (2) on (3) for
6. () My friends and I go to the museum
_____ Monday.
(1) in (2) on (3) for
7. () Do you want some noodles? No, I
_____.
(1) don't (2) doesn't (3) isn't
8. () He doesn't _____ some salad.
(1) want (2) wants (3) wanting

D. Reading Comprehension 閱讀測驗

每題 3 分，共 18 分

What's your breakfast every morning?
Bread, toast, or eggs? Breakfast is an
important meal for each day and good for
the health. There are many kinds (種類) of
food for breakfast. Some kids eat cereal
and some kids like to eat toast, yogurt,
muffin, bacon or fruit. Before you go to the
school, don't forget to have your breakfast
first and start a wonderful day!

1. () What is the most likely reason of the story?

(1) Breakfast is important and kids have many kinds of food for breakfast.

(2) To show the healthy (健康的) food and unhealthy (不健康的) food.

(3) To show how to make the breakfast.

2. () Which statement (敘述) is true?

(1) Breakfast is good for health.

(2) Coke and pizza are good choice (選擇) for breakfast.

(3) Breakfast is the last meal (餐) of the day.

3. () A food is made from grain (穀類) and it is also eaten for breakfast. Which one is the food? (1) fruit (2) egg (3) cereal

(Jackie is in a restaurant.)

Jackie: Excuse me.

Server: May I help you?

Jackie: Yes, I'm very hungry.

Server: What do you want for lunch today?

Jackie: I want a hamburger, noodles, some salad, and some soup.

Server: We have a special offer on Friday, so the soup is free.

Jackie: Oh, sounds good! I want a special offer. Thank you!

Server: Any drinks? Coffee or coke?

Jackie: Can I have some water?

Server: Sure, no problem!

*special offer 特餐

1. () What day is today?

(1) Monday (2) Friday (3) Sunday

2. () What does Jackie want for lunch?

(1) A special offer (2) Hamburger (3) Coffee

3. () Which one is true?

(1) Jackie is in the supermarket.

(2) Jackie is eating dinner.

(3) Jackie is eating lunch in the restaurant.

E. Writing 根據問題，寫出答句

每題 3 分，共 16 分

1. What day is it? (4 分)



2. What does she want for dinner?



3.

What can you do on Saturday?



4. What do you eat for breakfast?

(可以用學過的或你會的字句來回答)

5. Do you want some salad for lunch?

(請用 Yes 來簡答)

A. Read and Fill 根據題示，填入正確的代號

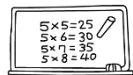
每格 3 分，共 21 分

1.

(A) art (B) math (C) science (D) is

Today (1) _____ Monday. Danny and his

friends have (2) _____ and (3)



class. They don't have (4) _____ class.



2.

(A) Whose (B) animals (C) are

Many(1) _____ lay eggs (產卵). These eggs are in a nest of(築巢) soft grass. They are beautiful blue. (2) _____ eggs are these? These eggs (3) _____ robin (知更鳥) eggs.

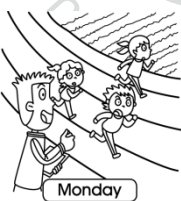
B. Read and Choose 根據題示，填入正確代號

每格 3 分，共 15 分

(A) English (B) PE (C) glasses (D) art (E) on

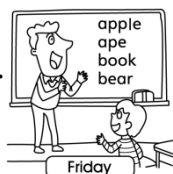
1.

I have _____ class _____ Monday.



2.

Terry has _____ class on Friday. He likes this subject.



3.

Whose _____ are these?

4.

In _____ class, I draw with markers.

**C. Read and Choose** 選出正確答案

每題 4 分，共 32 分

1. () A: _____ he have art class on Tuesday?

B: Yes, he _____.

(1) Does, does (2) Do, does (3) Is, do

2. () She _____ a magnifying glass (放大鏡) to look at rocks (石頭) in science class.

(1) use (2) uses (3) used

3. () Do you _____ social studies class today? (1) has (2) having (3) have

4. () Whose wallet _____ this?

(1) is (2) are (3) am

5. () A: Whose socks are these?

B: They're _____ socks.

(1) you (2) he (3) his

6. () She _____ art and PE on Friday.

(1) have (2) has (3) having

7. () A: _____ the matter?

B: I can't find my book!

(1) Where's (2) How's (3) What's

8. () A: Good for you!

B: _____.

(1) Thank you (2) Amazing (3) That's ok

D. Reading Comprehension 閱讀測驗

每題 3 分，共 12 分

Danny is going to the library today, but he can't find his glasses. His sister Niki asks, "What's wrong?" Danny looks everywhere, but he can't find his glasses. He asks Niki to help him look. Are they on the bed? No, they're not there. Are they in his bag? No. Are they on the table? No! "Oh!" Niki shouts. "Whose glasses are those on your head?" Danny says, "Oh, they're mine. Thank you." * shout 大喊 mine 我的

1. () Where are the glasses?
 (1) They're on the bed.
 (2) They're in his bag.
 (3) They're on Danny's head.
2. () Where is Danny going today?
 (1) To the supermarket
 (2) To the hospital
 (3) To the library

3. What class do you have on Friday?

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:40 9:20					
9:30 10:10					

4. Whose markers are those?
 (請用 Tina's 來回答)



5. Whose gloves are these?



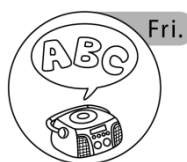
Many animals lay eggs are strong and beautiful. Robin eggs are usually (通常) in a nest of twigs (細枝). Butterfly eggs are small and on the bottom (底部) of leaf. They can be looked like (看起來) pearls (珍珠). Spider eggs are in the small case (殼) and they are brown.

1. () How many kinds (種類) of animal eggs are there in this paragraph (文章段落)?
 (1) One (2) Two (3) Three
2. () Which animal eggs are NOT small?
 (1) Robin eggs (2) Spider eggs
 (3) Butterfly eggs

E. Writing 根據問題，寫出答句

每題 4 分，共 20 分

1. A: Does she have English class on Friday?



B: _____

2. A: What class do you have?



B: _____

Appendix D

(Control Group Survey)

小朋友大家好：

老師想要了解你們對英文閱讀的習慣和情況，請依照自己的實際的學習過程來作答，謝謝你們的合作及幫忙！

孟薇老師

● 個人資料及接觸英文時間

_____ 年 _____ 班 _____ 號 性別：()男生 ()女生

1. 請問你以前有閱讀英文課外讀物的習慣嗎？

- () 有，蠻常閱讀英文課外讀物。
 () 有，但是偶而閱讀。
 () 沒有，但是有喜歡的還是會願意看。
 () 沒有，很少閱讀。

2. 你覺得閱讀英文課外讀物會很難嗎？

- () 非常難，為什麼？ _____
 () 還好。
 () 有點困難，但還蠻喜歡的。
 () 覺得很有挑戰，也很喜歡多接觸。

3. 請問你大約看過多少英文課外讀物？

- () 20 本以內
 () 20-40 本以內
 () 40-60 本以內
 () 60 本以上

4. 請問你多久看完一本讀本？

- () 一個小時內
 () 一到兩個小時
 () 兩個小時以上

5. 請問你現在仍持續有閱讀英文課外讀物的習慣嗎？

- () 有，還是會有閱讀英文課外讀物的習慣。
 () 有，但是偶而閱讀。
 () 沒有，但是有喜歡的還是會願意看。

() 沒有，很少閱讀。

6. 請問你現在一週大約花多少時間閱讀？

() 五個小時內

() 五-十個小時內

() 十-十五個小時內

() 十五個小時以上

7. 當你在閱讀的時候，遇到困難的單字時，你會怎麼做？

() 先忽略不管，繼續閱讀

() 邊閱讀邊查字典（網路上或者翻閱字典）

() 問老師或同學（補習班或學校老師）

() 問家裡的哥哥姊姊是否了解這個單字的意思

() 根據圖片，封面或文章上下文去猜測大概意思，不會特別去查字意

其他：_____

8. 你覺得英文閱讀對英語能力哪方面幫助比較多？

() 可以認識多一些單字

() 可以學習不同句型

() 可以增加不同的文化知識

() 其他：：_____

謝謝你的回答喔！

Appendix E

(Experimental Group Survey)

小朋友大家好：

老師想要了解你們這學期對英文閱讀的習慣和情況，請依照自己的實際的學習過程來作答，謝謝你們的合作及幫忙！

孟薇老師

● 個人資料及接觸英文時間

_____ 年 _____ 班 _____ 號 性別：()男生 ()女生

1. 請問你平時有閱讀英文課外讀物的習慣嗎？

- () 有，蠻常閱讀英文課外讀物。
 () 有，但是偶而閱讀。
 () 沒有，但是有喜歡的還是會願意看。
 () 沒有，很少閱讀。

2. 你覺得閱讀英文課外讀物會很難嗎？

- () 非常難，為什麼？ _____
 () 還好。
 () 有點困難，但還蠻喜歡的。
 () 覺得很有挑戰，也很喜歡多接觸。

3. 請問你多久看完一本讀本？

- () 一個小時內
 () 一到兩個小時
 () 兩個小時以上

4. 請問你一週大約花多少時間閱讀？

- () 五個小時內
 () 五-十個小時內
 () 十-十五個小時內
 () 十五個小時以上

5. 當你在閱讀的時候，遇到困難的單字時，你會怎麼做？

- () 先忽略不管，繼續閱讀
 () 邊閱讀邊查字典（網路上或者翻閱字典）
 () 問老師或同學（補習班或學校老師）
 () 問家裡的哥哥姊姊是否了解這個單字的意思
 () 根據圖片，封面或文章上下文去猜測大概意思，不會特別去查字意
 其他：_____

6. 當你在閱讀過程中，你會有哪種閱讀習慣？（可複選）

- () 記下重點或者關鍵字
- () 會整理寫出段落或內容大意
- () 會在重點文句上標記畫線做記號
- () 其他: _____

7. 你覺得英文閱讀對英語能力哪方面幫助比較多？

- () 可以認識多一些單字
- () 可以學習不同句型
- () 可以增加不同的文化知識
- () 其他: _____

8. 你覺得接觸英文讀本之後，還會覺得學習英文是件很困難的事情嗎？
為什麼？

謝謝你的回答喔！



Appendix F

5th Grade-- English Class: Teaching Syllabus

	Week	Lesson	Content	note
1	107/02/12 107/02/17	Starter unit	Sentences and words review	pretest
2	107/02/18 107/02/24	Unit 1	Story / Sentence A and Vocabulary / Activities	● Assign leveled readers
3	107/02/25 107/03/03	Unit 1	Sentence B and Vocabulary / Activities	
4	107/03/04 107/03/10	Unit 1	Wrap up	
5	107/03/11 107/03/17	Unit 2	Story / Sentence A and Vocabulary / Activities	● Assign leveled readers
6	107/03/18 107/03/24	Unit 2	Sentence B and Vocabulary / Activities	
7	107/03/25 107/03/31	Unit 2	Wrap up	
8	107/04/01 107/04/07	Review 1		Post-test 1
9	107/04/08 107/04/14	Review 1		
10	107/04/15 107/04/21	Mid-term Exam		
11	107/04/22 107/04/28	Unit 3	Story / Sentence A and Vocabulary / Activities	● Assign leveled readers
12	107/04/29 107/05/05	Unit 3	Sentence B and Vocabulary / Activities	
13	107/05/06 107/05/12	Unit 3	Wrap up	

14	107/05/13 107/05/19	Unit 4	Story / Sentence A and Vocabulary / Activities	● Assign leveled readers
15	107/05/20 107/05/26	Unit 4	Sentence B and Vocabulary / Activities	
16	107/05/27 107/06/02	Unit 4	Wrap up	
17	107/06/03 107/06/09	Review 2		Post-test 2
18	107/06/10 107/06/16	Review 2		
19	107/06/17 107/06/23	Culture		
20	107/06/24 107/06/30	Final Exam		

