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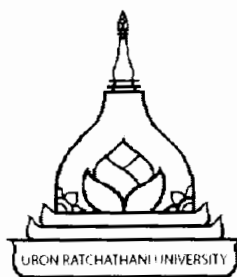# EFFECTS OF BLANK-FILLING EXERCISES AND SCRAMBLED SENTENCE EXERCISES ON VOCABULARY LEARNING AND RETENTION: A CASE STUDY OF GRADE 9 STUDENTS AT SRIMUANG WITTHAYAKHAN SCHOOL

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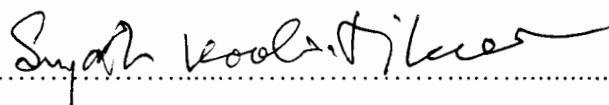
FACULTY OF LIBERAL ARTS

TITLE EFFECTS OF BLANK-FILLING EXERCISES AND SCRAMBLED SENTENCE EXERCISES ON VOCABULARY LEARNING AND RETENTION: A CASE STUDY OF GRADE 9 STUDENTS AT SRIMUANG WITTAYAKHAN SCHOOL

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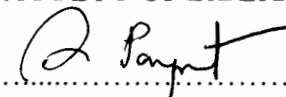ASST. PROF. DR. KETKANDA JATURONGKACHOKE   MEMBER

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งานวิจัยนี้มีจุดประสงค์เพื่อหาว่าแบบฝึกหัดคำศัพท์ภาษาอังกฤษชนิดใดที่สามารถช่วยให้นักเรียนที่เรียนภาษาอังกฤษในฐานะภาษาต่างประเทศเรียนรู้และจำคำศัพท์ภาษาอังกฤษได้มากกว่ากันระหว่างแบบฝึกหัดเติมคำและแบบฝึกหัดเรียงคำเป็นประโยค กลุ่มประชากรงานวิจัยนี้คือนักเรียนระดับชั้นมัธยมศึกษาปีที่ 3 จำนวน 40 คน ในภาคเรียนที่ 2 ปีการศึกษา 2558 กลุ่มประชากรนี้แบ่งออกเป็นสองกลุ่มตัวอย่างตามห้องเรียนที่เรียนตามปกติ แต่ละกลุ่มจะเรียนคำศัพท์ที่กำหนดให้จำนวน 10 คำ จากบทความภาษาอังกฤษ แต่ทั้งสองได้รับแบบฝึกหัดคำศัพท์ที่ต่างชนิดกันเป็นจำนวน 3 ครั้ง ผู้วิจัยใช้แบบทดสอบหลังเรียนทันทีและแบบทดสอบหลังเรียนไปแล้ว 1 สัปดาห์ในการวัดประสิทธิภาพของแบบฝึกหัดทั้งสองชนิดต่อการเรียนรู้และความคงคนของคำศัพท์ โดยวิเคราะห์ข้อมูลด้วยสถิติทดสอบที (t-test)

ผลการศึกษาที่ได้ในครั้งนี้มีดังนี้คือ พบความแตกต่างอย่างมีนัยสำคัญที่ค่าสถิติ $p < 0.05$ ในแบบทดสอบหลังเรียนทันที แต่ในแบบทดสอบหลังเรียนไปแล้วหนึ่งสัปดาห์นั้นไม่ความความแตกต่างอย่างมีนัยสำคัญ โดยมีค่าสถิติที่ $p < 0.45$ แต่คะแนนโดยรวมของนักเรียนที่ทำแบบฝึกหัดเรียงคำเป็นประโยคนั้นสูงกว่า ดังนั้นแบบฝึกหัดเรียงคำเป็นประโยคดูเหมือนจะช่วยส่งเสริมการเรียนรู้และความคงทนของคำศัพท์เนื่องจากการทำแบบฝึกหัดชนิดนี้ต้องใช้ความพยายามในการประมวลคำศัพท์มากกว่า

ABSTRACT

TITLE   : EFFECTS OF BLANK-FILLING EXERCISES AND
SCRAMBLED SENTENCE EXERCISES ON VOCABULARY
LEARNING AND RETENTION: A CASE STUDY OF GRADE 9
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ADVISOR   : ASST. PROF. SUPATH KOOKIATTIKOON, Ph.D.

KEYWORDS : VOCABULARY LEARNING, VOCABULARY RETENTION,
BLANK-FILLING EXERCISE, SCRAMBLED SENTENCE
EXERCISE

The purpose of the current study was to find out which type of vocabulary exercises: a blank-filling exercise and a scrambled sentence exercise, could lead to better vocabulary learning and retention for English as a foreign language learners. The participants were 40 Grade 9 students in the second semester of the academic year 2014. They were divided into two groups due to their normal class. Each group was exposed to the same reading passage, but practiced the ten target words under a different vocabulary exercise type for three times. The immediate posttest and one-week delayed posttest were employed to see the effectiveness of the two types of exercises on vocabulary learning and retention. An independent t-test was employed to find significant differences.

The findings of the current study revealed that a significant difference was detected in the immediate posttest at $p<0.05$. Although in the one-week delayed posttest, there was no significant difference at $p<0.45$, students doing three scrambled sentence exercises outscored the other group. Hence, it might be inferred that a scrambled sentence exercise seemed to help enhance vocabulary learning and retention because this type of exercise required more word processing efforts.

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CHAPTER 1

INTRODUCTION

The current study aims to examine the effects of blank-filling exercises and scrambled sentence exercises on vocabulary learning and retention. The rationale, the research question, the research hypothesis, the purpose of the study, the significance of the study, the signification of the study, and the definition of terms in the study are presented in this chapter in order to demonstrate the obvious background information of the whole study.

1.1 Rationale

Vocabulary is central to language acquisition and is a basic key to understand and produce a language. According to Nation (2001: 362), "vocabulary is not a goal in itself; it is done to help learners listen, speak, read, and write more effectively". This is also in agreement with the statement by Gass (1999, as cited in Alemi and Tayebi, 2011), who stated that "learning a second language means learning its vocabulary". Unsurprisingly, language learners realize that their difficulties in both receptive and productive language skills in any language result from their inadequacy of vocabulary knowledge.

From the researcher's EFL experience, All four language skills are emphasized. Secondary students at the researcher's school have three English courses a semester: a Foundation English course of three hours a week, an English for Speaking and Listening course of one hour a week, and an English for Reading and Writing course of one hour a week. In every course, a lesson begins with a warm-up activity in order to get students ready for a follow-up language activity by arousing students' interest in target vocabulary items and useful phrases that are later used to achieve a language learning goal in each lesson. The presentation of new useful items is very pleasurable due to provision of flashcards, picture dictionaries, handouts, activities, or games. Students seem to enjoy them, yet many students cannot recall

vocabulary items that they have learned in a following hour. Their limited vocabulary knowledge puts them into very difficult situations where they are assigned to comprehend and produce both spoken and written texts in English.

Besides, the researcher was assigned to run a tutorial session for Grade 9 students for an Oxford online placement test and found during tutoring and talking to them that their test incomprehension was greatly hampered by their insufficiency of vocabulary knowledge. Many words on an examination paper were unfamiliar to them. As a result, the research was aware of a crucial role of vocabulary in language competence and intensely ambitious to find a way to help students expand their vocabulary knowledge. Expectedly, they were able to learn and retain vocabulary items better for not only examinations and upper educational level preparation, but also a chief language learning aim, that is communication.

Unlike native speakers who benefit from various types of spoken language environments in their everyday lives, EFL learners often acquire new vocabulary items through their classroom activities and teachers' instruction. As a consequence, the researcher expressed a strong desire to conduct a piece of research on learning vocabulary in a formal classroom setting.

Schneider and Evers (2009) suggested that non English native speakers with limited vocabulary knowledge should be provided with sufficient processing skills and instructional practices. Taylor et al (2009) addressed that explicit instruction can assist second language learners in vocabulary expansion and foster their reading skills. One important means that can lead to great vocabulary learning is exercises. Vocabulary exercises are also one of the frequently used approaches in a formal language classroom to improve the knowledge of vocabulary of learners according to Kan (2010, as cited in Ching Ying & Hhu, 2013). Vocabulary exercises that students work on can help them devote close attention and make deeper mental processing of new vocabulary items (Min & Hsu, 2008). For any learning to occur, paying attention is the prerequisite (Fraser, 1999). Exercises can also be used to foster students' learning of new vocabulary items.

However, there are various types of vocabulary exercises used in TEFL contexts. Some emphasize comprehension and meanings of target words such as having students match a synonym or an antonym to each target word, requiring students to write the a first language translation of target words, and asking students to select a definition of target words. Some focus on production practices such as getting students to compose a story by using target words and telling students to write a sentence to demonstrate their knowledge of target words. While completing various types of vocabulary exercises, learners may use different levels of metal process and practice different lexical aspects. Hence, the question here is that which type of vocabulary exercises can improve vocabulary learning and retention to a greater degree.

Two types of vocabulary exercises were investigated in the current study. The first type of exercise was a blank-filling exercise. Students were asked to fill in a blank with a target word to make a sentence complete/meaningful. A blank-filling exercise is categorized into a receptive/recognition exercise. The second type of exercise was a scrambled sentence exercise. Students were asked to rearrange a given string of words including a target word into a grammatically correct sentence. A scrambled sentence exercise is classified into a production exercise. Therefore, the two types of vocabulary exercises require different information processing effort.

1.2 Research Question

The current study attempts to answer the following question:

How does a blank-filling exercise differ from a scrambled sentence exercise in promoting vocabulary learning and retention in an immediate post-test and a one-week delayed post-test?

1.3 Research Hypothesis

A scrambled sentence exercise is more effective in assisting vocabulary learning and strengthening vocabulary retention.

1.4 Purpose of the Study

The current study aims to find out which type of vocabulary exercises: a blank-filling exercise or a scrambled sentence exercise, can lead to better vocabulary learning and retention.

1.5 Significance of the Study

Vocabulary plays a very significant role in almost every aspect of language learning. Thus, learning new vocabulary items is an important issue in language classes. The current study looks at the effectiveness of two types of exercises for vocabulary learning and retention. The results of the current study can lead to pedagogical implications and guidance for language teachers to achieve their aims in vocabulary instruction and effective exercise implementation in their classes.

1.6 Definitions of Terms in the Study

1.6.1 Vocabulary Learning

In education of a second/foreign language, vocabulary knowledge is defined as "a continuum between ability to make sense of a word and ability to activate the word automatically for productive purposes" (Faerch, Haastrup, & Phillipson as cited in Fu, 2005). However, for the current study, vocabulary learning refers to the students' ability to recognize a word form and its meaning of each target word after completing the vocabulary exercises by providing a translation equivalent. To know a word form and its meaning is a good initial step for complete mastery of vocabulary item.

1.6.2 Vocabulary Retention

Vocabulary retention refers to how well the word knowledge can be retained by students in the long-term memory for one week after the exercise intervention. As Craik and Lockhard (1972) suggested, the trace duration of long-term

memory can be minutes to years after learning, and retrieved words will mostly be in semantic, auditory and visual forms.

In summary, the background of the entire study are apparently presented through the rationale, the research question, the research hypothesis, the purpose of the study, the significance of the study, the signification of the study, and the definition of terms in the study in this chapter. The next chapter will explain the theoretical framework and studies related to the current study.

CHAPTER 2
LITERATURE REVIEW

This chapter describes incidental vocabulary learning, typology of text-based vocabulary, factors affecting the efficacy of vocabulary learning and retention, reading-based vocabulary enhancement exercises, and previous research on the effects of vocabulary on vocabulary learning and retention. All of them are the links between the present knowledge including findings from previous studies to the current study.

2.1 Incidental Vocabulary Learning

Paribakht and Wesche (1999 as cited in Gass and Selinker, 2008: 209) stated that incidental vocabulary learning takes place when "learners are focused on comprehend meaning rather than on the explicit goal of learning new words". This is to say that, in a reading or listening activity, students' goal is to understand the meaning of language that they read or hear, rather than to learn or try to memorize particular new words (Hulstijn et al., 1996). The process of picking up vocabulary can be called implicit vocabulary learning. According to De Carrico (2001), implicit vocabulary learning is the acquisition of vocabulary when there is no conscious intention.

Incidental vocabulary learning plays a crucial role because it is not possible for learners to acquire a considerable number of vocabulary items solely in an intentional vocabulary activity (Nagy et al., 1985; Hulstijn et al., 1996). Vocabulary items are incidentally learned through in reading and listening (Krashen, 1989). Similarly, Schmitt (2000) stated that it would be very time-consuming and laborious if learners learn a substantial stock of vocabulary through an intentional vocabulary learning activity for individual words.

The logic behind obvious advantages of incidental vocabulary learning is the following. Firstly, it is very natural for people to encounter new vocabulary in context. Secondly, some common usages of vocabulary items are displayed in context. Thirdly,

context provides L2 learners with an opportunity to elaborate cognitive processing of vocabulary items. Finally, it yields two activities at the same time: vocabulary learning and listening or reading.

Although it is accepted by researchers that incidental vocabulary learning is the most desirable way to acquire preferable new vocabulary items (Swanborn & De Glopper, 2002; Huckin & Coady, 1999), researchers later noted certain limitations and prerequisites of incidental vocabulary learning apart from its strengths.

On the one hand, incidental vocabulary learning plays a very large role in vocabulary acquisition for L1 speakers who learn a great number of vocabulary items through repeatedly natural input in their everyday lives. On the other hand, it is difficult for L2 learners to be frequently exposed to a wide range of a natural contextualized language learning environment. Such a condition for L2 learners is hardly met except for language instruction intervention. Surprisingly, in a reading activity that aims to provide L2 learners with great chances to learn new vocabulary, L2 learners fail to acquire the meanings of words from the texts. This is well explained by Hunt and Beglar (2005) that a word that learners encounter once has only ten percent chances of being learned from the context so it is useful for them to see the same word several times. Furthermore, Hulstijn et al. (1996) set out the reasons why learners fail to acquire new words from reading. Here is what they claimed: 1) Learners do not notice the presence of new words or they think they know the words, 2) Learners intentionally leave new words abandoned, 3) Learners focus on only the meaning of the text, 4) Learners cannot infer the meanings of new words from the context, 5) Learners do not look up new words during reading a very long text even a dictionary is available, and 6) Only one time of encountering new words cannot lead to acquisition.

Incidental vocabulary learning alone might be insufficient for beginning learners as Nation (1990) argued that, for successful vocabulary learning from listening and reading activities, learners need to know approximately 95 percent of lexical items in a text. Similarly, students need to acquire two to three thousand high-frequency words or word families before they can learn low-frequency word incidentally (De Carrico, 2001). In addition, for some learners whose amount of time is constrained, it is inefficient because incidental vocabulary learning is a very slow

2.3 Factors Affecting the Efficacy of Vocabulary Learning and Retention

Attention and Noticing are two major factors affecting vocabulary learning. These two terms have been extensively discussed and debated in L2 studies. According to Gass and Selinker (2008), attention is defined as the concentration of mental power. As added by Schmidt (1990), "attention appears necessary for understanding every aspect of second and foreign language learning". For Nation (2001), noticing is the process of giving attention to an item. Kargozari and Ghaemi (2011: 1655) claimed "during noticing, the word is taken out of its message context for a certain period of time to be studied as a single item".

Nation (2001) proposed three important constructs affecting vocabulary acquisition: Noticing, Retrieval, and Generation. Noticing can occur when a learner pays attention to a word as part of the language rather than as part of a message. That a learner can remember and recall a word with the same meaning in different contexts is considered as Retrieval.

In a different line of argument, Brown and Perry (1991) asserted two main factors affecting vocabulary development: Frequency of Occurrence and Saliency. According to Brown, Frequency of Occurrence is the number of times that a learner encounters a word. This is similar to what Nagy (1997: 74) reported. Nagy discovered that "no single encounter with a word, whether in instruction or in the course of listening and reading, can lead to any great depth of word knowledge". Saliency is the importance of a word for the context understanding. If language learners perceive a single unknown word as a chief key to a clear understanding of the context, that word is more salient.

The "depth of processing hypothesis" was originally proposed by Craik and Lockhart (1972). They mentioned the retention is dependent on the level at which the information is processed. That is, when the shallow sensory level of processing moves to the deeper semantic level, memory traces would become more permanent. At the shallow sensory level, the phonological form is processed. On the contrary, the meaning of a new word is processed at the deeper semantic level. Hence, the more cognitive processing learners expand when manipulating and thinking about a new word, the more they would be able to recall and use the new word later. This is also in agreement with Schmitt & Schmitt (1995), who posited that when a more complex and

richer semantic processing task of a vocabulary item is given to learners, it would result in better vocabulary learning, compared to a rudimentary processing task.

However, the depth of processing theory is criticized. That is, the term itself is very vague. That is, it is difficult to measure the level of the depth of processing, and it is not easy to determine which task requires deeper cognitive processing than another task.

As the criticism against the concept of depth of processing, Hulstijn and Laufer (2001) developed the "Involvement Load Hypothesis" for L2 vocabulary learning and retention due to the need of identification of criteria used to observe, manipulate, and measure the effectiveness of vocabulary learning tasks. The construct of the Involvement Load Hypothesis comprises three principal components: "need", "search", and "evaluation". Whereas the 'need' component is a motivational and noncognitive dimension of a involvement load of vocabulary, the other two 'search' and 'evaluation' dimensions are a cognitive involvement load of vocabulary. The need component refers to whether learners need to know the meaning of the new word for completing task. The need is moderate in a case that an external agent imposes learners to do so such as a teacher or a task. The need is strong in a case that it is self-imposed by learners. The 'search' component represents the effort to find a meaning of an unfamiliar word or the effort to find an L2 word equivalent to an L1 word by any means. The 'evaluation' component involves the act of comparing and combining a word with other words in order to reach a conclusion about the meaning of a new vocabulary item. The presence and the absence of the three involvement components can be in a natural task or a specially designed task. The higher the involvement load in a word induced by a task, the better the retention (Hulstijn & Laufer, 2001)

2.4 Reading-Based Vocabulary Enhancement Exercises

Due to certain shortcomings of incidental vocabulary learning, a number of studies have demonstrated that reading coupled with additional tasks is more successful in promoting incidental vocabulary learning than reading alone.

Nation (2001) proposed that reading with additional interactive vocabulary learning activities such as doing a role play, ranking, and retelling were effective means of vocabulary learning. Zimmerman (1997) claimed that reading paired with

interactive vocabulary instruction improved learning words incidentally. Min and Hsu (2008) stated that reading followed by vocabulary enhancement activities was more useful than narrow reading for vocabulary acquisition and retention. Laufer (2001) carried out a study that demonstrated the superiority of reading plus word-oriented tasks over reading alone in terms of vocabulary acquisition. Joe (1998) also indicated reading activities plus doing a task strengthened incidental vocabulary learning, which resulted in gain of vocabulary knowledge in a great degree.

Exercises are another way to have learners focus on vocabulary and are widely employed in an EFL classroom. Stroller and Grabe (1993) pointed out that doing related vocabulary exercises after reading texts enhanced the effectiveness of incidental vocabulary learning from the texts. In a similar manner, Paribakht and Wesche (1997) argued that reading for vocabulary learning contributed to vocabulary gain, yet reading for meaning supplemented with specific vocabulary exercises produces more significant vocabulary knowledge. Later Wesche and Paribakht (2000) claimed that cumulative and varied exposures to new vocabulary items can be offered to learners by text-based vocabulary exercises and text-based vocabulary exercises can lead to more efficient and predictable vocabulary learning and retention within a limited teaching period. Their claim can be possibly supported by the viewpoint about instructional task-based tasks that "well-designed tasks can facilitate learner attention and cause incidental learning of aspects of L2 syntax, vocabulary, and phonology that learners may overlook if exposed to untutored settings" (Robinson, 1995: 293).

Indeed, it can be seen that a combination of incidental vocabulary learning and intentional vocabulary-focused tasks can be beneficial and result in better vocabulary learning and retention. Therefore, to supplement reading with vocabulary exercises is highly recommended for vocabulary learning. While reading offer exposure to new vocabulary items to language learners, vocabulary exercises can directly draw learners' attention to every single word and allow them to know the meaning and the function of the word.

2.4.1 Blank-Filling Exercises

According to the typology of vocabulary exercises by Paribakht and Wesche (1996), blank-filling exercises are classified into the category of 'Interpretation'. Blank-filling exercises involve both semantic and syntactic analysis. The relationship

of target words with other given words in contexts is considered as well. Heaton (1990) stated that it is useful to test learners' ability to produce acceptable and appropriate language forms by using blank-filling items. Words for omission can be both functional words and content words. Before a blank can be completed, it is necessary for learners to clearly understand a context. In order to avoid a wide range of possibilities for any blank-filling item, there are a few ways of restricting the alternative available to learners such as providing a context and using multiple-choice techniques.

2.4.2 Scrambled Sentence Exercises

According to the typology of vocabulary exercises by Paribakht and Wesche (1996), scrambled sentence exercises are classified into the category of 'Production'. Scrambled sentence exercises are controlled output production exercises. Learners are asked to rearrange a given string of words including a target word into a grammatically correct sentence. The relationship of form, meaning, and function of target words are engaged. While completing scrambled sentence exercises, learners confine their attention to a characteristic of a target word required in the production of sentences.

2.5 Previous Research

Vocabulary exercises differ considerably because each vocabulary exercise requires students to practice, understand, and analyze a different aspect of vocabulary knowledge such as meanings in general and in a specific context, word formation, synonyms, antonyms, collocations, and word registers. Directions for each exercise, moreover, differ enormously. Consequently, the aspect of word that is being practiced and the instructions undoubtedly influence the amount of time spent, degree of difficulty, the type of retrieval (active or passive), and the number of word encounters.

Due to a great variety of vocabulary exercise types, it is reasonable to state that different types of vocabulary exercises cannot yield the same result in vocabulary acquisition. Each type of vocabulary exercises requires learners to deal with different word features and different aspects of word knowledge. Learners require different levels of mental processes for completing different types of vocabulary exercise.

Follows are related studies on the effectiveness of types of vocabulary exercises.

Folse (2006) investigated the effect of the type of written exercises on L2 vocabulary retention. 154 ESL students with different native languages at four U.S. universities were exposed to target vocabulary items in three types of written vocabulary exercise conditions: one fill-in-the-blank exercise, three fill-in-the-blank exercises, and one writing-original-sentence exercise. A specially prepared mini-dictionary was available for the students in order to learn the meaning and usage of the target words. Scores of an announced posttest displayed that the students were able to retain words practiced under the three fill-in-the-blank exercise condition significantly better than words practiced under the other two exercise conditions. Moreover, there was no significant difference between the other two conditions. The conclusion is that the most important thing that should be taken into account when giving learners L2 vocabulary exercise is a number of word retrievals.

The objective of the study "A Reappraisal Perspective on Written Tasks Types and Vocabulary Acquisition and Retention of EFL Learners" by Hamid R. Kargozori and Hamed Ghaemi (2011) was to explore the effectiveness of the type of written exercises on L2 vocabulary retention. 54 university students majoring in English Translation participated in the study. One of three different treatment groups was randomly assigned to each of them. The Three groups were 1) sentence fill-in group, 2) multiple choice group, and 3) sentence writing group. 10 target words selected from the book "Essential Words for the GRE" by Geer. To make sure that the participants were not familiar with 10 target words, 30 advanced EFL learners whose language proficiency level was much higher than the target participants participated in a pilot study. The pretest and the posttest were employed to measure L2 vocabulary retention on the participants. The mini dictionary was created to help the participants for meaning and usage of the target words in treatment session. Two days after doing the pretest, the participants joined a filler activity in order to decrease their memorization of the target words on the pretest. Two days after the filler activity, the treatment sessions began. The mini dictionary was given to each participant. The participants discussed definitions and sentence examples of the target words for clarification before they completed the vocabulary treatment task with mini dictionary assistance. Five days later, the posttest was administered. The results showed that the multiple

choice group outperformed the other two groups, but no significant differences between the sentence fill-in group and the sentence writing group were detected.

The study by Mitra Hashemzadah (2012) aimed to examine effects of different exercise types on EFL learners' vocabulary retention, to compare recognition exercises and production exercises in EFL learners' vocabulary retention, and to find out if any differential gain of knowledge in immediate and delayed vocabulary occurred. 46 Iranian Elementary learners at a language institute participated in this study. Four texts were employed and each text contained ten unknown words. Participants read each text in each session and then they completed one exercise type. They were able to look up unknown words in a mini dictionary. When they finished one exercise type, participants were assigned to write an English synonym, an English definition, or translation in L1 for unknown words.   Before administering the immediate posttest, the mini dictionary was collected. Two weeks later, participants completed the delayed posttest. Both immediate and delayed posttests contained all unknown words presented in four exercise types. It was found that fill-in-the-blank exercise was the most effective exercise type on EFL learners' vocabulary retention in immediate and delayed posttests among the paraphrasing exercise, the matching exercise, and the writing exercise, respectively. Additionally, the research findings showed that recognition exercises yielded better results than production exercises. Moreover, the results revealed that learners' scores in the immediate posttest were higher than scores in the delayed posttest. Hence, it is advised that new vocabulary items are introduced repeatedly in different exercise types in order to lengthen learners' vocabulary retention.

The study from Folse (2006) indicated that three fill-in-the-blank exercises led to better vocabulary acquisition due to a number of word retrievals. The study from Kargozari and Ghaemi (2011) concluded that a multiple choice exercise was conducive to vocabulary learning as a result of word processing investment. From the research findings, Hashemzadeh (2012) reported that a fill-in-the-blank exercise was beneficial for vocabulary retention because of students' familiarity with this type of exercise. The studies above displayed the effect of different exercise types influencing vocabulary learning and retention.

In the studies from Kargozari and Ghaemi (2011) and Hashemzadeh (2012), learners

in each group practiced one type of exercise only one time during research procedure. That is they were exposed to the target words only once. The word retrieval that is one of factors affecting the efficacy of vocabulary acquisition is neglected.

A scrambled sentence exercise is another type of exercise that is also commonly used in EFL teaching and learning setting. This type of exercise has been explored mainly in order to detect its effectiveness of word order practice. However, in the current study this type of exercise was used to investigate its effectiveness of vocabulary learning and retention.

Therefore, the current research attempts to fill in a gap and investigate another exercise type. Taking retrievals into consideration, the participants were exposed to target words more than once. The number of word retrievals was the same in each experimental group.

In summary, incidental vocabulary learning, typology of text-based vocabulary, factors affecting the efficacy of vocabulary learning and retention, reading-based vocabulary enhancement exercises, and previous research on the effects of vocabulary on vocabulary learning and retention are reviewed in this chapter in order to establish a clear connection to the current study between the current study and what other scholars and researchers stated. The methodology of the current study is described in the next chapter.

CHAPTER 3

METHODOLOGY

This chapter explains the methods employed in the current research. Firstly, it describes a research design, participants, target words, and research instruments. Secondly, data collection and data analysis are discussed so as to assess the effectiveness of two types of vocabulary exercises. Finally, experimental procedure is reviewed.

3.1 Research Design

The aim of this study is to determine whether a different type of vocabulary exercises produce significantly different outcomes on vocabulary learning and retention. Two types of exercises were tested: a blank-filling exercise and a scrambled sentence exercise. According to Paribakht and Wesche (1996), a blank-filling exercise is categorized into the interpretation type of text-based exercise. This exercise type involves semantic and syntactic analysis including the relationship of a target word with other words found in given context. A scrambled sentence exercise is classified into the production type of vocabulary exercise. This exercise type requires retrieval and production of a target word in appropriate context.

A between-group research design were employed so as to obtain statistical comparison between two groups and see a relationship between the effectiveness of each exercise type on vocabulary learning and retention.

The current study was conducted with 40 Grade 9 students. 20 students in the first experimental group were required to do three blank-filling exercises and the other 20 students in the second experimental group were asked to do three scrambled sentence exercises. 20 students in each experimental group were from two different classrooms. The participants were exposed to the same group of ten target words. Participants in both experiment groups were exposed to the ten target words in a reading text and three vocabulary exercises.

The participants' performances in vocabulary learning and retention were dependent variables because their vocabulary learning and retention outcomes could change depending on how all the ten target words were practiced through each exercise type. Therefore, the data were collected from the immediate vocabulary posttest and the one-week delayed vocabulary posttest in order to measure the effects of each vocabulary exercise type on vocabulary learning and retention. The gathered data were then analyzed using a t-test statistical approach.

3.2 Participants

The participants were 40 Grade 9 students at Srimuang Wittayakhan School. The participants were from two different classrooms. The participants were not informed that they participated in the study. The study was carried out in the participants' English normal class hours in order to provide a natural setting that they were familiar with. The participants in the first experimental group were required to do three blank-filling exercises whereas the participants in the other experimental group were required to do three scrambled-sentence exercises. Before conducting the study, the criteria of homogeneity of the two groups were examined. Based on their English grades from the previous semester and their scores from vocabulary pretest for the target word selection, the levels of participants' English ability were confirmed as equivalent.   In fact, the total number of Grade 9 students in both classes was 76. However, only   20 students with low scores in each class took part in the study. The reason why only students with low scores were chosen to be participants was that all the ten target words were unknown to them according to the scores of the pretest and that if there were some vocabulary knowledge gains found in their performances on the immediate pretest and the one-week delayed pretest, it was likely that the improvements were due to the effectiveness of the exercise.

3.3 Target Words

The study used these 12 following words:

accident	answer	brain	business
center	exception	literature	person
population	professor	quality	question

Ten of the words were the actual target words. The two words, answer and question, serve as distractors in three blank-filling exercises to reduce guessing. The ten target words and the two distractors in this study were presented in a reading text in the "Weaving It Together" textbook by Milada Broukal on the topic of "Right Brain or Left Brain?". The book was designed to be used in an English for Reading and Writing course. Ten is a number suggested by Garins and Redman (1986). They claimed that between 8-12 new words should be introduced to students in the sixty-minute lesson.

One important criterion for selecting the target words was that the words were unknown to the participants according to their pretest results. Another important factor in choosing the target words was that they were in the same part of speech which was a noun in this case because Ludwig (1984) proposed that different classes of words entails different psychological difficulty. Moreover, Laufer (1990) suggested that "It is sometimes argued that certain grammatical categories are more difficult to learn than others. Nouns seem to be the easiest; adverbs—the most difficult; verbs and adjectives—somewhere in between" (p. 298). In addition, limiting a word category in the current study eliminates any external variable and intensifies a chance that any accurate outcome of each exercise type can be detected. Such an external factor is when many words of different parts of speech appear in the same test, students might be able to make use of syntactic distributions to make a correct choice especially in a blank-filling exercise because each part of speech has its own role and position in a sentence.

3.4 Research Instruments

3.4.1 Pretest

The pretest in the current study was used to select the appropriate target words. The participants were required to translate a list of 20 words taken from a reading text in the "Weaving It Together" textbook by Milada Broukal on the topic of "Right Brain or Left Brain?". If any words were familiar to the participants, they were excluded. All the 20 words in the pretest were the same part of speech, that is, nouns. In fact, there were more than 20 nouns in the reading text, because these 20 nouns did

not have any affix that the participants might employ as a clue to a meaning or a key to remember a word (e.g. writer, photographer, movement). Only ten words that were unknown by participants with low score were considered as the appropriate target words.

3.4.2 Blank-filling Exercises

The participants practiced ten target words through three blank-filling exercises. Three sentences were written for each target word. One sentence for each three blank-filling exercise. Each target word later was deleted and substituted with a blank. For more information, all the sentences were revised from sentences found in both printed and online dictionaries for learners of the English language. The first fifteen minutes of class hour was used for overall feedback provision and study, so participants were allocated forty-five minutes to complete an exercise each time.

The following represents this type of vocabulary exercise:

Instructions: Use the vocabulary items given in the box to fill in the blanks. Each vocabulary item can be used once. There are more words than necessary.

(1) More than 80% of the _____ voted in the last election.

(2) She is reading many management books as if she wants to do

_____.

(3) She is the only one _____ who always comes to class late.

3.4.3 Scrambled Sentence Exercises

The participants were assigned to rearrange words to create the correct ten sentences by writing in the provided space. All the sentences for each target word were identical to the three blank-filling exercises. Every word in each sentence was shuffled. The first letter of the first word in each sentence is capitalized and the last word of each sentence ended with a period.

The following represents this type of vocabulary exercise:

Instructions: Rearrange the words to create the correct sentences. Write the sentences in the spaces below.

(1) the/election./last/population/the/in//of/votcd/80%/More/than

---

(2) is/if/to/many/She/do/management/as/reading/books/she/business./wants

---

(3) who/one/only/late./She/comes/class/to/the/is/person/always

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3.4.4 Immediate Posttest and One-week Delayed Posttest

In the two posttests, the participants in each experimental condition were requested to write down the meaning of 10 target words in Thai. One point was given to a correct Thai equivalent with none given to an incorrect Thai equivalent. The 10 target words in the two posttests were the same, with the order of the words changed.

3.5 Data Collection

The data were collected from the immediate posttest and the one week delayed posttest. All participants in each experimental group were exposed to the 10 target words through one reading text and the same type of three vocabulary exercises for each experimental group. The data were collected during the second semester in academic year of 2014.

3.6 Data Analysis

A t-test statistical approach was used to see whether vocabulary learning and retention significantly differed by exposure to different exercises.

3.7 Experimental Procedure

The students were not informed about the current study. In the first week, the students completed the pretest in order to select the appropriate target words. In the second week, the students studied one reading text and answer the comprehension questions. During this class hour, the students and the teacher helped one another read and translate the text into Thai sentences. The students had to try to this by themselves first and were allowed to use dictionaries. When the students had

difficulties in reading, translating, or understanding, the teacher would help them. After the reading session, the students answered the comprehension by themselves on their textbook. After that, the teacher randomly chose one student for one question to read it aloud and tell their classmates what his/her answer was. Next the other students discussed their answer together. Lastly, the teachers told the correct answer and referred to the text if necessary. In the third week, before the students in the first experimental group were requested to do the first blank-filling exercise and the students in the second experimental group did the first scrambled-sentence exercise, the students and the teacher reviewed what they had read in the last class together. In the four week, the students in each experimental group were assigned to do the second exercise after the teacher gave each student their the first exercise paper back and let the students study corrections that were provided as feedback for fifteen minutes. In the fifth week, the students were requested to complete the third exercise after the students received their second exercise paper with corrections from the teacher and studied the paper. In this class hour, the students were also required to do the immediate posttest after the third exercise paper submission. The fourth exercise and the fifth exercise for the students in each experimental group were the same type of exercise as in the third week. The purpose of three exercises was to enhance their incidental vocabulary learning of the ten target words taken from the reading text that they had read in the second week. While doing the three vocabulary exercises, the participants were allowed to use any kinds of dictionary. In contrast, during Thai equivalents supplement in the two posttests, any kinds of dictionary were prohibited. After the students in each experimental submitted the third exercises, the students were requested to do the immediate posttest to measure effects of each exercise type on vocabulary learning in the participants in each experimental group. In the sixth week, the administration of the one-week delayed posttest was launched to examine the effects of different exercise types on vocabulary retention. It was noted here again every student in both experimental groups did the same thing, but only the immediate posttest and the one-week delayed posttest papers from 20 students in each group with low scores in the pretest for the target word selection from each class were analyzed.

In summary, this chapter presents how the current research was conducted

through the research design, participants, target words, research instruments, data collection, data analysis, and experimental procedures. In the next chapter, results and discussion are displayed.

CHAPTER 4

RESULTS AND DISCUSSION

After marking the two posttests from the participants in the two groups, the data were analyzed to determine if there is any significant difference by using a t-test approach. Therefore, the statistical analysis of the data is described in the first part of this chapter. Then the discussion of the results in connection to the theoretical frameworks of vocabulary teaching and learning and the results found in related studies is discussed.

4.1 Results

Table 1 Descriptive Statistics for the Immediate Post-test

Group	Minimum	Maximum	Mean	Std. Deviation	Std. Error Mean
Blank-filling	7	10	9.00	1.076	0.241
Scrambled Sentence	8	10	9.50	0.688	0.154

Based on the results presented in Table 1, it can be argued that the students in the scrambled sentence exercise group has the higher mean than the students in the blank-filling exercise group ($\bar{X}$ = 9.00, $\bar{X}$ = 9.50). The maximum score in both exercises is 10 and the minimum score in the blank-filling exercise group and the scrambled sentence exercise group are 7 and 8 respectively.

Table 2 Paired Sample Test for the Immediate Post-test6

| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
	F	Sig.	T	Df	Sig (2 tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	Upper
Equal Variance assumed	1.38	0.24	-1.75	38	0.08	- 0.50	0.28	- 1.07	0.07
Equal Variance not assumed			-1.75	32.31	0.09	- 0.50	0.28	- 1.08	0.08

Table 2 shows that the mean different between the students of the two groups is significant because t = -0.500 (p<0.05). Hence, it can be claimed from Tables 1 and 2 that the scrambled sentence exercise is more effective in promoting vocabulary learning than the blank-filling exercise.

Table 3 Descriptive Statistics for the One-week Delayed Post-test

Group	Minimum	Maximum	Mean	Std. Deviation	Std. Error Mean
Blank-filling	7	10	9.00	1.076	0.241
Scrambled Sentence	8	10	9.50	0.688	0.154

Table 3 shows that the students in the scrambled sentence exercise group outperformed the students in the blank-filling exercise group. ($\bar{X} = 7.95$, $\bar{X} = 7.50$). The minimum score is 5 and the maximum score is 10 in the both exercise groups.

Table 4 Paired Sampled Test for the One-week Delayed Post-test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	Df	Sig (2 tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal Variance assumed	0.001	0.970	- 0.75	38	0.45	- 0.45	0.59	- 1.66	0.76
Equal Variance not assumed			- 0.75	37.92	0.45	- 0.45	0.59	- 1.66	0.76

Table 4 demonstrates that there is no significant mean difference of the one - week delayed post-test between the two groups of students. Statistics is observed at - 0.450 (p<0.05).

Thus, it can be concluded from Tables 3 and 4 that both students in the blank-filling exercise group and the scrambled sentence exercise group would retain the vocabulary knowledge equally well in the one-week delayed post-test. Although students in the scrambled exercise group slightly outscored the students in the blank-filling exercise group, the differences found in both group exercises are not statistically significant.

4.2 Discussion

Based on the findings, the current study found that a scrambled sentence exercise was more conductive than a blank-filling exercise on the immediate posttest. Besides, a scrambled sentence exercise yielded a better effect than a blank-filling exercise on the one-week delayed posttest although the statistical results from the participants in both experimental groups were not significantly different. Consequently, it was worth to note possible important reasons in the higher efficacy of a scrambled sentence exercise.

It can be reasonably assumed that the vocabulary gains found in both exercise groups of the participants resulted from the intervention of the three exercises. In the third week, the first fifteen minutes were devoted for the reading text review before letting students practiced the ten target words under a different exercise. The researcher as their English teacher used the ten target words for an overall summary of the reading text in the second week to see if students had picked up any target words from the reading session. The researcher found out that only some target words were known to some students who were excluded from the current study due to their scores from the pretest for the target word selection and the rest of students responded that they had seen those target words before but could not remember their meanings. For more information, the first role of the reading text and the comprehension questions is a normal teaching and learning material in their English for Reading and Writing course that they are familiar with. Consequently, students would feel comfortable and natural. The second role is that the reading text and the comprehension questions are a tool for the target word exposure through incidental vocabulary learning, which is reading in this case before the exercise implementation for learning the target words was administered.

Students in the scrambled sentence exercise group experienced the ten target words through the more demanding type of exercise. A scrambled sentence exercise is designed to help language learners discern their linguistic output. In other words, a scrambled sentence exercise entails productive skills. While completing this type of exercise, students were involved in more practice.

To put all existing words into their order correctly, what students need to know was firstly the meanings of every single word in each exercise item. Secondly, students tried to arrange those words again and again in order to attain all possible meaningful sentences. If there are several possible meaningful sentences, students need to compare and contrast all the possibilities before reconsidering and coming up with the best meaningful sentence in their opinion. Thirdly, students sorted those vocabulary items into their order due to the meaning of sentence that they had thought of.

It is obviously seen that students had a great opportunity to interact with any single vocabulary item multiple times in each scrambled sentence exercise item, including the ten target words. That is the students spent more time on studying each word in various drafted sentences and a final sentence on an exercise paper. Not surprisingly, the number of vocabulary retrievals is another factor that has been shown to be a prominent role in vocabulary learning and retention (Atkinsons, 1975).

According to Gass and Selinker (2008), attention and noticing are the two crucial factors affecting vocabulary acquisition. A scrambled sentence exercise helped students pay more attention and notice not only the meanings of vocabulary items but also their possible place in a sentence. Without clear understanding of meaning and structural order, students found it tedious to complete a scrambled sentence exercise. As doing this type of exercise, students encountered and thought about vocabulary item many times until they finished the exercise.

This is also similar to what Brown (1993) and Nagy (1997) proposed. They both argued that the great depth of vocabulary knowledge resulted from the number of times that language learners meet such a single vocabulary item. Since a scrambled sentence exercise is a controlled output production, it is believed that this type of exercise enhances more mental processing and manipulation in participants when studying vocabulary items. This also reflected the account of Craik and Lockhart

(1972) that deeper cognitive processing and manipulation of a word would boost its acquisition. This type of exercise also has a higher involvement load in a word induced by a task that can produce satisfactory results in vocabulary learning and retention according to Hulstijn and Laufer (2001).

In a blank-filling exercise, students are involved with only the semantic analysis. To correctly complete this type of exercise, the understanding of a relationship other words presented in a text and the target words needs to be established. Students doing three blank-filling exercises paid attention to the ten target words, the two distractors, and some words in each exercise item. If any students discover a valuable clue or keyword that relates to a target words in the box given in a context, it can be possibly be easy for them to jump to the correct answers and leave the two distractors behind. The quicker participants uncover a valuable hint, the less time they spend on word attention and noticing, which are considered one of factors affecting the efficacy of vocabulary acquisition. Additionally, a blank-filling exercise could not provide participants with enough diverse word practice and mental processing and manipulation. Although participants made attempt to complete this type of exercise, there were not many language problems for them to solve unlike a scrambled sentence exercise. Word learning effectiveness can be enhanced by engaging deeper mental processes (Craik and Tulving, 1975).

It seemed that students in each experimental group encountered the ten target word equally. The first time was when they studied the text in their normal English class hour, the second time when they completed the first exercise, the third time when they completed the second exercise, and the fourth time when they completed the third exercise. What is different is how participants get involved with in-depth processing of information and a number of word interaction.

In contrast to a study by Folse (2006), whereas his study found out that three fill-in-the-blank exercises were superior to one fill-in-the-blank exercise and one writing-original sentence exercise, the current study indicated that three scrambled sentence exercises were more effective than three blank-filling exercises. However, the differences between his study and the current study were that there were three sets of target vocabulary in Folse's study for his participants to practice under each type of written exercise and the participants in his study were ESL university students. In the

current study, there was only one set of target vocabulary for both exercise and the participants were EFL secondary school students. EFL learners are most commonly exposed to English in the context of the classroom with limitation of time for teachers to talk and learner talk filled with errors and more importantly the only three sources of input are teachers, materials, and learners (Gass and Selinker, 2008). Folse's study and the current study lead to a similar conclusion that many word retrievals facilitate vocabulary learning and retention.

There is also a distinction between the current study and the study by Kargozori and Ghaemi (2011). Their study discovered that a multiple-choice exercise was more efficient than a filling-in-the-blank exercise and a sentence writing exercise. It is explained in their study that while doing a multiple-choice exercise, the participants only focused on the semantics of the target words. On the other hand, in a sentence writing exercise and a filling-in-the-blank exercise, the participants were involved both more semantically and syntactically. That is apart from the meanings of the target words, the other aspects of language like grammar were processed as well as the meaning of the target words. As a result, an inference drawn from the findings is that the amount of time investment in word processing is a key for vocabulary learning and retention. Their inference is similar to what is claimed in the current study. The difference between this study and the current study is that the participants in Kargozori and Ghaemi's experiment practiced the target words once time while in the current study the target words were practiced three times. It is clear that one time of encountering new words hardly lead to acquisition (Hulstijn et al., 1996 and Hunt; Beglar, 2013) is neglected.

The current study is in disagreement with the study by Hashemzadah (2012). Her study revealed that a recognition exercise such as a filling-in-the-blank exercise and a matching exercise yielded a more effective result than a production exercise such as a paraphrasing exercise and a writing exercise. The possible reason here is a recognition exercise provided the participants with more chance to devote processing on the target words. In contrast, processing was devoted to the other aspects of target words in a production exercise. This statement is in the same as to how the the findings in the current study is explained and interpreted. Furthermore, a few differences are spotted. The first difference is that the study by Hashemzadah

employed target words in several parts of speech. The second difference is that each group of the target words was practiced under one exercise type.

As it can be seen from the findings from the other related studies and the current research, the provision of multiple encounters of the target words would lead to better vocabulary learning and retention. Besides, the current research offers another factor for efficient vocabulary learning and retention that is using an exercise with deeper word processing which requires learners to put more cognition effort.

In conclusion, the findings shown here in this chapter analyzed with a t-test approach analysis of the data. Then the statistically analyzed results are interpreted by using the theoretical framework and the previous studies in Chapter 2. Next is the last chapter for the current study. It suggests an overall conclusion for the entire current study, pedagogical implications, and recommendations for further studies.

CHAPTER 5

CONCLUSION

This last chapter summarizes the whole current study and connects the results with the data interpretation to yield English classroom implications and recommendations for future studies.

5.1 Conclusion

Exercises are widely used in fomal EFL classrooms setting after the verbal and written language input. The aim of the present research was to investigate the effects of two types of vocabulary exercises, blank-filling exercises and scrambled sentence exercises, on vocabulary items selected from an English text. Students were divided into two groups by their normal classes. Then, students were asked to complete the three exercises after reading an English text and answering comprehension questions. Students in each experimental group practiced the ten target words under one type of vocabulary exercises. An immediate post-test and a one-week delayed post-test were administered to measure their vocabulary learning and retention respectively. An independent t-test statistical approach was employed to analyze the relationship between types of vocabulary exercises and vocabulary learning and retention. The findings revealed that students in the scrambled sentence group significantly outperformed participants in the blank-filling exercise group in the immediate post-test. In the one-week delayed post-test, although students in the scrambled sentence exercise group were able to retain the ten target words better, there were not significant differences.

5.2 Pedagogical Implications

Vocabulary plays a dominant role in language learning. Language teachers should find ways to facilitate vocabulary learning in language teaching and learning. The findings of the present study somehow suggest some classroom implications and offer guidance for language teachers.

The results indicated that a scrambled sentence exercise that can bc categorized into the type of production exercise increased knowledge of vocabulary of language learners better than a blank-filling that can be classified into a type of recognition exercise. As a result, it is advised to utilize this type of exercise in language classrooms. To implement this type of exercise, however, it should be kept in mind that it might involve a considerable amount of not only student time for coming up with the most possible and appropriate sentences in terms of meaningfulness and structural order but also teacher time for marking, providing fruitful, comprehensible, and proper feedback on any error. There is also one question whether language students actually read, understand, and make use of feedback. Therefore, to be worth tremendous time of both language learners and language teachers and effort, a definite plan should be formulated.

In an actual classroom, time constraints and a number of vocabulary items make it impossible to study every target words in each lesson by using only scrambled sentence exercises. Thus, other types of vocabulary should be employed into classroom practice such as a blank-filling exercise and a multiple-choice exercise. They both can be group into a type of recognition exercises. Language learners and language teachers are able to derive enormous benefits e.g. saving time, scoring easily, and correcting quickly from this type of exercises.

Each type of exercises varies in its strengths and weaknesses. It is a duty of language teachers to select a type of exercise that is suitable for a vocabulary learning aspect and a difficulty level of vocabulary items for their language learners. During this process, language learners will not find it boring and tedious when learning vocabulary items through exercises.

5.3 Recommendations for Future Studies

This study discovered that a scrambled sentence exercise produced better vocabulary learning and retention than a blank-filling exercise. However, only nouns were examined in this study. Vocabulary items categorized into other parts of speech such as verbs, adjectives, adverbs, phrases, idioms should be examined in order to confirm whether this type of exercise still achieves the positive results. All of them have their own unique features and functions. In addition, a combination of various word classes, phrases, idioms should be included into the same type of exercise in order to increase challenges.

Other types of vocabulary exercises should be explored because the current study investigated only the two types of exercises. Interviewing both language learners with high scores and those with low scores after completing each type of exercise is optional so language teachers know which type of exercise is more preferable among their language learners and why they hold such an opinion. Furthermore, future studies should possibly take different combinations of types of exercises.

Finally, in the current research, participants' vocabulary knowledge was tested by having them translate into Thai. This can capture only partial knowledge of the target words. Their degree of vocabulary knowledge was described in terms of correct or not correct although they might know something more about the target words. Moreover, the current study does not demonstrate whether the participants were able to use the target words in an English context. According to Schmitt (2000), the mastery of vocabulary is on a varied continuum stretching from the one end 'no knowledge' to at the other end "complete knowledge and control". Hence, the real use of knowledge of vocabulary items in discourse should be considered.

In summary, this chapter focuses on the brief conclusion of the current study, teaching implications, suggestions for further research. The pretest for the target word selection, the three blank-filling exercise. The references, the pretest for the target word selection, the three blank-filling exercises, the three scrambled sentence exercises, the immediate posttest, the one-week delayed posttest, and the curriculum vitae are respectively illustrated in the following parts.

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APPENDICES

APPENDIX A
THE PRETEST FOR THE TARGET WORD SELECTION

The Vocabulary Test

Instructions: Write the meaning of the vocabulary items below into Thai on the provided space.

1. accident   _____

2. answer   _____

3. art   _____

4. brain   _____

5. business   _____

6. center   _____

7. exception   _____

8. idea   _____

9. life   _____

10. literature   _____

11. message   _____

12. music   _____

13. person   _____

14. population   _____

15. problem   _____

16. professor   _____

17. quality   _____

18. question   _____

19. size   _____

20. weight   _____

APPENDIX B
THE THREE BLANK-FILLING
EXERCISES

The 1st Blank-filling Exercise

Instructions: Use the vocabulary items given in the box to fill in the blanks. Each vocabulary item can be used once. There are more words than necessary.

accident	answer	brain	business
center	exception	literature	person
population	professor	quality	question

1. Bangkok has a _____ of over 5 million.

2. Every _____ in the meeting stopped talking when the show started.

3. Every woman was in colorful costumes, but a bride was a/an _____.

4. He had a/an _____ at school and had to go to hospital.

5. Our economics teacher said the _____ in the country is getting better.

6. She hopes she will be a/an _____ at a university in her hometown.

7. That restaurant is very expensive because of its top food _____.

8. This book explains how a human _____ works.

9. This city is the important _____ for dairy products.

10. We study not only the writer's life but also his well-known _____.

The 2nd Blank-filling Exercise

Instructions: Use the vocabulary items given in the box to fill in the blanks. Each vocabulary item can be used once. There are more words than necessary.

accident	answer	brain	business
center	exception	literature	person
population	professor	quality	question

1. Books about stories, poems, and plays are in the _____ corner.

2. China has a policy of _____ control.

3. He was seriously hurt in a/an _____ on his way home.

4. Healthy food and enough sleep are good for our _____.

5. Each _____ must pay $2 for the bus fare to the museum.

6. The school _____ in small cities needs to improve.

7. They don't usually lend people money, but for us they made a/an

_____.

8. This village is the major _____ of organic vegetables.

9. We need some money from the bank to improve our export _____.

10. You need advice from your _____ before doing research.

The 3rd Blank-filling Exercise

Instructions: Use the vocabulary items given in the box to fill in the blanks. Each vocabulary item can be used once. There are more words than necessary.

accidents	answer	brain	business
center	exceptions	literature	person
population	professor	quality	question

1. Good _____ activities are important for young students.

2. Greek _____ is famous for its mythology about gods and goddesses.

3. Many people are killed in traffic _____ at this junction last year.

4. More than 80% of the _____ voted in the last election.

5. She is reading many management books as if she wants to do _____.

6. She is the only one _____ who always comes to class late.

7. That bookstore is the main English book _____ in our city.

8. The staff work very hard to maintain the product _____.

9. Unlike science and math, there are some _____ to every language rule.

10. We saw our biology _____ in the education TV program.

APPENDIX C

THE THREE SCRAMBLED SENTENCE EXERCISE

The 1st Sentence Scrambled Exercise

Instructions: Rearrange the words to create the correct sentences. Write the sentences in the spaces below.

1. of/a/over/has/5/Bangkok/population/million.

_____

2. show/person/stopped/started./in/the/Every/talking/meeting/when/the

_____

3. an/bride/costumes/exception./was/in/Every/woman/but/was/colorful

_____

4. an/had/at/go/hospital./accident/school/and/He/had to

_____

5. better./teacher/business/getting/Our/the/country/is/in/economics/the/said

_____

6. a/professor/hometown./in/she/hopes/her/She/be/will/university/a/at

_____

7. its/because/is/of/quality./expensive/That/food/restaurant/very/top

_____

8. how/explains/works./a/human/This/brain/book

_____

9. is/dairy/city/for/the/products./center/This/important

_____

10. study/the/writer's/life/not/well-known/only/but/his/We/literature./also

_____

The 2ⁿᵈ Sentence Scrambled Exercise

Instructions: Rearrange the words to create the correct sentences. Write the sentences in the spaces below.

1. plays/are/poems,/Books/the/corner./literature/in/and/about/stories,

_____

2. has/control./China/policy/population/a/of

_____

3. way/his/seriously/was/in/on/an/He/hurt/accident/home.

_____

4. good/are/brain./food/Healthy/enough/and/our/sleep/for

_____

5. bus/museum./the/Each/for/pay/must/fare/person/to/the/$2

_____

6. school/in/quality/to/cities/The/improve./small/needs

_____

7. they/made/lend/exception./people/an/don't/for/money/usually/They/us/but

_____

8. vegetables./is/This /of/the/organic/major/center/village

_____

9. money/We/from/need/some/improve/bank/business./our/to/the/export

_____

10. doing/professor/need/before/your/from/advice/You/research.

_____

The 3rd Sentence Scrambled Exercise

Instructions: Rearrange the words to create the correct sentences. Write the sentences in the spaces below.

1. for/important/Good/students./activities/are/brain/young

_____

2. its/literature/mythology/is/for/goddesses./and/famous/about/Greek/gods

_____

3. traffic/this/Many/at/accidents/people/year./in/last/junction/are/killed

_____

4. the/election./last/population/the/in//of/voted/80%/More/than

_____

5. is/if/to/many/She/do/management/as/reading/books/she/business./wants

_____

6. who/one/only/late./She/comes/class/to/the/is/person/always

_____

7. in/city./English/the/That/book/bookstore/is/our/main/center

_____

8. product/staff/the/The/to/quality./work/very/hard/maintain

_____

9. some/and/there/to/science/Unlike/rule./every/exceptions/language/math,/are

_____

10. in/our/ the/We/biology/saw/program./professor/TV/program

_____

APPENDIX D

THE IMMEDIATE POSTEST AND

THE ONE-WEEK DELAYED POSTTEST

The Immediate Posttest

Instructions: Write the meanings of the vocabulary items below into Thai on the provided space.

1. accident   _____

2. brain   _____

3. business   _____

4. center   _____

5. exception   _____

6. literature   _____

7. person   _____

8. population   _____

9. professor   _____

10. quality   _____

The One-week Delayed Posttest

Instructions: Write the meanings of the vocabulary items below into Thai on the provided space.

1. population   _____

2. brain   _____

3. center   _____

4. weight   _____

5. quality   _____

6. person   _____

7. literature   _____

8. business   _____

9. accident   _____

10. exception   _____

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