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교육학석사학위논문

Effects of Reading with Vocabulary  
Enhancement Activities and Repeated  
Reading on English Vocabulary Knowledge  
of Korean Middle School English Learners

어휘강화 활동이 첨가된 영어 읽기 수업방식과  
반복읽기 수업방식이 한국 중학교 학생들의  
영어어휘지식에 미치는 영향

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Effects of Reading with Vocabulary  
Enhancement Activities and Repeated Reading  
on English Vocabulary Knowledge of Korean  
Middle School English Learners

By  
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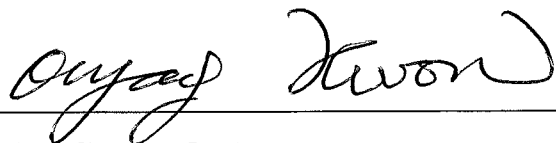
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Enhancement Activities and Repeated  
Reading on English Vocabulary Knowledge of  
Korean Middle School Learners

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## ABSTRACT

Studies on vocabulary acquisition through reading have recently received a growing body of attention in the L2 field, but studies on how Korean EFL middle school learners deal with the issue are relatively few. Therefore, the current study tries to find out how Korean EFL middle school learners acquire vocabulary knowledge through two different reading approaches: one with explicit vocabulary enhancement exercises and the other without them.

Eighty-seven third year (9<sup>th</sup> grade) Korean middle school students participated in this study. They were divided into two groups, forty-three students as the RV (Reading with vocabulary enhancing exercises) group and forty-four students as the RR (Reading plus re-reading the text with simple comprehension-check activities) group. To find out how much they acquire the target words, all the students are tested by the Modified Vocabulary Knowledge Scale. Independent Samples t-test was implemented to find out whether there were significant differences among the two groups' vocabulary knowledge gains.

There were significant differences between the two groups' vocabulary knowledge and the RV group outperformed the RR group. That is, the explicit vocabulary instruction helps the learners acquire more vocabulary knowledge.

Also, the test scores of ten high level and ten low level learners were compared to see if one of the reading approaches is more instructional for

specific level of learners. The proficiency level is decided on their English scores revealed by their officially administered English tests last year. The results show for both levels of learners, the RV approach is significantly more useful for their vocabulary knowledge acquisition.

Lastly, the two groups' answers on the vocabulary knowledge scale were analyzed in depth. Their answers were classified into unknown, partially known, receptive, or productive knowledge categories. About half of the RR groups' answers stayed in the unknown or partially known categories while only one quarter of the RV groups' answers were in that category. In addition, the RV group learners' vocabulary knowledge was much more productive than that of the RR group learners.

In conclusion, this study shows the effectiveness of explicit vocabulary enhancing exercises on the Korean middle school learners' English vocabulary growth. In addition, this study assures the necessity of using vocabulary enhancing exercises to encourage learners to produce more of their newly learned target vocabulary.

Key words: vocabulary enhancing exercises, L2 English vocabulary knowledge, Korean middle school learners, Vocabulary Knowledge Scales test

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# **CHAPTER 1**

## **INTRODUCTION**

The present study is intended to compare the effectiveness of two English reading approaches (reading with vocabulary-enhancement activities (RV) and repeated reading (RR)—reading the text again with simple after-reading activities) on English vocabulary knowledge of Korean middle school learners. The first section of this chapter describes the purpose of the current study. The next section addresses the research questions.

### **1.1 Purpose of the Study**

Krashen (1989) argued that reading is the principal source of lexical increase in the L2. Vocabulary knowledge has long been considered a major determinant influencing English as a second language/English as a foreign language (ESL/EFL) reading comprehension (Laufer, 1997). It has been claimed that there is a close relationship between vocabulary knowledge and reading comprehension in ESL/EFL settings.

Given the close relationship between ESL/EFL learners' vocabulary command and their ability to read, some researchers have begun searching for

ways to effectively enhance students' acquisition and retention of new vocabulary. Many techniques of direct vocabulary instruction have been examined through such attempts, including glosses (Hulstigin, 1992; Hulstijin, Hollander, & Greidanus, 1996; Watanabe, 1997), mnemonic devices (Beaton, Gruneberg, & Ellis, 1995), and morphological and syntactic analysis (Bauer & Nation, 1993; Nation, 1994).

We can also see good number of researchers (Knight, 1994; Laufer, 2000; Laufer, 2003; Min, 2008; Paribakht & Wesche, 1997) who tried to relate the vocabulary acquisition to reading. They discovered how ESL/EFL learners acquire vocabulary knowledge through diverse reading approaches. They agreed that reading with supplementary word-focused activities shows superior effectiveness over the reading-only approach during ESL/EFL learners' vocabulary acquisition and retention.

In the Korean EFL settings, there are many reading lessons with reading comprehension-check exercises and testing materials. However, there is no direct vocabulary instruction in the reading lesson plans and little attention is paid to the process of the learners' vocabulary acquisition. The vocabulary is just considered a key to unlock the box of sentences, and the vocabulary instruction is provided only to the extent of giving learners Korean translations of the target vocabulary. While, this kind of vocabulary instruction may seem like an explicit one, it is mainly done only in the meaning recognition aspect. Also, in the

Korean middle schools, the English proficiency gap between the high and the low level learners is huge.

From the situations above, the current research asks, “What if Korean middle school learners are instructed with well-organized vocabulary enhancement exercises while they take their reading lessons in school?” In this way they are not just providing Korean translations of the target words, but giving chances to exercise with the target words such as producing the target words in diverse contexts, completing the sentences with target words, searching for derived forms of the target words, and rearranging or organizing given elements to make right sentences, etc. Although there has been some research dealing with this issue for EFL learners (Min, 2008; Sharafi-Nejad et al., 2014), there has been no research conducted for Korean middle school learners.

This research tries to reveal the effectiveness of vocabulary enhancement exercises on Korean middle school learners’ English vocabulary acquisition. It compares the effectiveness of two reading approaches on vocabulary acquisition of Korean EFL middle school learners. Those approaches are RV (reading with vocabulary-enhancement activities) and RR (reading the text again with simple after-reading activities). The RV group is an experimental group and the RR group is a control group. Among the eighty-seven subjects in total, forty-three of them were in the RV group and forty-four were in the RR group. The instruction done for the RV group contains explicit vocabulary learning, while that for the

RR group offers the subjects the chance to meet the target vocabulary one more time, which is known as ‘implicit’ vocabulary learning. The total time of the instruction spent for the RV and the RR group is the same.

Secondly, the current study tries to find out if the effectiveness of the RV and the RR approaches varies with the learners’ proficiency levels. Most schools in Korea have employed the differentiated instruction system in English classes. This is because the students’ English proficiency level varies extensively, despite the fact that they are in the same grade. Which approach is more useful to high level learners or to low level learners? The proficiency level of the subjects is decided by the scores of the English tests officially administered by schools throughout last year. Ten high level learners and ten low level learners are selected from each group and the vocabulary test scores of each groups’ learners were compared according to their proficiency levels.

Lastly, this study wants to find out whether there are any differences in vocabulary knowledge itself acquired by the subjects of the RV and the RR groups. Their response patterns will be categorized as unknown, partially known, receptive, and productive and analyzed to show how much the learners of each group know the target vocabulary receptively or productively.

In summary, the purpose of this study is (a) to explore the effects of vocabulary enhancing activities on vocabulary knowledge compared with repeated reading group and (b) to find out if the learners’ proficiency factor has

any role in the process, and (c) to examine any differences in vocabulary knowledge itself acquired by the learners according to the two reading approaches .

## **1.2 Research Questions**

Research questions posed in this study are as follows:

1. Which approach helps the Korean middle school English learners acquire more vocabulary knowledge between reading with vocabulary enhancement activities (RV) and repeated reading (RR)?
2. Which approach is more helpful for high level and low level learners respectively between reading with vocabulary enhancement activities (RV) and repeated reading (RR)?
3. What are the differences in vocabulary knowledge patterns between reading plus vocabulary enhancement activities (RV) group and repeated reading (RR) group?

In the current study, the researcher wishes to add to the extant database on

the superior effectiveness of reading with focused vocabulary activities over reading-only approach by providing more empirical evidence from middle school EFL students' vocabulary knowledge acquisition in instructed foreign language context in Korea.

### **1.3 Organization of the Thesis**

The organization of this thesis is as follows: Chapter 1 introduces the purpose of the study with research questions. Chapter 2 provides a review of the literature on L2 vocabulary acquisition through reading in order to provide a theoretical background for this study. The kinds and the roles of other activities enhancing L2 vocabulary acquisition in previous researches are discussed as well. Chapter 3 describes the research method including data collection and analyses used in the study. In Chapter 4, statistical analyses are displayed and discussed. Chapter 5 reports the major findings and concludes the study with pedagogical implications and limitations, and suggestions for the future research.

## **CHAPTER 2**

### **REVIEW OF LITERATURE**

This chapter reviews literature relevant to the present study. Section 2.1 defines what vocabulary knowledge is and Section 2.2 shows how it has been assessed in major research so far. Section 2.3 reviews diverse types of vocabulary enhancement activities used in a number of studies so far. Section 2.4 introduces research dealing with L2 vocabulary acquisition through reading. In Subsection 2.4.2, specifically, the studies about vocabulary acquisition through reading plus other activities are discussed.

#### **2.1. Vocabulary Knowledge**

Words are complex units of language with various interlocking systems and levels. Therefore, there are many things to know about any particular words when someone says he knows a word. There have been a variety of proposals, in the field of L1 and L2 research, to define vocabulary knowledge (e.g., Cronbach, 1942; Kieffer & Lesaux, 2012; Nation, 1990, 2001; Quian, 1998, 1999). A more inclusive definition of word knowledge was offered by Richards (1976). According to his series of assumptions about what is meant by knowing a lexical



item, the following aspects constitute lexical competence: frequency, register, syntax, derivation, association, semantic values, and polysemy (Richards, 1976, p. 83). Although his set of assumptions was not comprehensive (Meara, 1996), it has been considered as a general framework for defining vocabulary knowledge, since it highlighted the multifaceted nature of word knowledge.

According to the Nation (2008), knowing a word involves form, meaning and use. The learners were assumed to have reached native-like competence and fluency if they have full ownership of these aspects of word knowledge (Schmitt & Meara, 1997). The kinds of vocabulary knowledge are shown in Table. 2.1.

**TABLE 2.1**  
**Kinds of Vocabulary Knowledge**  
**(Nation, 2008)**

Kinds of knowledge		Kinds of learning
Form		implicit learning involving noticing
Meaning		strong explicit learning
Use	grammar collocation	implicit learning
	constraints on use	explicit learning

Table 2.1 provides a broad overview of the different kinds of knowledge and the most effective kinds of learning. The form aspect involves the recognition and production of the words' spellings, sounds, or word parts. The grammar and

collocation aspects of use involve pattern recognition. Thus, those aspects are most effectively the goal of implicit learning (Ellis & Sinclair, 1996, pp. 236-238). In contrast, this table shows the meaning and the constraint aspects of use are more benefited from explicit learning. That is, the teacher and the learner should discuss where and when certain words should not be used. Until now, most vocabulary instructions in Korean EFL contexts mainly consisted of a strong explicit learning process of meanings. To make the vocabulary instruction effective, however, it should include diverse aspects of vocabulary knowledge.

Table 2.2 also shows the aspects of what is involved in knowing a word from the point of view of receptive knowledge and productive knowledge. The validity of the receptive and productive distinction acts as a way of distinguishing types of knowledge, and in most cases, depends on its resemblance to the distinction between the ‘receptive’ skills of listening and reading and the ‘productive’ skills of speaking and writing (Crow, 1986). In the present study, all the aspects of word knowledge including form, meaning, and use from the receptive and productive views are considered when the subjects are taught target vocabulary and tested afterwards.

**TABLE 2.2****What Is Involved in Knowing a Word****(Nation, 2008)**

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

R: receptive knowledge, P: productive knowledge

## **2.2. Assessment of Vocabulary Knowledge**

Testing vocabulary is similar to testing other areas of language knowledge and use (Nation, 2008). Table 2.3 shows a full range of questions for testing vocabulary knowledge. It is an adapted version of Table 2.2 which lists what is involved in knowing a word. It is useful for deciding what aspects of vocabulary knowledge are to be tested and should help to ask ‘What do I want to test?’

There are a number of researchers who tested vocabulary knowledge with various test items. Meara, Lightbown and Halter (1997) used a large number of cognates in Yes/No tests. Goodrich (1977) studied eight different distractor types in multiple-choice vocabulary items and found the false synonym<sup>1</sup> the most distracting. This reinforces Nagy, Herman and Anderson’s (1985) decision to make items more sensitive by having distracters with minimal meaning relationship to the correct answer. For second language learners, Watanabe (1997) found that testing words in the context in which they had occurred in a previously read text resulted in higher scores than when the words were tested in isolation.

---

<sup>1</sup> a word with a similar meaning to one of the meanings of the correct word but not correct in the given context

**TABLE 2.3**

**Aspects of Word Knowledge for Testing (Nation, 2008)**

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

R: receptive knowledge, P: productive knowledge

The majority of tests designed to measure the size of the L2 lexicon have focused on receptive vocabulary in part because receptive vocabulary knowledge is in a sense prior to producing vocabulary. Probably the most obvious reason that more tests exist for receptive than for productive vocabulary is that it has proved to be much more difficult to accurately measure the size of the productive lexicon because the words that a learner produces “tend to be so context-specific that it is difficult to calculate from a small sample the true size or range of the learner’s productive vocabulary” (Meara & Fitzpatrick, 2000, p. 20).

Most measures of productive lexicon take the form of tests where the student has to fill in a word in context, usually with the first two or three letters given (e.g., the productive levels test; Laufer & Nation, 1999). Vocabulary used in essays can be analyzed in a number of different ways; Laufer and Nation (1995) summarized four of the most popular measurements: lexical originality, lexical density, lexical sophistication, and lexical variation. The major challenge of this kind of measurement is the subjective nature of the judgment of errors that requires interrater reliability. Due to the various drawbacks of these measures, Laufer and Nation (1995) proposed the lexical frequency profile (LFP). This test uses a computer program to compare the words in a composition against lists of the first 1,000 most frequent words of English, the next 1,000 most frequent words, and the University Word List (UWL), which is a list of words not in the first 2,000 most frequent of general English but which are

“frequent and [have a] wide range across a variety of written academic texts from a variety of disciplines” (Laufer & Nation, 1995, p. 312). In the present study design, however, the productive vocabulary test is based on the sentence level, not on an essay format. This is because the English proficiency level of subjects is not that high. Therefore, the lexical frequency profile cannot be used.

Interviews are often used to test several aspects of a word in the same session. (Nation, 2008). Nagy, Herman and Anderson (1985) describe their interview procedure in detail. Wesche and Paribakht (1996) have done considerable work on their interview based Vocabulary Knowledge Scale in Figure 2.1.

### **FIGURE 2.1**

#### **Vocabulary Knowledge Scale**

1. I haven't seen this word before.
2. I have seen this word before, but I don't know what it means.
3. I have seen this word before and I think it means ...
4. I know this word. It means...
5. I can use this word in a sentence.

From Wesche and Paribakht (1996)

In this, learners are given a word which they respond to using the five statements above. In the current study, the modified version of this vocabulary knowledge scale is used to test the subjects' vocabulary knowledge.

### **2.3. Vocabulary Enhancement Activities**

In a recent ESL classroom experiment, reading indeed lead to substantial gains in word knowledge, but gains significantly greater when selected text-related vocabulary exercises replaced some reading practice (Paribakht & Wesche 1993). Wesche and Paribakht (1994) represented a hypothesized hierarchy of the degree and type of mental processing required by various kinds of vocabulary exercises, in accordance with current understanding of how learners acquire new knowledge of the target language from novel input. And the categories are (1) **selective attention** to specific words through visual signaling, (2) **recognition** of target words and their meanings, (3) grammatical and morphological **manipulation** of words and word elements in context, (4) **interpretation** of word meanings in relation to other words or discourse functions, and (5) **production** of the target word in appropriate context.

First, the selective attention exercise category uses different techniques to draw the learners' attention to the target word. Its aim is to ensure that students 'notice' and apperceive the target word, corresponding to the first stage in



acquisition of the word or novel knowledge about it in Gass's (1988) framework. This type of exercise is often used as an advance organizer, and is the least demanding type for the learner.

Second, in the recognition exercise category, the learners are asked only to recognize the target words and their meanings; thus they require only partial knowledge of the target vocabulary item. For example, matching the target word with a definition or synonym, recognizing the meaning of the target word from a multiple choice of meanings, choosing the correct picture after seeing or hearing the target word, seeing or hearing the target word in the L2 and giving its equivalent in L1 can be included in this category.

Third, manipulation involves rearranging and organizing given elements to make words or phrases, drawing on students' knowledge of morphology and grammatical categories. They require a deeper level of processing than the previous categories and, thus require more precise comprehension of target words. Giving derivations of words (i. e., changing the grammatical category of the target word, such as from noun to adjective, or from verb to noun), using stems and affixes to construct words can be included as example exercises for this category.

Fourth, interpretation exercises involve more precise semantic analysis including the relationship of target words with other words in given contexts (e.g., collocations, synonyms and antonyms). It provides information for intake

and integration of new items into lexical networks. For instance, finding the odd word in a series of collocationally related words, understanding the meanings and grammatical functions of the target words in the text and recognizing words or phrases which could be substituted in the text can be included in this category. Also, multiple choice cloze exercises and guessing the meaning of target words in context can be more simplistic ways of conducting interpretation exercises.

Lastly, production exercises require the most demanding lexical processing such as recall and reconstruction of words. These exercises require the learners to retrieve and produce the target words in appropriate novel contexts. In order to successfully do these exercises, learners need to have developed control of syntactic, semantic and possibly functional aspects of the target word. Therefore, production exercises include open cloze exercises, answering a question requiring the target word, finding a mistake in idiom use in a sentence and correcting it.

In the present study, the researcher has tries to include all the types of vocabulary enhancement exercises into the process of instruction. Three vocabulary enhancing exercise worksheets of three different texts are developed respectively with the target words. These worksheets are the result of thoughtful considerations about Korean EFL middle school learners' proficiency of English.

## **2.4 L2 Vocabulary Acquisition through Reading Approaches**

What is known about how new vocabulary knowledge is acquired through reading? Research on this issue has been much more extensive for first than for second language acquisition. Traditionally, this issue was born out of the positive reciprocal relationship between reading and vocabulary knowledge. Some of the research showed incidental vocabulary growth from reading text only but its effectiveness is limited. By now, other researchers have revealed the superiority of reading with special vocabulary enhancing activities on vocabulary acquisition. The more precise overview of the two different approaches will be as follows.

### **2.4.1 L2 Vocabulary Acquisition through Reading Only**

The research on learning second language vocabulary through reading only generally shows that small amounts of incidental vocabulary learning occur from reading. Related L2 research confirms that introducing a reading “flood” where learners are motivated and focused on meaning leads to measurable gains in vocabulary knowledge (Elley & Mangubhai, 1983; Ferris, 1988; Krashen, 1989). All of the studies above tried to uncover the effectiveness of reading only on vocabulary knowledge gains. Yet, this argument was deemed as an

intuition-appealing contention, drawn on either “default hypothesis” (Laufer, 2003) or studies reporting general vocabulary progress during class reading (Elley, 1991) or after-class reading (Elley & Mangubhai, 1983; Parry, 1993, 1997; Shu, Anderson, & Zhang, 1995; Wode, 1999) rather than on empirical evidence showing significant gains on particular words.

Studies reporting incidental vocabulary acquisition while reading text for meaning all found a small gain in vocabulary (Cho & Krashen, 1994; Horst, Cobb, & Meara, 1998) as mentioned above, although some of the word gains reached a significant level (Day et al., 1991; Dupuy & Krashen, 1993; Pitts et al., 1989). These low rates of vocabulary growth led Laufer (2003) to challenge the efficiency of reading only in vocabulary acquisition in foreign language classrooms.

In this study, this reading only approach was set up as the instructional treatment of control group RR (repeated reading with simple comprehension check activities) to reveal the effectiveness of direct vocabulary enhancing exercises on vocabulary acquisition.

## **2.4.2 L2 Vocabulary Acquisition through Reading Plus Other Activities**

In an attempt to compare vocabulary learning through reading with vocabulary learning through productive activities, Laufer (2003) conducted three experiments. In the first experiment, she compared two groups' retention of ten unknown words. The reading group read the new words in text with L1 glosses in the margin and answered comprehension questions. The 'sentence writing' group wrote sentences with the ten target words for which the L1 translation equivalents were provided for students' reference. The results showed that the 'sentence writing' group had significantly higher scores on the immediate and the delayed tests.

In the second experiment, Laufer (2003) compared the reading group with the 'composition group' that was required to compose a letter by using the ten target words. The results showed that the 'composition group' recalled significantly more word meanings than the reading group.

In the last experiment, Laufer (2003) compared three different groups' retention of another ten words. The first group read a text and could look up uncertain words in their dictionaries for meanings. The 'sentence writing' group (as in Experiment 1) wrote original sentences. The 'sentence completion' group was given a list of the ten target words and asked to fill in each blank with an

appropriate word in the ten sentences. Results showed that the ‘sentence completion’ group significantly outperformed the other groups.

However, most of Laufer’s (2003) experiments were based on a single encounter of unknown words in texts, rendering the results less applicable to authentic instructional contexts, especially to EFL context. Therefore, in the present study, the reading materials are chosen to make the subjects encounter the target vocabulary more than three times.

Paribakht and Wesche (1997) examined the effects of two reading approaches—the reading only and reading plus text-based vocabulary exercises—on college ESL students’ vocabulary growth in an authentic comprehension-based program. Results showed reading combined with text-based vocabulary exercises led to gains in L2 vocabulary knowledge that were superior to those obtained from reading for comprehension only. Paribakht and Wesche, however, did not further analyze the students’ score gains. Although they pointed out that a large number of learners in the reading plus treatment appeared to “have achieved greater depth in their knowledge of these words” (p. 189), specific gains on receptive and productive word knowledge were unclear.

In addition, they employed two different instructional treatments to the same group of students and, as a result, had to use different sets of reading materials and target words for each treatment. This can be a problem because one does not know if the result was affected by different readings and target words

not by the different treatments. Therefore, in the current study design, the same reading materials are used to two different instructional treatments.

Given the previous discussions on Laufer's (2003) and Paribakht and Wesche's (1997) experimental designs, the researcher wishes to find out the impact of reading combined with vocabulary-focused activities on Korean middle school English learners' vocabulary acquisition.

The researcher's purpose is to examine whether the combination of a reading class plus vocabulary-enhancing exercises better increases foreign language teenage learners' vocabulary acquisition than a class engaging in repeated readings of the same text. She also wants to see whether the two groups' vocabulary knowledge shows any differences through a detailed so-called qualitative analysis.

In recent years, more researchers tried to corroborated previous research that reading supplemented with vocabulary-enhancement activities are more effective for vocabulary gains and retention. Min (2008) compared the effectiveness of reading plus vocabulary-enhancement activities and narrow reading. He concluded that reading plus focused vocabulary exercises are more effective and efficient than the narrow reading approach in enhancing target vocabulary acquisition and retention among EFL secondary students. Peters et al. (2009) investigated three techniques designed to increase the chances that second language (L2) readers look up and learn unfamiliar words during and after

reading an L2 text. He tried to compare the effectiveness of three vocabulary enhancement techniques. And his findings provided robust evidence that the low incidence of vocabulary acquisition through reading (“input only”) can be substantially boosted by techniques that make students look up the meaning of unknown words, process their form-meaning relationship elaborately, and process them again after reading (“input plus”). Sharafi-Nejad et al. (2014) also showed that reading plus vocabulary enhancement activity group gained better results than reading only group on both acquisition and retention tests. He revealed that the “Reading plus” method is more effective in increasing knowledge of vocabulary and long term retention in male and female EFL learners in Iran. However, all of the recent researches mentioned above barely match the Korean EFL setting. They were lacking of consideration about the huge proficiency gap among the learners and the learners’ strong eager to master their English textbooks given from the government.



## **CHAPTER 3**

### **METHOD**

This chapter deals with methodology and data analyses used in this study. Section 3.1 describes the participants, and Section 3.2 introduces instruments used in the present study, including the reading materials and target vocabulary, comprehension-check homework questions, vocabulary enhancement exercises, vocabulary knowledge test materials and interview questions. Section 3.3 explains the procedure of the actual instruction, the scoring, and the interview. Finally, in Section 3.4 the procedure of data analysis is reported.

#### **3.1. Participants**

A total of eighty-seven middle school 9th grade students whose ages ranged from fifteen to sixteen were recruited. They were selected from a girls' middle school in Seoul, Korea. Most of the students had been learning English for seven years. Students who had lived in English speaking countries for more than six months were excluded. All of the girls were from four classes and the classes are evenly divided by the students' average test scores. The tests were officially administered by the school throughout the previous year.

Data were collected for about eight weeks and the eighty-seven students were divided into two sub-groups: Group RV (Reading with vocabulary enhancing exercises) and Group RR (Repeated reading with simple comprehension-check activities). Forty-three students were assigned to the Group RV, the experimental group, and forty-four, to the Group RR. The control group, which was provided with repeated reading lessons after the first reading lesson with simple comprehension check activities. Group RV, in contrast, received vocabulary enhancing exercises after the first reading lesson. Both groups did comprehension-check homework after the first reading lesson, and the answer was checked in the next period. There will be more explanation about the homework in section 3.2.

The average English proficiency levels of the two groups were similar, based on their English test scores officially administered in the previous year. Within each group, to sort out ten high level and ten low level students, English test scores were used. The general information about the participants and group formations is summarized in Table 3.1. In the RV group, forty-three students read the text with the explicit vocabulary enhancing exercises. However, in the RR group, forty-four students read the text once and read the same text again. The total time of the two treatments was the same and the comprehension-check homework was given to both groups' students.

**TABLE 3.1**

**Participants' Information & Group Formations**

Group	N	Instructional treatments
RV	43	Reading + Comprehension Check Homework +Vocabulary Enhancing Activities
RR	44	Reading +Comprehension Check Homework +Reading Again
Total	87	

**3.2. Instruments**

In this section, the materials and instruments used in the present study are described. Three reading materials and the target vocabulary from the texts, comprehension-check homework questions, vocabulary enhancement exercises of the three texts, the modified vocabulary knowledge scale as a test instrument, and scoring system are following.

### **3.2.1 Reading Materials and Target Vocabulary**

The reading materials were selected from the textbook for the middle school 9th grade learners in Korea (Kim, Deok-ki et al., 2010). Drawing on three selection criteria (students' interest, instructional appropriateness, as well as linguistic difficulty and text length), the researcher chose as the main texts three authentic articles on three themes: Schweitzer of Korea, Wonderful Worms, and Smells Sell (Appendix 1). The articles were all from the participants' English textbook, rendering them instructionally appropriate. Three different articles were about 400 word-length, and all of the words in these articles were those included in the word list for 9th grade middle school English curriculum. With regard to linguistic difficulty, researchers (Hu & Nation, 2000; Waring & Takaki, 2003) suggested that the optimal ratio of known words to total words covered in a text be between 96% and 99%. Given that the ratio of new words in each article was below 3%, it was expected that both groups could read at a high level of text comprehension and text coverage.

The three texts mentioned above were given to the learners of both groups, RV and RR. In some studies, another supplementary reading material which included the target vocabulary was provided to the students in the control group. But, in the present study, the RR group students were given the same text again because the supplementary reading was likely to cause too much difficulty for

EFL middle school learners to understand and acquire the target vocabulary. Therefore, the students in RR group read again the same text they had learned in the previous reading lesson.

**TABLE 3.2**

**List of Selected Target Words from the Three Main Texts**

<b>'Schweitzer of Korea' (17 target words)</b>	
Words (14)	wounded/ treatment/ medical/ belief/ flood/ remain/ instead/ borrow/ patient/ liver/ operation/ insurance/ achievement/ rooftop
Phrases (3)	come true/ day and night/ run out of
<b>'Wonderful Worms' (16 target words)</b>	
Words (14)	worm/ ugly/ creature/ garbage/ produce/ soil/ compost/ cover/ pour/ container/ bottom/ bedding/ avoid/ harvest
Phrases (2)	deal with/ keep an eye on
<b>'Smells Sell' (20 target words)</b>	
Words (14)	trap/ sense/ powerful/ mood/ smoke/ burn/ marketer/ recent/ product/ scented/ comforting/ society/ imagine/ refreshed
Phrases (6)	remind~ of.../ according to/ up to/ go beyond/ work wonders/ lie ahead of

All of the target vocabulary words (See Table 3.2) were content words, and about 20% of the total vocabulary consisted of phrases. The list of selected target

words from three main texts is in Table 3.2 below. From the first text ‘Schweitzer of Korea’, fourteen words and three phrases are chosen as the target vocabulary. From the second text ‘Wonderful Worms’, fourteen words and two phrases are selected. Lastly, fourteen words and six phrases were chosen from the third text ‘Smells Sell’. To confirm that most of the target words were new to the participants, the target words were tested to the other class members who were in the same 9<sup>th</sup> grade in the same school. The results showed almost all of the girls barely know the meanings of target words.

### **3.2.2 Comprehension-check Homework**

In the process of reading, the participants were given homework as comprehension checkup questions about what they had read in that class. This is to help them to understand the text better. And those kinds of comprehension questions are the most well-known after-reading activity. Table 3.3 shows the sample comprehension questions from the three main texts. While answering the questions, students had a chance to recognize the meaning of the target words and to produce them in sentences.

**TABLE 3.3**

**Samples of Comprehension Questions for the Three Main Texts**

‘Schweitzer of Korea’	
Open questions	When did Jang Giryoo decide to be a doctor?
	Where did Dr. Jang open a free medical center?
	Why did the farmer offer to work at the hospital?
	What was the first medical insurance system in Korea?
True/False questions	Dr. Jang went to Busan with his family during the Korean War. (T/F)
	Dr. Jang gave up all he had for the poor and the sick. (T/F)
‘Wonderful Worms’	
Open questions	What does compost do for plants?
	How do worms help the environment?
	Why shouldn’t you give meat or fish to worms?
	How much garbage can one kilogram of worms eat every day?
True/False questions	Worms protect the environment by turning garbage into compost. (T/F)
	To help worms make compost, we must fill the container with water. (T/F)
‘Smells Sell’	
Open questions	Of the five senses, what is the most powerful in changing our mood?
	What makes people want to stay longer in a store?
	What are the examples of “many parts of society” in line 25?
	Which smell would you use to show you feel refreshed?
True/False questions	An odor trap can be used to draw customers to a product. (T/F)
	Smells are so powerful that they can change our mood. (T/F)

### **3.2.3 Vocabulary Enhancement Exercises**

The vocabulary enhancement exercises were made to ensure that students had two to three additional encounters with the target words during the instruction. Group RV encounter the target words four to six times in total. The vocabulary enhancement exercises mainly consisted of four parts: recognition, production, manipulation, and interpretation (See Figure 3.1). And all types of exercises are equally included in one exercise worksheet. The selective attention was given in the text with glosses at the bottom of it. The target words were visually signaled in the main text with the bold-faced letters. In the recognition exercise type questions, recognizing the meaning of the target word from a multiple choice of meanings or matching the target word with a definition or synonym was included. The production exercise types included seeing an L1 equivalent or an L2 synonym and providing the target word. Also, there were some types of exercise in which learners were asked to answer a question requiring the target word. During the interpretation type exercise, guessing the meaning of target words in context or understanding the meanings and grammatical functions of the target word in the text were included. The manipulation type of exercises was included giving derivations of words.



**FIGURE 3.1**

**Vocabulary Enhancement Exercise Types**

<p>Recognition</p> <ul style="list-style-type: none"><li>✓ Match the word to its right meaning. ____ trap    ____ sense    ____ burn</li><li>a. A fire and flame somewhere</li><li>b. Sight, smell, hearing, touch, and taste</li><li>c. A device which is placed on a hole which is dug to catch animals</li></ul> <p>Interpretation</p> <ul style="list-style-type: none"><li>✓ Correct the mistake in each sentence.</li><li>(1) The patients need to get medical treat day and night.</li><li>(2) He was given an award for his achieve.</li></ul> <p>Manipulation</p> <ul style="list-style-type: none"><li>✓ Find out how the meanings of ‘cover’ in (1) and (2) are different.</li><li>(1) Please place a <u>cover</u> over the container.</li><li>(2) Put food garbage into the container and <u>cover</u> it with a plastic bag.</li><li>✓ Find out how the meanings of ‘harvest’ in (1) and (2) are different.</li><li>(1) We had a bad <u>harvest</u> this year.</li><li>(2) <u>Harvest</u> the compost when almost all of the garbage is gone.</li></ul> <p>Production</p> <ul style="list-style-type: none"><li>✓ Fill out the blanks with an appropriate word.</li><li>They _____ the town and lost their way. (그들은 마을을 지나쳐 길을 잃었다.)</li></ul>
--

There were some tasks made up of two types of exercises as well. An example of complex type exercise is shown in Figure 3.2. The derivation form of ‘treat’ was given as ‘treatment’, and the students were asked to write the

derivation form of 'achieve'. This was a manipulation type of exercise. In addition, the learners should fill in the blanks from the sentences given below, which was a production type of exercise.

### FIGURE 3.2

#### Complex Type of Vocabulary Enhancement Exercises

- treat – treatment
  - achieve-\_\_\_\_\_
- (1) The doctor has \_\_\_\_\_ sick people all his life.
  - (2) When you are sick, you need to see a doctor for \_\_\_\_\_.
  - (3) You have \_\_\_\_\_ many great things.
  - (4) His greatest \_\_\_\_\_ was building homes for the poor.

Three vocabulary enhancing exercise worksheets were made for the three texts in total. All of the five types of exercises (selective attention, recognition, manipulation, interpretation, and production) were included in each of the worksheets so that the learners could experience diverse levels of processing.

### **3.2.4 Test Instrument**

Paribakht and Wesche (1997) suggested the Vocabulary Knowledge Scale (VKS) to measure the learners' vocabulary knowledge. This version measures students' receptive and productive knowledge about a word, which can verify actual knowledge against perceived knowledge (Min, 2008). Although VKS mainly relies on students' self-report, Wesche and Paribakht (1996) found high correlations between students' rating and their scoring on the same scale. These high correlations suggest that the students' report of their knowledge level of the target vocabulary is reasonably accurate (Horst, 2005). Also, unlike prompted meaning question items (e.g., multiple-choice questions), which provide subjects with a range of possible answers to choose from, self-report categories of VKS do not offer clues to the target words.

The VKS, however, has some limitations. It reduces the complex nature of vocabulary knowledge to a single scale where multiple scales are needed (Read, 2000, p. 136). Also, the VKS scale represents a continuum on which receptive word knowledge is assumed to precede productive word knowledge (Melka, 1997), but critics argue that it is equally likely for advanced ESL/EFL learners to possess productive word knowledge without any receptive knowledge (McNeill, 1996).

Even though there are some limitations as shown above, Min (2008) still

believed in its effectiveness of testing vocabulary knowledge and emphasized its one advantage, saying it is sensitive enough to reflect changes in vocabulary knowledge during relatively brief instructional periods. Therefore, he suggested the modified version of VKS, pointing out several potential problems underlying the original VKS elicitation scale and its scoring categories. He condensed the original five categories (Figure 2.1) into four and subsumed them under the basic unknown/known dichotomy (Horst, 2005; Paribakht & Wesche, 1997). Figure 3.3 shows his modified vocabulary knowledge scale.

### FIGURE 3.3

#### Modified Vocabulary Knowledge Scale

1. I don't remember having seen this word before.
2. I have seen this word before, but I don't know what it means.
3. I know this word. It means \_\_\_\_\_.  
(Give the meaning in English or Korean.)
4. I can use this word in a sentence. \_\_\_\_\_ (Write a sentence.)  
(If you do this section, please also complete #3.)

*From Min (2008)*

In the current study, the researcher used the Korean version (Appendix 4) of modified vocabulary knowledge scale, which was adopted from Min's (2008) study design. Therefore, the Korean EFL learners were able to perform self-

report of the target words immediately after the three instructional classes respectively.

### 3.2.5 Interview Questions

The interview questions were used to see the students' idea about each of the instructional treatments. They are about what difficulties the learners had when learning a new vocabulary item and if the instruction type was helpful. Figure 3.4 below shows the interview questions, and the transcription of the students' interview is given in Appendix 5.

**FIGURE 3.4 Interview Questions**

<p>The high and low level learners from RV group</p> <ul style="list-style-type: none"><li>✓ What difficulties do you mostly have when you learn a new vocabulary item?</li><li>✓ What do you think about the vocabulary enhancing exercises?</li></ul> <p>Was it helpful to you?</p> <p>The high and low level learners from RR group</p> <ul style="list-style-type: none"><li>✓ What difficulties do you mostly have when you learn a new vocabulary item?</li><li>✓ What do you think about the re-reading the text with simple comprehension check activities?</li></ul> <p>Was it helpful to you?</p>
---

### **3.3 Procedures**

The researcher, a female instructor, who had 6 years of teaching experience at a middle school taught the students of both RV and RR groups. They met four hours per week. For the first week, both groups read the main text with the target words glossed at the bottom of the pages (See Appendix 1). The rationale for making the target words glossed was to ensure that both groups, especially the RR group, perceived the target words (Gass, 1988). After the two groups read the main text in class, the teacher employed some post-reading activities such as discussion, interpretation, and answering questions. These activities were employed to help the learners understand the main text better. The sample forms of the post-reading discussion activities are in Figure 3.5.

The students were asked to answer to comprehension questions for homework after each reading class, and the answers were checked with the teacher when they met again the following class. This was to ensure that the students fully understood the main text they had just read.

### FIGURE 3.5

#### Examples of Post-reading Discussion Activities

‘Schweitzer of Korea’

- ✓ How do you want to help the poor?
- ✓ What parts of Dr. Jang do you like the best?

‘Wonderful Worms’

- ✓ What do you do to deal with the food garbage at home?
- ✓ What plants do you want to grow with the compost made by worms?

‘Smells Sell’

- ✓ Have you ever experienced the power of smell when you shop?
- ✓ In what situations can you use smell?

During the next period, the RV group did a variety of vocabulary-enhancing exercises on the target words from the given text. These exercises were to let the students tap the receptive and productive knowledge of the target vocabulary. Each target word appeared in the vocabulary exercises three to four times (See Appendix 2).

The RR group, in contrast, read the text again after checking answers with the instructor during the second period. Each target word appeared three to four times more to further expose the RR group through re-reading.

**FIGURE 3.6****Instructional Procedures**

Period	Group RV	Group RR
1	Reading 'Schweitzer of Korea' Part 1	
2	Checking the answers to the homework of 'Schweitzer of Korea' Part 1 Reading 'Schweitzer of Korea' Part 2	
3	<ul style="list-style-type: none"> <li>✓ Checking the answers to the homework of 'Schweitzer of Korea' Part 2</li> <li>✓ Doing vocabulary-enhancing activity of target vocabulary from 'Schweitzer of Korea'</li> </ul>	<ul style="list-style-type: none"> <li>✓ Checking the answers to the homework of 'Schweitzer of Korea' Part 2</li> <li>✓ Reading 'Schweitzer of Korea' again</li> </ul>
4	Vocabulary Knowledge Scale Test for 'Schweitzer of Korea'	
5	Reading 'Wonderful Worms' Part 1	
6	Checking the answers to the homework of 'Wonderful Worms' part 1 Reading 'Wonderful Worms' part 2	
7	<ul style="list-style-type: none"> <li>✓ Checking the answers to the homework of 'Wonderful Worms' Part 2</li> <li>✓ Doing vocabulary-enhancing activity of target vocabulary from 'Wonderful Worms'</li> </ul>	<ul style="list-style-type: none"> <li>✓ Checking the answers to the homework of 'Wonderful Worms' Part 2</li> <li>✓ Reading 'Wonderful Worms' again</li> </ul>
8	Vocabulary Knowledge Scales Test for 'Wonderful Worms'	
9	Reading 'Smells Sell' Part 1	
10	Checking the answers to the homework of 'Smells Sell' Part 1 Reading 'Smells Sell' Part 2	



11	<ul style="list-style-type: none"> <li>✓ Checking the answers to the homework of ‘Smells Sell’ Part 2</li> <li>✓ Doing vocabulary-enhancing activity of target vocabulary from ‘Smells Sell’</li> </ul>	<ul style="list-style-type: none"> <li>✓ Checking the answers to the homework of ‘Smells Sell’ Part 2</li> <li>✓ Reading ‘Smells Sell’ again.</li> </ul>
12	Vocabulary Knowledge Scales Test for ‘Smells Sell’	
Interview		

The texts were divided into two parts since they were lengthy. After the first reading instruction from the text ‘Schweitzer of Korea’ Part 1, the second instruction from the text ‘Schweitzer of Korea’ Part 2 was followed. The process was the same, but there was a time gap between the two reading lessons. This was because the textbook, like many other English textbooks in Korea, was composed of special kinds of teaching sections such as listening, speaking, reading and writing in one unit. Therefore, reading classes are in each of the four periods. During the four periods, students could possibly have the chance of using the target words, but this does not disrupt any of the experimental processes because it occurs after each test. Figure 3.6 shows the whole schedule for reading plus vocabulary-enhancement activities and re-reading.

An interview was arranged after the three times of instructions to elicit more in-depth insights into students’ idea about each instructional treatment. Two high proficiency level students and two low proficiency level students were

chosen from RV and RR group respectively. Different students were interviewed at different times. It took around five to ten minutes to interview one student. Each student was asked two questions, and the data were transcribed by the instructor with participants' permission.

One point was given for receptive word knowledge if a synonym or translation of the target word was correct. Another point was given for productive word knowledge when the use of a target word was both grammatically and semantically correct, even if other parts of the sentence contained errors. The maximum score for each type of knowledge as receptive and productive was 17 for the first test, 16 for the second test, and 20 for the third test. Therefore, the total score for the both types of knowledge was 34 for the first test, 32 for the second test, and 40 for the third test.

The modified VKS scoring scale did not assign any point to self-reported word knowledge of Category 1 ("I don't remember having seen this word before") or Category 2 ("I have seen this word before but I don't know what it means"). In short, these two categories can be classified as unknown word category.

However, Categories 3 and 4 were classified as known word category. There were two possibilities of scores for Category 3 ("I have seen this word before, and I think it means \_\_\_\_\_ (synonym or translation)). First, zero points were given if the synonym or translation of the target word was wrong.

Second, one point was assigned to a correct synonym or translation of the target word. If the target word had two or more different meanings and the translation the learner answered was not the same from the text, one point was given as well. For example, the word 'cover' has two different meanings as 'putting a lid on a container' (a verb) and 'a cover of something like books' (a noun). One point was given for the noun meaning even if a verb meaning was used in the text 'Wonderful Worms'.

Category 4 ("I can use this word in a sentence: \_\_\_\_\_") is asking the students' productive vocabulary knowledge. It required the students to answer Category 3 first and then use this word to make a sentence. There were two possibilities of scoring as well. Zero points were given to the incorrect responses, ranging from misinterpreting the meaning of the target word to incorrect grammar usage, even if the correct understanding of the lexical meaning was given.

In contrast, one point was assigned when the use of the target word was grammatically and semantically correct even if other parts of the sentence contained errors. For example, a sentence such as 'There was a line of wounded people who waiting for the treatment.' received one point when the target word was 'wounded'. It was because, even if the relative clause missed the verb 'were', the use of target word 'wounded' was correct. However, a sentence like 'He borrowing tents from the army.' received no point when the word 'borrow' was

the target word, because the use of target word ‘borrow’ is grammatically wrong.

### **3.4 Data Analyses**

To answer the first and second research questions, vocabulary knowledge scale scores are compared. In order to compare the scores obtained from the RV and RR groups, an independent samples t-test was conducted for all three vocabulary knowledge tests. In addition, to see how the scores differed across the participants’ proficiency levels, an independent samples t-test was conducted for the low and high level learners as well. The SPSS (Statistical Package for Social Studies) version 21.0 was used as the main statistical program for the analyses. Finally, to see if there are any differences in the patterns of each group’s vocabulary gains, the students’ answers are categorized as unknown, partially known, receptive, and productive and counted to show the result in percentage.

## **CHAPTER 4**

### **RESULTS AND DISCUSSION**

This chapter presents the results of the current study and a discussion about the major findings. Section 4.1 displays the effects of two reading approaches, RV (Reading with vocabulary enhancing exercises) and RR (Reading plus re-reading the text with simple comprehension-check activities) on vocabulary knowledge growth. Section 4.2 shows how the two groups' effectiveness differs depending on the learners' proficiency levels. Lastly, Section 4.3 offers the differences between the two groups' vocabulary acquisition patterns through categorizing vocabulary knowledge the students acquired.

#### **4.1 Effects of Two Reading Approaches on Vocabulary Knowledge Acquisition**

The first research question above probed the effects of two reading approaches, RV and RR, on the students' vocabulary knowledge. Table 4.1 reveals the descriptive statistics for vocabulary knowledge scale test scores of the two groups. The RV group learners marked higher mean score than RR group learners for the three individual tests (M1=27.79, M2=25.72, M3=36.98). We can

see the RV group's outperformance in vocabulary gains.

**TABLE 4.1**  
**Descriptive Statistics for Vocabulary Knowledge Scales Test**

VKST	Group	N	Mean	SD
Test 1	RV	43	27.79	5.21
	RR	44	21.11	5.65
Test 2	RV	43	25.72	4.89
	RR	44	20.45	5.96
Test 3	RV	43	36.98	3.47
	RR	44	30.18	4.16

Independent samples t-test results in Table 4.2 show that there is a significant difference between the mean scores of the two groups, RV and RR, throughout the three tests ( $t=5.731$ ,  $sig.=.000$ ), ( $t=4.500$ ,  $sig.=.000$ ), ( $t=8.265$ ,  $sig.=.000$ ). Therefore, we can conclude that the RV group acquired significantly more vocabulary knowledge than the RR group.

**TABLE 4.2**

**Independent Samples t-Tests Between Groups of the VKTS**

	<b>T</b>	<b>df</b>	<b>Sig.</b>
Test1	5.731	85	.000
Test2	4.500	85	.000
Test3	8.265	85	.000

In Tables 4.3 and 4.4, the total mean scores of three times of VKS test are shown and analyzed. This is to see if each student's total score gained from three tests is supportive to the results. And these findings as well strongly confirm the superiority of the RV group in vocabulary gains (M=90.49) and its significance (t=6.614, sig.=.000). Therefore, we can conclude that not only did the RV group learners gain more vocabulary in each test, but also each one of the learners from the RV group gained more vocabulary than the students from the RR group throughout the whole period of instruction.

**TABLE 4.3**  
**Descriptive Statistics**  
**for Vocabulary Knowledge Scales Test Scores in Total**

VKST	Group	N	Mean	SD
Tests 1,2, and 3 in total	RV	43	90.49	12.41
	RR	44	71.75	13.95

**TABLE 4.4**  
**Independent Samples t-Tests Between Groups of the VKTS in Total**

	T	df	Sig.
Tests 1,2, and 3 in total	6.614	85	.000

As shown in the tables, the RV group gained more knowledge about the target vocabulary after the instructional treatment. This lent support to Rott's (1999) claim that "enhanced reading conditions" led to more gains in vocabulary acquisition. Therefore, the RV group's success can be attributed to the appropriate use of the vocabulary enhancing exercises through readings



delivered by the instructor.

On the other hand, Group RR's condition where reading the same texts again happens with glossed target words available caused the group's lower VKST scores. This is supportive to the argument that the reading-only group might have turned to comprehending the general gist of the readings instead and failed to apperceive the target words (Paribakht & Wesche, 1999). In other words, exposure to the glossed target words several times more itself is not enough to turn the students' attention to target words, not making a big contribution to the students' success in vocabulary knowledge gains. This is also substantiated by Min's (2008) argument that the reading-only group might not have used strategies to infer the meaning of the target words, thus failing to have engaged in deeper mental processing.

It should be concluded that Korean middle school EFL learners need to practice new target words through the explicit vocabulary enhancing exercises to maximize their vocabulary knowledge acquisition, so that they can process the new words in diverse ways and finally have chances to identify more words in depth.

Completing a variety of vocabulary exercises tapping different levels of cognition processing capabilities such as recognition, interpretation, and production might have engaged Group RV in varying levels of explicit cognitive processing (Min, 2008). Given the variety and amount of exercises that Group

RV intensively practiced during the instructional period, they had more opportunities to consciously undergo an elaborated mental processing of these target words, which was likely to enhance their vocabulary acquisition.

In contrast, the RR group learners did not do any vocabulary enhancing exercises, but they took more time to do comprehension-check activities<sup>2</sup>. Examples of these include answering multiple-choice, true/false reading comprehension questions or participating in the debate related to the topic, some of which were done for the RV group as well. Although they encountered the target words three to four times in glosses (two to three while reading the main text and four to five times when reading the text again), they might have attended to the gist of the passage as a whole despite noticing the glossed target words.

Although most of the RR students had taken the reading tasks into tasks of inferring vocabulary meaning from context, they would have needed reading materials with “pedagogical contexts” (Beck et al., 1983) that were similar to the contrived passages in Rott’s (1999) study to ensure accurate inferences of lexical meaning. Even if all of the reading texts in the current study were what they

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<sup>2</sup> The simple comprehension tests were employed to examine effects of the instructional treatments on the learners’ comprehension. This was not originally a part of the plan, but it was to see if the RV groups’ instructional treatment does any harm to the learners’ comprehension since the RV group got less time for reading the main text than the RR group. The tests were made up of five simple questions (See Appendix 3). The independent samples t-test result showed there was no significant difference between the mean comprehension scores of the two groups throughout the three tests ( $t=.618$ ,  $sig.=.538$  for Test 1), ( $t=.641$ ,  $sig.=.523$  for Test 2), ( $t=.586$ ,  $sig.=.560$  for Test 3). We can see the loss of time caused by vocabulary enhancing exercises did not do any harm on the learners’ comprehension.

called “pedagogical contexts” not “natural contexts”, most of the RR group participants still might have failed to acquire the lexical knowledge, given that the strong association of context and meaning might have rendered less learner attention to the association of word and meaning (Mondria & Wit-de Boer, 1991).

## **4.2 Effects of Two Reading Approaches on Vocabulary Knowledge by Proficiency Level**

The second research question above probed the effects of two reading approaches, RV and RR, on the students’ vocabulary knowledge by their proficiency levels. In order to examine the effects of the instructions of RV and RR on the high level learners’ acquisition of vocabulary knowledge, the means and standard deviations of the ten high level learners’ vocabulary knowledge scale test scores were calculated.

Table 4.5 shows the descriptive statistics of the two groups’ VKST scores. Group RV’s mean score was higher than that of Group RR’s, (M1=33.50, M2=30.70, M3=39.60).

**TABLE 4.5**  
**Descriptive Statistics for Vocabulary Knowledge Scales Test**  
**of High Level Learners**

VKST	Group	N	Mean	SD
Test 1	RV	10	33.50	.71
	RR	10	28.50	1.65
Test 2	RV	10	30.70	1.57
	RR	10	24.60	5.21
Test 3	RV	10	39.60	.84
	RR	10	35.80	.63

When the scores obtained by the two groups were analyzed using independent samples t-test, a significant difference was detected from the two groups' mean scores ( $t=8.808$ ,  $sig.=.000$  for Test 1), ( $t=3.545$ ,  $sig.=.002$  for Test 2), ( $t=11.400$ ,  $sig.=.000$  for Test 3). Therefore, we can see that the vocabulary knowledge acquired by the high level learners of group RV is significantly more than that acquired by the high level learners of group RR. The results are summarized in Table 4.6.

**TABLE 4.6**  
**Independent Samples t-Tests Between Groups of the VKTS**  
**of High Level Learners**

	<b>T</b>	<b>Df</b>	<b>Sig.</b>
Test1	8.808	12.198	.000
Test2	3.545	18	.002
Test3	11.400	18	.000

The total mean scores of three times of VKS test are analyzed (See Table 4.7 & Table 4.8). And these findings as well showed that the RV group's high level learners outperformed the high level learners from RR group in vocabulary gains (M=103.80) and the difference was significant (t=7.594, sig.=.000). This means that outperformance of the RV group high level students was not because the one time of luck but it was throughout the whole process of each instructional treatment.

**TABLE 4.7**  
**Descriptive Statistics for Vocabulary Knowledge Scales Test**  
**of High Level Learners in Total**

VKST	Group	N	Mean	SD
Test	RV	10	103.80	.44
1,2, and 3 in total	RR	10	88.90	1.91

**TABLE 4.8**  
**Independent Samples t-Tests Between Groups of the VKTS**  
**of High Level Learners in Total**

	T	df	Sig.
Test			
1,2, and 3 in total	7.594	18	.000

In order to examine the effects of the instruction on the two groups' vocabulary knowledge of low level learners, the means and standard deviations of the VKST scores of both groups' ten low level learners were analyzed. Table 4.9 shows the descriptive statistics of both groups' ten low level learners' VKST scores.

**TABLE 4.9**  
**Descriptive Statistics for Vocabulary Knowledge Scales Test**  
**of Low Level Learners**

VKST	Group	N	Mean	SD
Test 1	RV	10	20.70	1.83
	RR	10	14.60	1.78
Test 2	RV	10	20.90	2.078
	RR	10	15.40	2.50
Test 3	RV	10	32.20	3.46
	RR	10	25.80	.63

The results illustrate that both groups marked fairly comparable scores in VKS tests. The RV group achieved the higher score (M1=20.70, M2=20.90, M3=32.20) than those of RR group. When the scores obtained by the three groups were analyzed by using independent samples t-test, significant differences were detected ( $t=7.566$ , Sig.=.000 for Test 1), ( $t=5.345$ , Sig.=.000 for Test 2), ( $t=5.758$ , Sig.=.000 for Test 3). Therefore, we can see that the vocabulary knowledge acquired by the low level learners of Group RV is significantly more than that acquired by the low level learners of Group RR. The results are summarized in Table 4.10.

**TABLE 4.10**  
**Independent Samples T-Tests Between Groups of the VKTS**  
**of Low Level Learners**

	<b>t</b>	<b>Df</b>	<b>Sig.</b>
Test1	7.566	18	.000
Test2	5.345	18	.000
Test3	5.758	9.602	.000

The second research question posed in the current study was which reading approach between RV and RR is more instructional for high or low level learners. In order to answer this question, the vocabulary knowledge scale test scores of ten high level students and ten low level students were analyzed. For both level learners, RV treatment was more helpful for vocabulary acquisition. The effectiveness of vocabulary enhancing exercises was revealed to be significant for both levels of learners by independent samples t-tests.



**TABLE 4.11**  
**Descriptive Statistics for Vocabulary Knowledge Scales Test**  
**of Low Level Learners in Total**

VKST	Group	N	Mean	SD
Test 1,2, and 3 in total	RV	10	73.80	5.96
	RR	10	55.80	3.43

**TABLE 4.12**  
**Independent Samples t-Tests Between Groups of the VKTS**  
**of Low Level Learners in Total**

	t	df	Sig.
Test 1,2, and 3 in total	8.281	18	.000

In Tables 4.11 and 4.12, the total mean scores of three VKS tests are shown. The results support the results in Tables 4.9 and 4.10. And these findings as well confirm the superiority of the RV group's low level learners to those of the RR group in vocabulary gains (M=73.80) and its significance (t=8.281, sig.=.000). This shows that each low level student's vocabulary knowledge from RV group

is more than that of low level student from RR group throughout the whole process of instructional treatments not just in one text.

During the interview (See Appendix 5) with the two high proficiency level students from Group RV, the researcher asked whether or not they liked the instructional treatment. They reported that the questions in the vocabulary enhancing exercises were helpful and useful because those questions helped guide them to process their vocabulary knowledge in a variety of ways and encouraged them to produce the target words in a context. On the other hand, the two high level subjects from Group RR reported that they thought they needed more guided vocabulary instruction to focus on vocabulary acquisition.

The low level learners from Group RV reported that they took advantage of the vocabulary enhancing exercises when they tried to understand the text and thus, they could easily focus on the main idea of the text. The low level learners from Group RR, however, had a hard time both in understanding the text and acquiring the target vocabulary.

### **4.3 Differences in Vocabulary Knowledge of the Two Groups**

The third research question probed the differences of the two groups' vocabulary knowledge patterns in detail. To see the differences of the two groups' vocabulary knowledge, the answers to the VKSs from Groups RV and RR were

all counted and classified as unknown, partially known, receptive, and productive categories.

A closer look at the response frequency distribution over partially known, receptive knowledge, and productive knowledge between groups disclosed the superior effectiveness of RV over RR in facilitating receptive and productive word knowledge (Table 4.13). Given that there were fifty-three target words throughout the three tests and that all forty-three subjects of the RV group and forty-four subjects of the RR group had to rate their knowledge of each word by checking an appropriate category, there were 2,279 responses for the RV group and 2,332 responses for the RR group altogether.

**TABLE 4.13**  
**Types of Vocabulary Knowledge for Both Groups**

Vocabulary knowledge					
Group	Unknown	Partially known	Receptive	Productive	Total
RV	1.82%	24.38%	36.13%	37.67%	100%
RR	5.64%	44.45%	28.36%	21.55%	100%

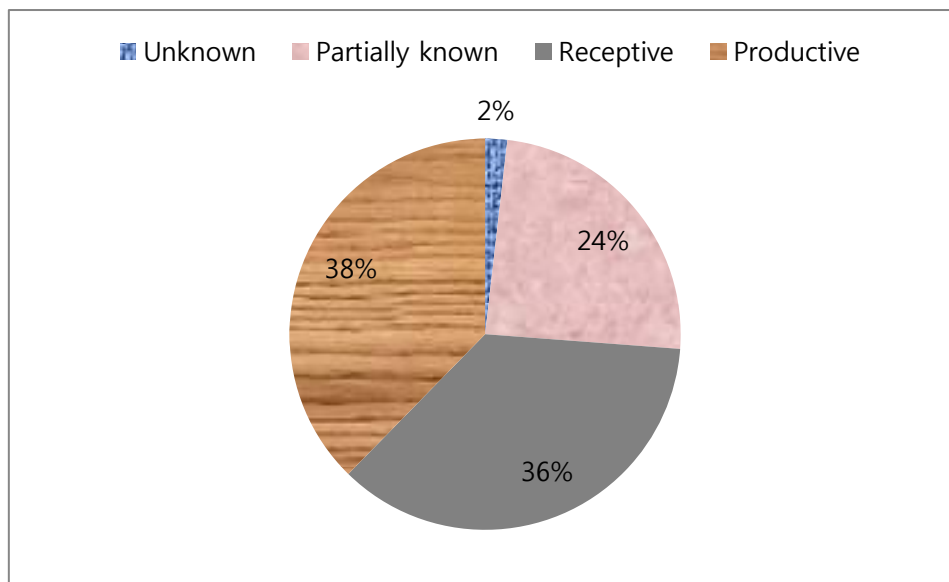
\*Total number of responses = 2,279 (RV) vs. 2,332 (RR)

Figures 4.1 and 4.2 graphically present an overall picture of the word knowledge for both groups across three tests. The highest frequency for the RV

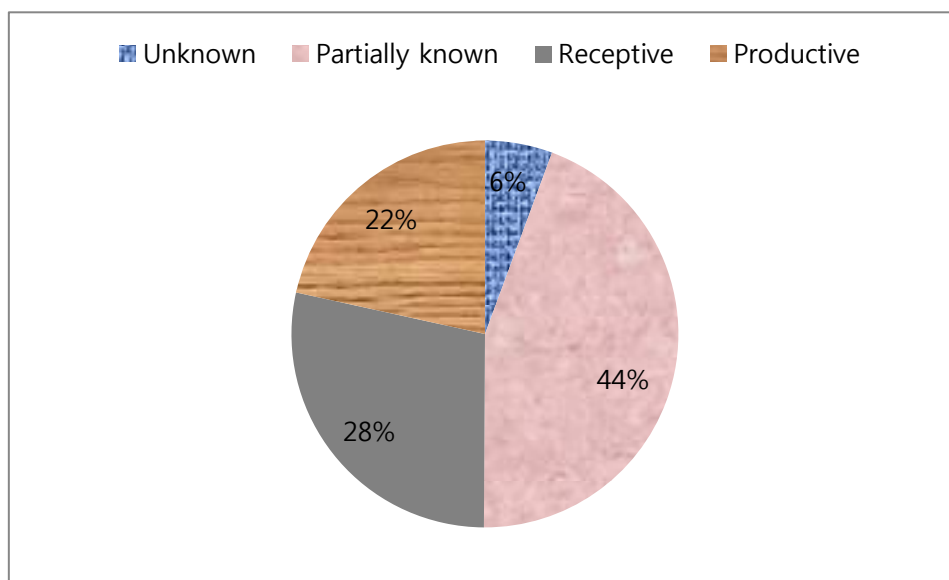
group's responses was marked by the productive word knowledge (37.67%), closely followed by receptive word knowledge (36.13%), and partially known words (24.38%). In contrast, the largest percentage for the RR group's responses converged on partially known words (44.45%), followed by receptive word knowledge (28.36%). The RV group acquired more receptive and productive word knowledge than the RR group on the tests. These findings displayed the superior effectiveness of the RV treatment over the RR treatment on enhancing receptive and productive word knowledge acquisition.

In the area of productive knowledge, the RV group produced more vocabulary than the RR group. Also, there were qualitative differences in the sentences produced by the two groups. The sentences made by the RR group tend to be mostly from the text they had read, while the sentences made by the RV group were more creative. For example, while RR group's sentences were 'He needs an operation.', 'I hate worms.', the RV group's sentences went a step further; 'He was the first doctor to do this operation.', 'Worms are not only clean but also useful.'

**FIGURE 4.1 VKS Response Patterns of the RV group**



**FIGURE 4.2 VKS Response Patterns of the RR group**



Ellis (1994) claimed that knowledge of word forms depends on implicit

learning, whereas knowledge of meaning involves more conscious processing. It is also substantiated by Pigada and Schmitt's (2006) study arguing that formal knowledge can be greatly enhanced during reading even from a small number of exposures. This argument appears to explain the RR group's predominant score gain in percentage on formal knowledge, seeing the partially known ('I have seen this word before, but I don't know what it means.') is 44%. Also, Ellis' argument could account for the RV group's superior performance on providing correct translational equivalents or synonyms of the target words because the enhanced vocabulary exercises practiced by the RV group were activities of explicit instruction.

The significance of the present study lies in the fact that it was able to compare the effectiveness of re-reading and reading plus vocabulary enhancing exercises on the types of lexical knowledge acquisition in a single study by using a more careful control. In Horst's (2000) and Paribakht and Wesche's (1999) studies, however, words reported to be familiar but unknown were classified under the "known word" category in the score calculation. To accurately reflect the subjects' receptive word knowledge, the present study considered gains in students' receptive word knowledge when they successfully supplied a correct synonym or translation equivalent. The current findings of students' word gains represented a more exact picture of their receptive and productive word knowledge because partial receptive knowledge (words familiar but meaning

unknown) and incomplete productive knowledge (semantically appropriate but grammatically inaccurate) were excluded from the scores of receptive and productive word knowledge, respectively.

However, some of the RR group's students produced semantically appropriate and grammatically correct sentences and supplied a correct form. This finding illustrated that a few subjects in the RR group could still explicitly know the meanings of some vocabulary items despite receiving an instructional treatment that was conducive to implicit learning of vocabulary in context. In these cases, the students were strongly motivated (Hulstijn & Laufer, 2001), to actively find out the meanings of unknown words by using any form of resources available and strategically necessary. These students were in the intentional learning context which was different from the incidental learning context.

## **CHAPTER 5**

### **CONCLUSION**

The final chapter summarizes the major findings of the study and explores pedagogical implications beneficial for teachers, instructors, instructional designers, textbook writers and of course, students in Korean EFL settings. Finally the limitations observed during the process of data collection and analyses are described. Based on the observed limitations, suggestions for future research are offered.

#### **5.1 Summary of Major Findings**

This study investigated the effects of vocabulary enhancing exercises on Korean middle school EFL learners' vocabulary knowledge acquisition. To assess the participants' vocabulary knowledge, a vocabulary knowledge scales test was conducted.

In order to answer the research questions, independent samples t-tests were used for data analyses. The students in Group RV, who received a combined treatment of the vocabulary enhancing exercises and reading, performed better on the VKST than those in Group RR. They gained benefits from the treatment



and experienced success in vocabulary knowledge acquisition. Group RV's success points the necessity of vocabulary enhancing exercises of the newly learned words.

The research revealed no facilitative effect of using vocabulary enhancing exercises on students' reading comprehension. This is possibly because the level of the texts from the 9<sup>th</sup> grade middle school English textbook was not that high; therefore the role of vocabulary knowledge was not that powerful for reading comprehension.

The findings of this study corroborated previous research that reading supplemented with vocabulary-enhancement activities are more effective for vocabulary gains (Laufer, 2003; Min, 2008; Paribakht & Wesche, 1997) and retention (Laufer, 2003; Min, 2008). Like Laufer (2003), the purpose of this research is not to argue against the educational value of reading activities, but to point out a more efficient and effective method of vocabulary acquisition in an EFL instructed setting where students are expected to expand their vocabulary size to cope with English texts and retain it for subsequent tests during a short period of time.

Thirdly, this study simulated a more 'natural' setup for the control group RR in Korean EFL settings than previous research. Previous researchers (Min, 2008; Rott, 1999) set up a control group called narrow reading group (NR), which requests the students to read thematically related supplementary reading

materials. However, this setting can possibly put too much burden on Korean middle school EFL learners and thus, it can distract the students into focusing more on the content of the supplemented texts rather than the target vocabulary. With such a naturalistic and applicable setup in the Korean EFL middle school classroom, the study demonstrated the superior effectiveness of reading plus focused vocabulary activities on recalling a larger number of vocabulary.

## **5.2 Pedagogical Implications**

The current study proposes a number of pedagogical suggestions that can be helpful to both English teachers and Korean EFL learners. First, it suggests a good format of vocabulary enhancing exercise materials and strategies that have facilitative effects on Korean EFL middle school learners' vocabulary gains. In Korean middle school English class, the learners are not provided with the proper level of vocabulary enhancing exercise materials. In most cases, the learners are provided only with the Korean meanings of the target words. There is no sample or guidance about how to make a variety of vocabulary enhancing exercises in their educational backgrounds. Therefore, the present study can show the sample of vocabulary enhancing exercises which are directly applicable to the middle school English classrooms in Korea.

Secondly, the vocabulary enhancing exercises should be seriously considered

for adoption and implementation in middle school in Korea. In light of statistical analyses of test scores, being exposed to enough vocabulary enhancing exercises with diverse levels of processing was proved to be beneficial to the participants' vocabulary knowledge acquisition. Therefore, when developing materials or class instructional settings, using vocabulary enhancing exercises with reading is highly recommended, and it is true regardless of the proficiency level of the learners. Also, the present study assures the necessity of giving vocabulary enhancing exercises to encourage the learners to produce the newly learned target vocabulary. In other words, these findings also have practical implications for EFL vocabulary instruction. Intensive vocabulary exercises might also be a better option for word knowledge acquisition, especially for teaching the frequently used words to a threshold level (3,000-5,000 word families) or for specific purposes. The re-reading approach in the present study did not offer as much help in understanding the meaning of a specific word unless students were active and strategic. The vocabulary enhancing exercises, on the other hand, enable students to focus their attention more on specific vocabulary items and help them to understand the word meanings and functions, as well as enhance their vocabulary acquisition (Pressley, 2002).

### **5.3 Limitations and Suggestions for Future Research**

First, this study was conducted with eighty-seven Korean 9th grade female middle school students living in Seoul, Korea, which made it difficult to generalize the major findings to larger population. The effect of vocabulary enhancing exercises may vary according to students' age, their residential area, or their motivations to learn English. The research could have had more precise results if those factors, including gender or residential area, had been properly controlled. In future studies, it is recommended to work with students of diverse backgrounds, randomly sampled for various factors so that the suggestions made by the current study can be more applicable to a larger population.

Second, the pretest was omitted because of the testing effect so that, we cannot conclude the subjects' vocabulary knowledge is acquired only through the treatment process. They might already have known some of the target vocabulary. Min (2008), however, was concerned about the testing effect in his research, and pointed it out as a limitation as well. Therefore, in future studies, it should be better off to use a precisely controlled pretest which does not directly show the students target words.

Lastly, the texts were from the English textbook authorized by the Korean government, and the students consider the text to be major materials for their mid-term or final exams. The texts are pedagogically controlled, and inferring

the meanings of the target words must not be difficult, which can be beneficial for the RR group learners. And the students of the two groups might pay a special attention to the contents and this could potentially offset the effect of vocabulary enhancing exercises on vocabulary knowledge. Therefore, in the future research, using the texts which are pedagogically controlled, not from the textbook, is recommended.

In spite of the limitations mentioned above, the findings from this study provide a deeper understanding of Korean middle school EFL learners' vocabulary acquisition, and offer insight into how it should be dealt with in classroom situations.

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## APPENDIX 1. Main Reading Texts

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### Unit. 5 reading text "Schweitzer of Korea"

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<part 1>

Boom! Bang! The doctors were running out of the hospital. A man shouted, "How can you leave these dying people? Look outside!" There was a line of wounded people waiting for treatment. The man was Dr. Jang Giryoo.

Jang Giryoo was born in Yongcheon, Pyeonganbuk-do, in 1911. When he was in high school, he decided to become a doctor. He said to himself, "If I become a doctor, I'll take care of people who need treatment but have no money." He believed that even the poor had the right to see a doctor. In 1940, his dream came true.

During the Korean War, Dr. Jang left his family behind in North Korea and came to Busan. He borrowed tents from the army and opened a free medical center in 1951. Later, he set up a hospital with money from those who shared his belief.

Dr. Jang offered medical treatment day and night. For the poor, he would pay for their treatment out of his own pocket. Poor sick people flooded to the hospital, and finally Dr. Jang ran out of money. But his love for the poor remained the same.

<part 2>

Once a farmer came to see Dr. Jang. He said, "I have no money to pay for the treatment. May I work here instead?" Dr. Jang felt sorry for him and after some thought, told the farmer, "I'll leave the back door open tonight. You may go when everybody is asleep."

Dr. Jang was a great doctor. In 1959, he saved a patient's life by cutting out an unhealthy part of the liver. He was the first doctor in Korea to do this operation. It was Dr. Jang that also introduced the medical insurance system to Korea by setting up Blue Cross Medical Insurance in 1968. For his good work and achievements, he was called the Schweitzer of Korea. In 1979, he was given the Magsaysay Award, known as the Asian Nobel Prize.

In his later years, Dr. Jang lived in a small room on the rooftop of the hospital where he used to work. When he passed away in 1995, he had only a few pairs of shoes. It was his love for the poor that made him gladly give up everything he had to help them.

**wounded    treatment    medical    belief    flood    remain    instead    borrow**  
**patient    liver    operation    insurance    achievement    rooftop    come true**  
**day and night    run out of**

(382 words)

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## Unit. 8 reading text "Wonderful Worms"

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<part 1>

What do you think of worms? Do you think we are ugly and dirty? In fact, we are very useful creatures. People all over the world use us to deal with their food garbage. We eat garbage and produce a rich soil called compost. It helps plants grow tall and strong. So, the next time you see me, don't think of me as ugly and dirty. Instead, think about using me. It can be not only fun but also helpful in protecting the environment.

Would you build me a home? If you build me a home, I will help you make your own compost. It is easy to make compost. You will need the following:

- 50-100 worms
- a plastic container about 30 centimeters deep
- a plastic bag to cover the container
- newspaper, leaves, and soil
- water
- food garbage

<part 2>

How to make compost

- ① Start off by making small holes in the bottom of the container.
- ② Cut the newspaper into strips. Put the strips into the container and then add some soil to make the bedding. You can put in some dead leaves, too.
- ③ Pour a little water on the bedding.
- ④ Slowly move us into the container.
- ⑤ Put the food garbage into the container and cover it with the plastic bag. To avoid bad smells, don't give us meat or fish.
- ⑥ It is important to keep an eye on us at all times. If the bedding looks dry, pour a little water on it. If we don't have garbage, soil, or newspaper to eat, place more in the container. Make sure we get what we need.
- ⑦ When almost all of the garbage and newspaper is gone, it is time to harvest the compost. Move the finished compost over to one side and add fresh soil and newspaper strips. Place the remaining food garbage on the new bedding. We will move to it, and then it will be possible to harvest the compost without killing us.

Use what we make for your plants and gardens. You will learn that we are truly wonderful.

Why don't you invite us into your home?

*(355 words)*



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worm   ugly   creature   garbage   produce   soil   compost   cover  
pour   container   bottom   bedding   avoid   harvest   deal with  
keep an eye on

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Unit. 9 reading text "Smells Sell"

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<part 1>

- You are in a store looking at notebooks. Then you smell delicious chocolate chip cookies. The smell is strong enough to make you forget about the notebooks, and your mouth begins to water. You walk over to the bakery. Gotcha! You just walked into an odor trap! The smell didn't come from real chocolate. It was created by scientists. The bakery owner used the smell to draw you to the bakery.
- For years, scientists have been studying the powers of our five senses. They have found that smell is the most powerful in changing our mood or helping us remember things. The smell of popcorn, for example can put you in the mood to go to the movies. The smell of smoke from burning wood can remind you of the campsite where you went years ago.
- This is good news for marketers. Their job is to make people want to buy things, and now the sense of smell is a powerful tool they can use. Smell not only brings customers in, but it also makes them want to stay longer. According to a recent study, customers stayed in a store up to 30 minutes longer when the store had a nice smell.
- While customers are in the store, the smell of a product makes them want to buy it. For example, some candles smell so nice that many people buy them to celebrate their birthdays or holidays. They know that scented candles will make the celebration very special.

<part 2>

The power of smell goes beyond money matters. Hospitals sometimes use a light lavender smell so that their patients can relax and feel better. Offices often smell like coffee or lemon in the afternoon so that people can work better. At homes, the smell of an herb can be comforting enough to make the whole family feel relaxed and sleep better. In many parts of society, smell works wonders.

Scientists are working hard to find ways to use smells more creatively. We may someday be able to express our feelings with smells. Imagine that you can send different smells to show how you feel through e-mail to your friends with the smell of lemon to show how refreshed you feel today? We would enjoy watching television twice as much if we could smell the coffee the characters are drinking in our favorite program. Indeed, a great future of smell lies

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ahead of us all.

*(404 words)*

**trap   sense   powerful   mood   smoke   burn   marketer   recent**  
**product   scented   comforting   society   imagine   refreshed   remind~of...**  
**according to   up to   go beyond   work wonders   lie ahead of**

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## APPENDIX 2. Vocabulary Enhancement Exercises Worksheets

### Vocabulary Enhancement Exercises

Text: Great People, Great Minds

A. 다음 단어를 올바른 뜻과 연결하십시오.

1. ____ wounded	a. use something that belongs to others for a period of time
2. ____ borrow	b. damaged or hurt
3. ____ patient	c. the outside part of the roof of a building
4. ____ belief	d. a feeling of certainty that something is true or right
5. ____ rooftop	e. a person who is receiving medical treatments from doctors
6. ____ achievement	f. something that someone has succeeded doing especially after a lot of effort

B. 빈 칸을 의미에 맞게 채우시오.

1. There was a line of \_\_\_\_\_ people waiting for \_\_\_\_\_.  
(부상을 입은 사람들이 치료를 기다리며 줄을 서 있었다.)
2. In 1940, his dream \_\_\_\_\_.  
(1940년에, 그의 꿈은 현실이 되었다.)
3. He saved the patient's life by cutting \_\_\_\_\_ unhealthy part of the \_\_\_\_\_.  
(그는 건강하지 못한 간의 일부를 잘라냄으로써 환자의 목숨을 살렸다.)
4. She acted in the \_\_\_\_\_ that she was doing good.  
(그녀는 자기가 좋은 일을 한다고 믿고 행동했다.)
5. Dr. Jang introduced the medical \_\_\_\_\_ system in Korea.  
(장박사는 한국에 의료보험 시스템을 소개했다.)

C. 다음 단어에 올바른 뜻을 쓰시오.

1. treatment _____	7. 포기하다 _____
2. medical _____	8. (꿈이) 이뤄지다 _____
3. day and night _____	9. 물려들다 _____
4. remain _____	10. 대신에 _____
5. run out of _____	11. 돌아가시다 _____
6. borrow _____	12. 부상당한 _____

D. 단어를 재배열하여 옳은 문장으로 쓰시오.

1. He was / in Korea / this **operation** / to do / the first doctor.

\_\_\_\_\_.

2. offered / **day and night** / Dr. Jang / **medical treatment**.

\_\_\_\_\_.

3. We / a full meal / had soup / just / **instead** of.

\_\_\_\_\_.

4. **out of** / They / the gas / **ran**.

\_\_\_\_\_.

5. His love / the same / **remained** / for the poor.

\_\_\_\_\_.

E. 짝지은 두 단어의 관계가 같도록 빈 칸을 채우시오.

① believe – belief

② move – movement

③ achieve – \_\_\_\_\_

## Vocabulary Enhancement Exercises

Text: The Green Guide

A. 다음 단어를 올바른 뜻과 연결하십시오.

1. ___ garbage	a. lowest or deepest part of something
2. ___ bedding	b. waste
3. ___ bottom	c. a box or a bottle that are made to hold or store something in
4. ___ compost	d. sheets, blankets, and covers that are used on beds
5. ___ container	e. to gather a crop
6. ___ harvest	f. a mixture added to the soil to help plants grow

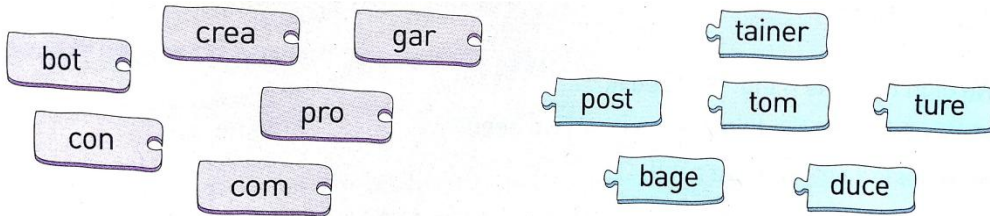
B. 빈 칸을 의미에 맞게 채우시오.

- \_\_\_\_\_ doing anything bad to your friends.  
(친구들에게 나쁜 짓 하는 것을 피하라.)
- Are cats \_\_\_\_\_s of the night?  
(고양이는 밤의 생명체인가?)
- Our farm \_\_\_\_\_s fresh eggs.  
(우리 농장은 신선한 계란을 생산한다.)

C. 다음 단어에 올바른 뜻을, 뜻에 올바른 단어를 쓰시오.

1. soil _____	6. 회피하다 _____
2. ugly _____	7. 모판, 깔짚, 침구류 _____
3. worm _____	8. 비료 _____
4. deal with _____	9. 생명체 _____
5. keep an eye on _____	10. 수확하다 _____
	11. 생산하다 _____

D. 낱말 조각을 연결하여 문장을 완성해 봅시다.



1. Sign your name at the \_\_\_\_\_.
2. It is my job to \_\_\_\_\_ useful things.
3. \_\_\_\_\_ is a specially treated soil that helps plants grow well.
4. Use a plastic \_\_\_\_\_ to make a bedding.
5. It is good for the environment to recycle \_\_\_\_\_.
6. Every \_\_\_\_\_ on the Earth has its own role.

E. 밑줄 친 낱말의 뜻이 어떻게 다른지 사전에서 찾아 확인해봅시다.

- A. Please place a **cover** over the container.  
Put food garbage into the container and **cover** it with a plastic bag.
- B. Compost helps **plants** grow tall and strong.  
My father **plants** trees around the house every year.
- C. We had a bad **harvest** this year.  
**Harvest** the compost when almost all of the garbage is gone.

Vocabulary Enhancement Exercises

Text: Smells Sell

A. 다음 단어를 올바른 뜻과 연결하십시오.

1. ____ trap	a. a fire and flame somewhere
2. ____ sense	b. sight, smell, hearing, touch, and taste
3. ____ powerful	c. a device which is placed or a hole which is dug to catch animals
4. ____ mood	d. being able to control people or events
5. ____ smoke	e. the way you are feeling at the special time
6. ____ burn	f. gas in the air when something is on fire

B. 빈 칸을 의미에 맞게 채우시오.






1. A few words of praise \_\_\_\_\_ .  
(몇 마디의 칭찬은 기적을 낳는다./ 엄청난 효과가 있다.)
2. They \_\_\_\_\_ the town and lost their way.  
(그들은 마을을 지나쳐 길을 잃었다.)
3. A great future \_\_\_\_\_ us.  
(멋진 미래가 우리 앞에 놓여있다.)

C. 다음 단어에 올바른 뜻을, 뜻에 올바른 단어를 쓰시오.

1. marketer _____	6. 사회 _____
2. recent _____	7. 상상하다 _____
3. product _____	8. 상쾌한 _____
4. scented _____	9. ~에게 ...을 떠오르게 하다 _____
5. comforting _____	10. ~에 따르면 _____
	11. ~까지 _____

D. 철자 띠에서 낱말을 모두 찾아 동그라미 한 뒤, 빈칸에 알맞은 말을 골라 써 봅시다.

**mousetrapyKosensekexhgarageglerimnbakeryuwqmood**

				
a _____	a good _____	a _____ owner	a _____ sale	the _____ of touch

E. 단어를 재배열하여 옳은 문장으로 쓰시오.

1. like / I / **burning** / this smell / woods/ of.

\_\_\_\_\_.

2. I went / with you / **of** / It / **reminds** me / the campsite.

\_\_\_\_\_.

3. how / angry / I was / just / **imagine**.

\_\_\_\_\_.

4. **according to** / Do it / the plan.

\_\_\_\_\_.

5. information / of / we will / our **product** / send you.

\_\_\_\_\_.



### APPENDIX 3. Comprehension Tests

*Text: Schweitzer of Korea (Middle School English3 Chunjae)*

A. 본문을 읽고 질문에 답을 써 봅시다.

When did Jang Giryoo decide to be a doctor? (2 points)

Where did Dr. Jang open a free medical center? (2 points)

Why did the farmer offer to work at the hospital? (2 points)

B. 본문을 읽고, 빈칸에 알맞은 말을 넣어 장기려박사의 생애를 연표로 만들어 봅시다.  
(2 points)

1911 was born in Yongcheon, Pyeonganbuk-do
1940 -----
1951 -----
1959 -----
1968 -----
1979 -----

<p>Ⓐ became a doctor</p> <p>Ⓑ received the Magsaysay Award</p> <p>Ⓒ opened a free medical center</p> <p>Ⓓ set up Blue Cross Medical Insurance</p> <p>Ⓔ saved a patient's life by cutting out an unhealthy part of the liver</p>
---

C. 본문의 내용과 일치하면 T, 일치하지 않으면 F에 표시해 봅시다. (2 points)

Dr. Jang went to Busan with his family during the Korean War. (T/F)

Dr. Jang gave up all he had for the poor and the sick. (T/F)

It was Dr. Jang that set up the first hospital in Korea. (T/F)

*Text: Wonderful Worms (Middle School English3 Chunjae)*

A. 본문을 읽고 질문에 답을 써 봅시다.

What does compost do for plants? (2 points)

Why shouldn't you give meat or fish to worms? (2 points)

How much garbage can one kilogram of worms eat every day? (2 points)

B. 지렁이 통을 만드는 과정을 본문의 내용과 일치하도록 순서대로 번호를 써 봅시다.  
(2 points)

- ① Make small holes in the bottom of the container.
- ② Put food garbage into the container and put the cover on it.
- ③ Pour a little water on the soil and the newspaper.
- ④ Fill the container with newspaper strips and add some soil and dead leaves.
- ⑤ Slowly move the worms into the container.

-----

C. 본문의 내용과 일치하면 T, 일치하지 않으면 F에 표시해 봅시다. (2 points)

Worms protect the environment by turning garbage into compost. (T/F)

To help worms make compost, we must fill the container with water. (T/F)

Worms eat twice as much as their weight every day. (T/F)

Worms need fresh food garbage and a new bedding every day. (T/F)

***Text: Smells Sell (Middle School English3 Chunjae)***

A. 본문을 읽고 질문에 답을 써 봅시다.

Of the five senses, what is the most powerful in changing our mood? (2points)

What makes people want to stay longer in a store? (2points)

What are they examples of “many parts of society” in line 25? (2points)

B. 빈 칸에 알맞은 말을 골라 본문의 요지를 완성해 봅시다. (2points)

**share remind draw feel create**

Smells are part of many areas of our lives. Businesses use smells to \_\_\_\_\_ in customers, and we use different smells in homes and hospitals to change how we \_\_\_\_\_. Someday, we may also be able to \_\_\_\_\_ smells with others in many ways.

C. 본문의 내용과 일치하면 T, 일치하지 않으면 F에 표시해 봅시다. (2points)

An odor trap can be used to draw customers to a product. (T/F)

Smells are so powerful that they can change our mood. (T/F)

Marketers are not sure that smells are a powerful tool. (T/F)

Scientists are working hard to look for new smells. (T/F)

## APPENDIX 4. Example of Vocabulary Knowledge Test Sheet

<p style="text-align: center;"><b>achievement</b></p> <p>1. I don't remember having seen this word before.</p> <p>2. I have seen this word before, but I don't know what it means.</p> <p>3. I know this word. It means -----. (빈 칸에 영어 동의어 또는 한글 뜻을 쓰시오.)</p> <p>4. I can use this word in a good example sentence.</p> <hr style="border-top: 1px dashed black;"/> <p style="text-align: center;">(4번을 했다면 3번도 해야 함.)</p>	<p style="text-align: center;"><b>belief</b></p> <p>1. I don't remember having seen this word before.</p> <p>2. I have seen this word before, but I don't know what it means.</p> <p>3. I know this word. It means -----. (빈 칸에 영어 동의어 또는 한글 뜻을 쓰시오.)</p> <p>4. I can use this word in a good example sentence.</p> <hr style="border-top: 1px dashed black;"/> <p style="text-align: center;">(4번을 했다면 3번도 해야 함.)</p>
<p style="text-align: center;"><b>flood</b></p> <p>1. I don't remember having seen this word before.</p> <p>2. I have seen this word before, but I don't know what it means.</p> <p>3. I know this word. It means -----. (빈 칸에 영어 동의어 또는 한글 뜻을 쓰시오.)</p> <p>4. I can use this word in a good example sentence.</p> <hr style="border-top: 1px dashed black;"/> <p style="text-align: center;">(4번을 했다면 3번도 해야 함.)</p>	<p style="text-align: center;"><b>instead</b></p> <p>1. I don't remember having seen this word before.</p> <p>2. I have seen this word before, but I don't know what it means.</p> <p>3. I know this word. It means -----. (빈 칸에 영어 동의어 또는 한글 뜻을 쓰시오.)</p> <p>4. I can use this word in a good example sentence.</p> <hr style="border-top: 1px dashed black;"/> <p style="text-align: center;">(4번을 했다면 3번도 해야 함.)</p>

## APPENDIX 5. Interview Transcription

### (1) Low Proficiency Level Students from RV

**Researcher:**

*What difficulties do you mostly have while you learn a new vocabulary?*

**Learner:**

*I try very hard to memorize every single word but it's not easy. Especially, the words that pronounce in a same or similar sound are very difficult to memorize.*

**Researcher:**

*What do you think about the vocabulary enhancing exercises?*

*Was it helpful to you?*

**Learner:**

*Yes, I think it is very helpful because I can take my time to stop thinking about the content of reading text and to focus only on vocabulary. It also helped me to understand the text better when I saw the text by myself later again because I surely know the meanings of new words.*

### (2) Low Proficiency Level Students from RR

**Researcher:**

*What difficulties do you mostly have while you learn a new vocabulary?*

**Learner:**

*I'm not good at English. I think it's mainly because I barely know the meaning of English words. Only if I know much of English vocabulary, I feel like I can read, speak, and communicate with foreigners in English. When I see a new vocabulary, I can't concentrate well.*

**Researcher:**

*What do you think about the re-reading the text with simple comprehension check activities? Was it helpful to you?*

**Learner:**

*I was able to understand the text better after I see the text again. And I feel much comfortable when I was asked the same questions about the content. However, I don't think I was able to know the meanings of new words. I can see what the whole story is about but I don't feel I did learn the new words because I don't think I can use them later on.*

### **(3) High Proficiency Level Students from RV**

**Researcher:**

*What difficulties do you mostly have while you learn a new vocabulary?*

**Learner:**

*In my case, memorizing the meaning of a new vocabulary itself is not that difficult but I cannot use it well. When I see the word, I know the meaning but when I have to use it, I'm not sure if it can be used in this context and I come to lose my confidence about the way I use it.*

**Researcher:**

*What do you think about the vocabulary enhancing exercises?*

*Was it helpful to you?*

**Learner:**

*Yes, it was helpful for me to produce the vocabulary when I wanted to. Through the vocabulary exercises, I was able to not only check my meaning recognition but also have chance to spell and write the word on the worksheet. I think that gave me the time to practice the new vocabulary by myself. The types of vocabulary exercises were very diverse and it was good to check my vocabulary in various ways.*

### **(4) High Proficiency Level Students from RR**

**Researcher:**

*What difficulties do you mostly have while you learn a new vocabulary?*

**Learner:**

*I think there are too many words to memorize. But I'm not sure I can use them in real-life situations. When I see a word in a textbook or on a newspaper, I feel happy and I'm proud of myself that I know the meaning of it. Also, I want to use the words when I meet a foreign friend.*

**Researcher:**

*What do you think about the re-reading the text with simple comprehension check activities? Was it helpful to you?*

**Learner:**

*I feel boring when I see the same text. Even though the activities were different and the discussion time was interesting, I think it must be better off if I got the different text related to the topic. So, I don't think re-reading was helpful to me. I need to learn more about the new words to use the words in real situations. That should be much more helpful as a wrap-up.*



## 국문초록

읽기능력이 어휘습득과 긴밀한 관계를 갖고 있다는 사실은 수많은 연구를 통해 입증되었다. 따라서 읽기수업을 통한 어휘습득에 관한 주제는 제 2언어 연구영역에서 갈수록 많은 관심을 받고 있다. 그러나 한국 EFL 학습자들을 대상으로 한 연구는 거의 없다 해도 과언이 아니다. 따라서, 본 연구는 두 가지 읽기수업방식을 비교함으로써 어휘강화 활동이 어휘습득에 미치는 영향을 연구하고자 한다.

87명의 중학교 3학년 학습자들을 대상으로 하였으며, 43명은 어휘 강화 활동이 포함된 읽기 수업을 진행하고 나머지 44명은 한 번 배운 본문을 다시 읽고 간단한 이해점검 활동을 진행하였으며, 두 그룹의 학습자들이 학습을 위하여 들인 시간은 같았다. 학생들은 총 3개의 본문에 대해 읽기 수업을 받은 후, 각각의 본문에 대해 어휘지식 점검 시험을 보았으며, 이를 통해 직접적인 어휘 강화 활동이 어휘습득에 어떠한 영향을 미치는지 분석할 수 있었다. 두 그룹 사이에 유의미한 차이가 있는지 알아보기 위해 독립표본 t검정을 통해 통계적으로 분석하였다.

본 연구를 통해 어휘 강화 활동을 하면서 본문을 읽은 그룹이 월등



히 더 많은 어휘를 습득하였고 그 차이가 유의미하다는 것을 발견하였다. 또한, 그 그룹의 학생들이 어휘 강화 활동을 하느라 본문 이해활동에 상대적으로 시간을 덜 들였다는 점을 고려하여 수업을 진행한 후 이해도를 점검하는 시험을 보았는데 그 결과에는 유의미한 차이가 없었다. 따라서, 어휘 강화 활동이 본문에 대한 이해도 달성에도 부정적인 영향을 미치지 않는다는 점을 확인할 수 있었다.

또한 학습자들의 기존 영어능숙도 정도에 따라 기존 그룹에서 10명의 고수준 학습자와 10명의 저수준 학습자들의 어휘점수를 따로 비교하였는데, 그 결과 영어능숙도 수준과 상관없이 어휘 강화 활동이 어휘습득에 긍정적인 영향을 끼친다는 사실을 알 수 있었다.

본 연구는 한국 EFL 중학교 학습자들이 읽기 수업을 통해 새로운 어휘를 접할 때, 직접적인 어휘강화활동을 따로 진행하는 것이 어휘습득에 효과적이라는 결과를 제시하였다. 이는 학습자의 영어 능숙도와 상관 없이 적용되며, 어휘강화활동과 병행한 읽기 수업을 한 학습자들이 새로운 어휘를 더 잘 인식할 뿐 아니라 더 말하고 쓸 수 있도록 한다는 결론을 제시하였다.

주요어: 어휘 강화 활동, 제 2언어 어휘지식, 한국 중학교 학습자, 어

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