

| RESEARCH ARTICLE**The Impact of Vocabulary Extraction Activities on English Reading Comprehension and Language Proficiency among Grade 12 Students at Wat Phrasrimahadhat Secondary Demonstration School, Phranakhon Rajabhat University****Suthee Khamkaew¹ and Aifa Trussat²**¹*Vice Dean, College of Teacher Education, Phranakhon Rajabhat University; School Director and English Language Lecturer, Wat Phrasrimahadhat Secondary Demonstration School, Phranakhon Rajabhat University, Thailand*²*Head of Foreign Languages Department; English Language Lecturer at Wat Phrasrimahadhat Secondary Demonstration School, Phranakhon Rajabhat University, Thailand***Corresponding Author:** Suthee Khamkaew, **E-mail:** julia.anne.gumanay.99@gmail.com**| ABSTRACT**

This study aimed to evaluate the impact of vocabulary extraction activities on the English reading comprehension and language proficiency. This study was conducted at Wat Phrasrimahadhat Secondary Demonstration School, Phranakhon Rajabhat University, focusing on Grade 12 students majoring in Science-mathematics, Mathematics-English, English Chinese, and English Japanese. The study involved 150 students in the second semester of 2024 academic year. The instruments of data collection were reading materials, vocabulary extraction worksheets and student survey questionnaires. The data was collected and analyzed by Excel Program and shown in terms of percentage. The findings revealed that 1) Most students found the vocabulary activities engaging and actively took part in them, 2) Most students recognized improvement in both vocabulary and reading comprehension, 3) Most students gained confidence and improved their understanding of new vocabulary through the activities, and 4) Most respondents express a positive stance, suggesting that Thai translations play a significant role in supporting vocabulary acquisition.

| KEYWORDS

Vocabulary Extraction Activities, English Reading Comprehension, Language Proficiency

| ARTICLE INFORMATION**ACCEPTED:** 01 February 2026**PUBLISHED:** 09 February 2026**DOI:** [10.32996/jeltal.2026.8.3.1](https://doi.org/10.32996/jeltal.2026.8.3.1)**1. Introduction**

In today's globalized world, English has emerged as an essential tool for communication, education, and economic development. The language is widely recognized as a global lingua franca, bridging gaps between people from different linguistic and cultural backgrounds (Crystal, 2003). English is the primary medium in international business, science, and technology, making it critical for professional success in many fields (Graddol, 2006). Additionally, proficiency in English provides access to a vast amount of information and resources online, as much of the internet's content is in English (Kachru and Smith, 2008). The role of English as a key subject in education systems worldwide further highlights its significance, as fluency in English is often associated with improved academic and career prospects (Seidlhofer, 2011). This research examines the factors contributing to English's prominence and its impact on global communication and professional development.

The importance of English in Thailand has become increasingly evident due to globalization, which has pushed English proficiency to the forefront of education, business, and tourism. In a country like Thailand, which is heavily reliant on tourism and international business, English serves as a bridge to global opportunities and economic growth (Kirkpatrick, 2012). Studies show that English skills boost employability, particularly in sectors such as hospitality, finance, and customer service, where interactions with foreigners are frequent (Kirkpatrick and Sussex, 2012). Furthermore, the Thai government has recognized this importance,

Copyright: © 2026 the Author(s). This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC-BY) 4.0 license (<https://creativecommons.org/licenses/by/4.0/>). Published by Al-Kindi Centre for Research and Development, London, United Kingdom.

integrating English education into national curriculums at all levels to improve competitiveness within the ASEAN Economic Community (AEC) (Chularut, 2018). According to Chularut (2018), English also plays a critical role in academic advancement, as many top research and scientific publications are available only in English. Thus, English proficiency is seen not only as a tool for economic gain but also as a means for Thailand to engage in international academia, cultural exchange, and diplomacy.

English proficiency has become essential for students across all nations, and Thailand is no exception. As English is the primary language of international business, technology, and academia, Thai students proficient in English gain valuable advantages in both their academic and professional lives (Baker, 2012). Thailand's integration into the ASEAN (Association of Southeast Asian Nations) community further underscores this importance, as English serves as the primary language for communication among ASEAN countries (Kirkpatrick, 2010). English language skills enable Thai students to access a vast array of global information and resources, offering them better educational and career opportunities (Gearing, 2015). Moreover, as tourism plays a significant role in Thailand's economy, English proficiency opens up job opportunities in tourism and hospitality, boosting both individual income and the nation's economy (Chang, 2018). Therefore, enhancing English skills for Thai students is not merely about learning a language but also about preparing for a globally connected future.

English proficiency, particularly in vocabulary, plays a vital role in the academic success of Thai students. English has become a global language, essential for accessing vast amounts of knowledge and resources across various fields. For Thai students, mastering English vocabulary enhances their ability to comprehend academic content and engage with international resources, which can broaden their perspectives and understanding of complex subjects. Vocabulary is the foundation of language skills, supporting reading comprehension, writing clarity, and effective communication. Research shows that vocabulary knowledge correlates directly with academic achievement, especially in subjects like science, technology, and mathematics, which often use English terminology. For example, Cummins (1979) emphasizes the role of vocabulary in academic language proficiency, essential for deeper comprehension and critical thinking. Additionally, the Ministry of Education in Thailand has underscored the importance of English vocabulary acquisition to equip students for the ASEAN Economic Community (AEC) and global job markets (Office of the Basic Education Commission, 2013). Therefore, developing a strong English vocabulary is crucial for Thai students to succeed academically and professionally in an increasingly interconnected world.

Vocabulary extraction activities, extracting unfamiliar words from texts, clarifying the meanings of these words, identifying their parts of speech, and creating sentences using the new vocabulary, are essential for fostering language comprehension and proficiency in the classroom. These activities, which involve identifying and isolating key vocabulary from texts, play a significant role in helping students engage with complex language structures, broaden their vocabulary, and improve reading comprehension (Nation, 2001). Vocabulary knowledge is foundational to language learning; without an adequate vocabulary, students struggle to express ideas or understand new concepts fully (Schmitt, 2019). Vocabulary extraction encourages active participation in language acquisition by prompting students to critically analyze words, their meanings, and their contexts within texts, thus building their confidence and linguistic skills (Laufer and Hulstijn, 2001). Moreover, when students engage with vocabulary in various contexts, they are more likely to retain and apply it effectively in real-life communication, leading to enhanced language fluency and accuracy (Webb, 2009). Therefore, integrating vocabulary extraction activities into the classroom can significantly contribute to students' overall language development and academic success.

Vocabulary knowledge is a cornerstone of language proficiency, serving as a foundation for effective communication, comprehension, and expression. Research in vocabulary acquisition is vital because words are the building blocks of language, and without a solid vocabulary, learners struggle to understand and convey ideas accurately. This research investigates the importance of vocabulary development in language learning and teaching, exploring how vocabulary acquisition impacts language comprehension and productive skills like speaking and writing. By understanding the role vocabulary plays, educators and researchers can design better instructional methods to improve learners' language outcomes and empower them to become proficient communicators in various contexts. This research is especially relevant in an era of global communication, where language skills directly influence personal, academic, and professional success.

2. Objectives

The objective of this study was to evaluate the impact of vocabulary extraction activities on the English reading comprehension and language proficiency.

3. Literature Review

3.1 Vocabulary towards English Reading Comprehension

Research in vocabulary development has long underscored its crucial role in reading comprehension, particularly in the context of English as a second language (ESL) learning. Studies by Nation (2001) and Schmitt (2011) emphasize that vocabulary knowledge directly affects a learner's ability to decode and understand text. Limited vocabulary often restricts readers to surface-level understanding, where they may grasp general ideas but miss critical nuances. In contrast, extensive vocabulary knowledge allows learners to engage in deeper comprehension, inferencing, and critical thinking. Research has also highlighted the "vocabulary threshold hypothesis," which suggests a minimum vocabulary size necessary for efficient reading comprehension.

According to Laufer (1992), readers need to understand 95-98% of words in a text to comprehend it well, underscoring the importance of vocabulary depth and breadth in effective reading comprehension.

Moreover, recent studies indicate that vocabulary instruction has a direct impact on reading comprehension skills. For example, research by Nagy and Townsend (2012) and Lin (2020) demonstrates that targeted vocabulary instruction, focusing on both high-frequency and academic words, can significantly improve learners' reading abilities. Vocabulary knowledge aids in context understanding, allowing readers to interpret meaning through context clues and make connections within the text. Techniques such as explicit vocabulary instruction, use of word lists, and context-based learning have been shown to enhance reading comprehension across varied levels of language proficiency. Thus, an understanding of vocabulary learning strategies and their influence on reading comprehension is essential for developing effective ESL programs that foster both language and literacy skills.

3.2 Vocabulary towards Language Proficiency

Vocabulary knowledge has long been identified as a critical component of language proficiency. Schmitt (2000) highlights that vocabulary is central to all language skills, including listening, speaking, reading, and writing. Learners with a larger vocabulary tend to comprehend spoken and written language more effectively, which in turn accelerates their overall language proficiency (Nation, 2001). Numerous studies emphasize the need for a systematic approach to vocabulary learning, suggesting that explicit instruction and repeated exposure to words in meaningful contexts are essential (Laufer and Hulstijn, 2001). Additionally, vocabulary size correlates strongly with reading comprehension, as highlighted by Anderson and Freebody's (1981) "instrumental hypothesis," which suggests that vocabulary acts as a tool enabling learners to access and understand content. In short, a robust vocabulary foundation facilitates language acquisition, supporting learners as they advance through progressively complex language tasks.

In addition to vocabulary size, depth of vocabulary knowledge plays a crucial role in achieving language proficiency. Qian (2002) argues that knowing a word involves more than recognizing its form; learners must also understand nuances in meaning, appropriate usage, and word associations. Depth of vocabulary knowledge includes knowing synonyms, antonyms, collocations, and other word relationships, which can enhance learners' fluency and accuracy in language use (Read, 2004). Studies by Milton (2009) and Nation (2013) further suggest that both receptive and productive vocabulary are critical for language development, with each supporting different aspects of communication. Therefore, effective vocabulary instruction should target both breadth and depth to build comprehensive language skills. These findings reinforce that vocabulary knowledge is integral to language proficiency, shaping learners' abilities to communicate effectively and confidently in various contexts.

3.3 The importance of Vocabulary Extraction Activities

Vocabulary extraction activities have been recognized as crucial in enhancing learners' vocabulary retention and comprehension across various language learning settings. According to Nation (2001), vocabulary learning requires consistent exposure and active engagement, which vocabulary extraction activities facilitate by isolating and focusing on specific word forms and meanings. These activities, such as word-matching tasks, context-driven word guessing, and flashcard drills, not only aid in reinforcing learners' recall of vocabulary but also help them understand words within meaningful contexts (Schmitt, 2019). Thornbury (2002) argues that the process of vocabulary extraction allows learners to engage in deliberate practice, which is essential for long-term retention. Additionally, extraction activities promote greater awareness of the language by encouraging students to focus on word usage, synonyms, antonyms, and nuances in meaning, further supporting comprehension and communicative competence.

Furthermore, vocabulary extraction activities have been shown to support the development of learners' reading and listening skills. Research by Laufer and Hulstijn (2001) highlights the significance of these activities in aiding incidental vocabulary acquisition, which occurs naturally during reading and listening. Extraction activities complement this process by encouraging students to identify and focus on unknown words, thereby fostering deeper cognitive processing and aiding vocabulary retention (Folse, 2004). Studies by Nation and Newton (2009) have also demonstrated that incorporating vocabulary extraction techniques in language classrooms helps learners process and internalize new vocabulary, ultimately supporting their ability to recall and use words accurately in real-life contexts. This approach is especially beneficial in multilingual or foreign language classrooms, where students may need extra support to master vocabulary in a non-native language.

4. Methodology

4.1 Participants

This study was conducted at Wat Phrasimahadhat Secondary Demonstration School, Phranakhon Rajabhat University, focusing on Grade 12 students majoring in Science-mathematics, Mathematics-English, English Chinese, and English Japanese. The study involved 150 students in the second semester of 2024 academic year. These students were divided into three classes, with each class consisting of approximately 50 students. These students were at a critical stage in their education, preparing for higher education and future careers. Enhancing their English vocabulary and reading comprehension skills was essential for their academic and professional success.

4.2 Instruments of Data Collection

4.2.1 Reading Materials: Textbook: New Weaving it Together (CEF B1/B2)

Selected Readings:

- Personality Revealed
- Pets to the Rescue
- Sushi Crosses the Pacific
- What's for Breakfast?

4.2.2 Vocabulary Extraction Worksheets: To guide students in identifying and learning new vocabulary from the reading texts.

- Unfamiliar Words: A section for students to list words they do not know from the reading text.
- Definitions: Spaces for students to write English definitions of each word.
- Thai Translations: Sections for students to provide the Thai meanings of the words.
- Parts of Speech: Areas to identify whether the word is a noun, verb, adjective, etc.
- Sentence Creation: Lines for students to use each new word in an original sentence to demonstrate understanding and usage.

4.2.3 Student Survey Questionnaires: To gather detailed feedback from students on their experiences with vocabulary extraction activities, their engagement, and their perceptions of the impact on their vocabulary knowledge and reading comprehension skills.

Components:

- Engagement and Participation: Questions on how often and how engaged students felt during the activities.
- Perceived Improvement: Queries about perceived gains in vocabulary knowledge and reading comprehension.
- Confidence in Usage: Questions assessing students' confidence in using the new vocabulary in sentences.
- Helpfulness of Thai Translations: Items evaluating the usefulness of writing Thai meanings.
- Suggestions for Improvement: Open-ended questions for students to provide feedback and suggestions.

4.3 Method of Data Collection

This survey was conducted in November - December 2024. The respondents were the students studying in English Analytical Reading Course for Mattayom 6 (Grade 12) at Wat Phrasrimahadhat Secondary Demonstration School, Phranakhon Rajabhat University.

4.4 Data Analysis

The data was collected and analyzed by Excel Program. The results were shown in terms of percentage. Survey responses will be analyzed to determine the level of engagement, perceived improvement, and overall effectiveness of the vocabulary extraction activities. Then, the data was presented on the table. The researchers employed a Likert 5-point scale questionnaire, ranging from 5 (strongly agree) to 1 (strongly disagree), to measure students' perceptions of the activities in terms of engagement, effectiveness, and impact on their language skills as follows:

| | | |
|---|-------|-----------------------|
| 5 | means | strongly satisfied |
| 4 | means | very satisfied |
| 3 | means | weakly satisfied |
| 2 | means | dissatisfied |
| 1 | means | strongly dissatisfied |

5. Findings

The findings of this study examine the impact of vocabulary extraction activities on English reading comprehension and language proficiency among 79 out of 150 students of Grade 12 students at Wat Phrasrimahadhat Secondary Demonstration School, Phranakhon Rajabhat University. The results are categorized into five key areas: Engagement and Participation, Perceived

Improvement, Confidence in Usage, Helpfulness, and Overall Perception. The results related to the student feedback questionnaire on vocabulary extraction activities are summarized and presented in the tables as follows:

| Topic | No. | Statement | level of Agreement | | | | |
|--------------------------------------|-----|---|--------------------|------|------|------|------|
| | | | (5) | (4) | (3) | (2) | (1) |
| Engagement and Participation | 1 | I found the vocabulary extraction activities engaging. | 50.6 | 30.4 | 11.4 | 3.38 | 3.38 |
| | 2 | I actively participated in identifying and learning new vocabulary during the activities. | 55.7 | 27.8 | 13.9 | 1.3 | 1.3 |
| Perceived Improvement | 3 | The activities helped me expand my vocabulary. | 48.1 | 31.6 | 15.2 | 2.5 | 2.5 |
| | 4 | My reading comprehension skills improved because of these activities | 41.8 | 35.4 | 12.7 | 7.6 | 2.5 |
| Confidence in Usage | 5 | I feel confident using the new vocabulary in sentences. | 44.3 | 31.6 | 15.2 | 7.6 | 1.3 |
| | 6 | I understand the usage of new words in context better after the activities. | 50.6 | 29.1 | 16.5 | 2.5 | 1.3 |
| Helpfulness of Thai Translations | 7 | Writing Thai translations of the vocabulary helped me understand and retain their meanings. | 46.8 | 29.1 | 17.7 | 3.8 | 2.5 |
| | 8 | Including Thai translations made the activities more effective for me. | 41.8 | 32.9 | 16.5 | 5.1 | 3.8 |
| Overall Perception and Effectiveness | 9 | The vocabulary extraction activities were well-structured and easy to follow. | 49.4 | 27.8 | 16.5 | 5.1 | 1.3 |
| | 10 | The vocabulary extraction activities were a useful method for improving my English language skills. | 45.6 | 31.6 | 17.7 | 3.8 | 1.3 |

The findings of this study examine the impact of vocabulary extraction activities on English reading comprehension and language proficiency among 79 Grade 12 students at Wat Phrasrimahadhat Secondary Demonstration School, Phranakhon

Rajabhat University. The results are categorized into five key areas: Engagement and Participation, Perceived Improvement, Confidence in Usage, Helpfulness, and Overall Perception.

1. Engagement and Participation

The data presents students' levels of agreement with statements regarding engagement and participation in vocabulary extraction activities. The first statement, "I found the vocabulary extraction activities engaging," received the highest agreement at 50.6% (strongly agree) and 30.4% (agree), while 11.4% responded neutrally, and only 3.38% each disagreed or strongly disagreed. Similarly, for the second statement, "I actively participated in identifying and learning new vocabulary during the activities," 55.7% strongly agreed, and 27.8% agreed, showing an even higher positive response. A smaller percentage (13.9%) remained neutral, and minimal disagreement (1.3% each for disagreement and strongly disagree) was recorded. These results indicate that most students found the vocabulary activities engaging and actively took part in them. However, a small percentage remained neutral or disagreed, suggesting room for improvement. The low levels of disagreement highlight the effectiveness of the activities in fostering engagement and participation.

2. Perceived Improvement

The data presents students' perceptions of their improvement in vocabulary and reading comprehension after participating in specific activities. For the statement "The activities helped me expand my vocabulary," 48.1% of respondents strongly agreed (5), while 31.6% agreed (4), indicating that most students found the activities beneficial. A smaller percentage (15.2%) was neutral (3), and only 2.5% each disagreed (2) or strongly disagreed (1). Similarly, for the statement **"My reading comprehension skills improved because of these activities," 41.8% strongly agreed (5), and 35.4% agreed (4), showing a generally positive perception. However, a slightly higher percentage (7.6%) disagreed (2), while 12.7% remained neutral (3). These results suggest that while most students recognized improvement in both vocabulary and reading comprehension, a small portion remained unconvinced or neutral about the effectiveness of the activities.

3. Confidence in Usage

The data presents the level of agreement regarding students' confidence in using new vocabulary. In response to the statement "I feel confident using the new vocabulary in sentences," 44.3% of participants strongly agreed, while 31.6% agreed, indicating that the majority felt confident. A smaller proportion, 15.2%, were neutral, whereas 7.6% disagreed, and only 1.3% strongly disagreed. Similarly, for the statement "I understand the usage of new words in context better after the activities," 50.6% strongly agreed, and 29.1% agreed, showing a positive impact of the activities. Neutral responses accounted for 16.5%, while disagreement was minimal, with 2.5% disagreeing and 1.3% strongly disagreeing. These results suggest that most students gained confidence and improved their understanding of new vocabulary through the activities.

4. Helpfulness of Activities

The data presented examines the perceived helpfulness of Thai translations in vocabulary learning activities. Statement 7 reveals that 46.8% of participants strongly agree that writing Thai translations helped them understand and retain meanings, while 29.1% agree, 17.7% are neutral, 3.8% disagree, and 2.5% strongly disagree. Similarly, Statement 8 shows that 41.8% strongly agree that including Thai translations made activities more effective, followed by 32.9% agreeing, 16.5% remaining neutral, 5.1% disagreeing, and 3.8% strongly disagreeing. Most respondents (over 70%) express a positive stance, suggesting that Thai translations play a significant role in supporting vocabulary acquisition. However, a small percentage remain neutral or disagree, indicating that personal learning preferences may vary.

5. Overall Perception

The data presents participants' perceptions of vocabulary extraction activities in terms of structure, clarity, and effectiveness in improving English skills. In statement 9, 49.4% of respondents strongly agreed that the activities were well-structured and easy to follow, while 27.8% agreed, making a total of 77.2% positive responses. Similarly, in statement 10, 45.6% strongly agreed that the activities were useful for improving English skills, with 31.6% agreeing, resulting in a total of 77.2% positive responses. Neutral responses accounted for 16.5% and 17.7% for statements 9 and 10, respectively. Negative responses were minimal, with only 5.1% and 3.8% disagree and 1.3% strongly disagreeing in both cases. These findings suggest that most participants found the activities beneficial and well-structured, with only a small percentage expressing dissatisfaction.

6. Discussion

The findings reveal strong student engagement and participation in vocabulary extraction activities, with over 80% of respondents agreeing or strongly agreeing that they found the activities engaging and actively participated. Compared to other aspects, this category received the highest positive response, indicating that the activities were successful in maintaining student interest. However, a small percentage remained neutral or disagreed, suggesting that while effective, the activities might need

additional elements to further increase engagement for all students. These results align with those in the confidence category, where most students reported feeling assured in using new vocabulary, reinforcing the idea that engagement correlates with language confidence.

In terms of perceived improvement, a similarly high percentage of students agreed that the activities expanded their vocabulary and enhanced reading comprehension. However, compared to engagement and participation, there was a slightly higher level of neutrality and disagreement. This indicates that while the activities were effective for most students, some may have needed additional support or different learning approaches to fully benefit. The slight increase in disagreement for reading comprehension suggests that while vocabulary learning was emphasized, additional strategies might be needed to improve comprehension skills more effectively.

Confidence in vocabulary usage was another area where students responded positively, with more than 75% agreeing or strongly agreeing that they felt confident in using new words and understanding their meanings in context. Compared to perceived improvement, confidence had fewer neutral and negative responses, suggesting that even if some students did not feel their vocabulary expanded significantly, they still felt comfortable using the words they had learned. This highlights the practical impact of the activities, as confidence in usage is crucial for long-term language retention and application.

The inclusion of Thai translations received slightly lower but still predominantly positive responses, with over 70% agreeing that translations helped in understanding and retaining vocabulary. However, the higher neutrality and disagreement rates compared to other categories suggest that personal preferences influenced students' perceptions of this method. Some students may have preferred direct English exposure rather than relying on translations. Overall, despite minor variations in agreement levels, the data consistently indicates that the vocabulary extraction activities were well-received and effective in supporting students' learning.

Moreover, here's an analysis incorporating the data presented above to support, compare, or suggest improvements:

1. Supporting Student Engagement & Participation

- The findings highlight that vocabulary extraction activities effectively engage students, with over 80% reporting positive experiences. This aligns with research indicating that vocabulary extraction promotes active engagement in language learning (Laufer and Hulstijn, 2001).

- Nation (2001) emphasizes that vocabulary learning requires consistent exposure and active participation, which these activities facilitate by focusing on specific word forms and meanings.

- Schmitt (2019) further supports this by stating that vocabulary knowledge is foundational to language learning, reinforcing why students felt engaged and confident in using new words.

- Additionally, when students interact with vocabulary in multiple contexts, they are more likely to retain and apply it effectively (Webb, 2009), which explains the high engagement levels observed in the study.

2. Comparing Perceived Improvement vs. Engagement & Participation

- While engagement was high, perceived improvement in vocabulary and reading comprehension had slightly lower positive responses. This suggests that while students enjoyed the activities, some needed additional instructional support to fully benefit.

- Research by Nagy and Townsend (2012) and Lin (2020) shows that targeted vocabulary instruction—focusing on high-frequency and academic words—can significantly enhance reading abilities, indicating that a more structured approach might improve comprehension outcomes.

- Nation and Schmitt (2011) highlight that vocabulary knowledge directly affects a learner's ability to decode and understand texts, suggesting that additional strategies, such as explicit instruction or guided reading, could complement vocabulary extraction activities.

3. Confidence in Vocabulary Usage

- More than 75% of students reported confidence in using new words, even if some did not perceive significant vocabulary expansion. This aligns with Cummins (1979), who emphasizes the role of vocabulary in academic proficiency and critical thinking.

- The strong correlation between engagement and confidence supports the idea that interactive learning approaches foster language assurance (Schmitt, 2000).

- Additionally, studies by Nation and Newton (2009) confirm that vocabulary extraction techniques help students process and internalize new words, leading to greater confidence in application.

4. Thai Translations & Student Preferences

- The study found slightly lower agreement on the usefulness of Thai translations, with some students preferring direct English exposure. This aligns with discussions on language learning approaches, where reliance on translations may vary based on student preferences and learning styles.

- The Ministry of Education in Thailand has emphasized English vocabulary acquisition as a national priority (Office of the Basic Education Commission, 2013), yet direct immersion in English can be more effective for long-term retention (Nation, 2001).

- Future studies could explore a balanced approach, integrating translation support with context-driven learning to cater to diverse learner needs.

5. Suggestions for Enhancement

- Given the slightly lower agreement in perceived vocabulary improvement and reading comprehension, additional instructional techniques could be integrated, such as targeted instruction on high-frequency words (Nagy & Townsend, 2012).

- Activities like word-matching tasks, context-driven guessing, and flashcard drills (Schmitt, 2019) could reinforce retention and comprehension.

- Expanding reading strategies beyond vocabulary extraction, such as inferencing skills and summarization, may also improve reading comprehension outcomes.

Conclusion, the findings support existing research on vocabulary extraction as an effective strategy for student engagement, confidence, and vocabulary retention. However, minor discrepancies in perceived improvement and reading comprehension suggest that supplementary instructional methods could further optimize learning outcomes.

7. Limitations of the Study

1. Limited Generalizability

The study focused on a specific group of students, which may not represent the broader population of English learners. Differences in learning styles, language proficiency, and educational backgrounds may influence how students perceive and benefit from vocabulary extraction activities. A larger and more diverse sample size would be needed to confirm the findings across different contexts. Future research could explore how these activities impact learners with varying levels of English proficiency.

2. Variability in Learning Preferences

While most students found the activities engaging and beneficial, some remained neutral or disagreed, indicating that vocabulary extraction may not suit all learning preferences. Some learners might prefer interactive, technology-based, or immersion-based methods instead of structured exercises. The reliance on traditional vocabulary extraction might limit its effectiveness for students who thrive on alternative approaches. Offering a variety of learning methods could enhance overall engagement and effectiveness.

3. Reading Comprehension Challenges

Although vocabulary improvement was widely recognized, a slightly higher percentage of students expressed neutrality or disagreement regarding reading comprehension benefits. This suggests that vocabulary extraction alone may not be sufficient to enhance comprehension skills. Additional strategies, such as contextual reading exercises or discussion-based learning, might be needed to bridge the gap between vocabulary acquisition and comprehension. Future studies could examine how different instructional methods influence reading comprehension outcomes.

4. Dependence on Thai Translations

A significant number of students found Thai translations helpful, but some respondents remained neutral or disagreed. This indicates that reliance on translations may hinder deeper language acquisition for some learners who prefer a direct English approach. While translations can aid in initial understanding, excessive use might reduce exposure to English context and natural language processing. A balanced approach, incorporating monolingual exercises, could help mitigate this limitation.

5. Limited Assessment of Long-Term Retention

The study focused on immediate perceptions and improvements but did not assess whether students retained and applied new vocabulary over time. Short-term gains may not necessarily translate into long-term language development. Follow-up studies or longitudinal research would be necessary to determine the lasting effects of vocabulary extraction activities. Incorporating delayed post-tests or real-life application assessments could provide a clearer picture of retention.

8. Suggestions

1. Enhance Interactive Elements

To further increase engagement, incorporating interactive elements such as gamification, group challenges, and digital tools can make vocabulary extraction activities more dynamic. Since a small percentage of students remained neutral or disagreed about engagement, these methods could cater to different learning styles. Adding competitive elements like quizzes or point-based rewards may also boost motivation.

2. Provide Additional Support for Reading Comprehension

While most students acknowledged vocabulary improvement, reading comprehension had slightly higher neutrality and disagreement rates. Offering supplementary exercises such as contextual reading, summarization tasks, and guided discussions

can help students apply new vocabulary effectively. Tailored support for struggling students, such as scaffolding techniques or comprehension strategies, may further enhance their learning experience.

3. Increase Opportunities for Practical Vocabulary Usage

Since confidence in vocabulary usage was generally high, incorporating more real-world applications can further strengthen this aspect. Activities like role-playing, sentence construction tasks, and speaking exercises can encourage students to actively use new words. Encouraging peer interactions and discussions may also help students internalize vocabulary through meaningful communication.

4. Balance the Use of Thai Translations

Although Thai translations were found helpful by most students, a noticeable percentage remained neutral or disagreed, indicating varied preferences. To accommodate different learning styles, educators can gradually reduce translation reliance while increasing English-only exposure. Providing alternative methods such as definitions, synonyms, and visual aids may help students understand vocabulary without over-dependence on direct translation.

5. Diversify Teaching Approaches

Since some students remained neutral or disagreed in various categories, offering multiple instructional strategies can make the learning experience more inclusive. A combination of traditional exercises, technology-enhanced learning, and collaborative activities can cater to diverse needs. Allowing students to choose from different learning paths or self-paced modules may also improve engagement and overall effectiveness.

9. Conclusion

The findings from this research highlight the effectiveness of vocabulary extraction activities in engaging students and fostering active participation. Most students found the activities engaging and took part enthusiastically, demonstrating their effectiveness in maintaining interest. This aligns with the results on confidence, where students reported feeling assured in using newly learned vocabulary. However, a small percentage of students remained neutral or disagreed, indicating that some modifications may be needed to further enhance participation. These results suggest that engagement plays a key role in building confidence in vocabulary usage.

In terms of perceived improvement, students generally agreed that the activities helped expand their vocabulary and improve reading comprehension. However, compared to engagement and confidence, there was a slightly higher level of neutrality and disagreement. This indicates that while the activities were beneficial for most students, some may require additional support or varied instructional approaches. The data suggests that focusing on strategies beyond vocabulary acquisition, such as comprehension-based exercises, could enhance the effectiveness of the activities. Addressing these concerns could lead to more consistent improvement among all students.

Students' confidence in vocabulary usage was another strong area, as a majority felt comfortable applying new words in sentences and understanding them in context. This suggests that the activities not only helped in learning vocabulary but also in practical application. Confidence in usage is crucial for language retention, and the positive responses indicate that the activities contributed to students' long-term learning. Even if some students did not feel significant vocabulary expansion, their ability to use the words effectively suggests a meaningful impact. This further supports the link between engagement, confidence, and vocabulary retention.

The inclusion of Thai translations was generally seen as helpful, but responses were slightly more divided compared to other aspects. While most students found translations useful for understanding and retention, a noticeable percentage remained neutral or disagreed. This suggests that some students may prefer alternative methods, such as full immersion in English. Overall, the research findings indicate that vocabulary extraction activities were well-structured, engaging, and effective. Future improvements could focus on enhancing comprehension strategies and refining translation methods to better accommodate different learning preferences.

References

- [1]. Anderson, R. C., and Freebody, P. (1981). Vocabulary knowledge. In J. T. Guthrie (Ed.), *Comprehension and teaching: Research reviews* (pp. 77-117). Newark, DE: International Reading Association.
- [2]. Baker, W. (2012). English as a Lingua Franca in Thailand: Characterizations and implications. *Englishes in Practice*, 1(1), 18-24.
- [3]. Chang, S. (2018). The role of English in the Thai tourism industry. *Tourism Research Journal*, 12(4), 225-239.
- [4]. Chularut, P. (2018). English language education in Thailand: Policies, issues, and future directions. *Journal of Language Teaching*.
- [5]. Crystal, D. (2003). *English as a Global Language*. Cambridge University Press.
- [6]. Cummins, J. (1979). Linguistic Interdependence and the Educational Development of Bilingual Children. *Review of Educational Research*.
- [7]. Folse, K. (2004). *Vocabulary Myths: Applying Second Language Research to Classroom Teaching*. Ann Arbor: The University of Michigan Press.

- [7]. Gearing, M. (2015). Educational pathways and English language proficiency in Thailand. *Asian Education Studies*, 24(3), 215-230.
- [8]. Graddol, D. (2006). English Next. British Council.
- [9]. Kachru, B. B., and Smith, L. E. (2008). *Cultures, Contexts, and World Englishes*. Routledge.
- [10]. Kirkpatrick, A. (2010). English as a lingua franca in ASEAN: A multilingual model. *Journal of English for Academic Purposes*, 9(2), 115-120.
- [11]. Kirkpatrick, A., and Sussex, R. (2012). English as an international language in Asia: Implications for language education. Dordrecht: Springer.
- [12]. Laufer, B. (1992). How Much Lexis Is Necessary for Reading Comprehension? In P. J. L. Arnaud, and H. Bejoing (Eds.), *Vocabulary and Applied Linguistics* (pp. 129-132). London: Macmillan.
- [13]. Laufer, B., and Hulstijn, J. (2001). Incidental Vocabulary Acquisition in a Second Language: The Construct of Task-Induced Involvement. *Applied Linguistics*, 22, 1-26.
- [14]. Lin, Q., et al. (2020) A Conceptual Model for the Coronavirus Disease 2019 (COVID-19) Outbreak in Wuhan, China with Individual Reaction and Governmental Action. *International Journal of Infectious Diseases*, 93, 211-216. <https://doi.org/10.1016/j.ijid.2020.02.058>
- [15]. Milton, J. (2009). Measuring Second Language Vocabulary Acquisition. *Multilingual Matters*.
- [16]. Nagy, W., and Townsend, D. (2012). Words as tools: Learning academic vocabulary as language acquisition. *Reading Research Quarterly*, 47(1), 91-108. <https://doi.org/10.1002/RRQ.011>
- [17]. Nation (2001). *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press.
- [18]. Nation, I. S. P. (2013). *Learning Vocabulary in Another Language* (2nd ed.). Cambridge University Press.
- [19]. Nation, I.S.P and Newton, Jonathan. (2009). *Teaching ESL/EFL Listening and Speaking*. New York: Routledge.
- [20]. Office of the Basic Education Commission (OBEC). (2013). *National Education Standards and Quality Assessment*. Ministry of Education, Thailand.
- [21]. Qian, D. D. (2002). Investigating the relationship between vocabulary knowledge and academic reading performance: An assessment perspective. *Language Learning*, 52(3), 513-536.
- [22]. Read, J. (2004). *Assessing Vocabulary*. Cambridge University Press.
- [23]. Schmitt, N. (2000). *Vocabulary in Language Teaching*. Cambridge University Press.
- [24]. Schmitt, N. (2019). Understanding vocabulary acquisition, instruction, and assessment: A research agenda. *Language Teaching*, 52, 261-274.
- [25]. Seidlhofer, B. (2011). *Understanding English as a Lingua Franca*. Oxford University Press.
- [26]. Thornbury, S. (2002). *How to teach vocabulary*. Essex: Pearson Education Limited.
- [27]. Webb, N. (2009). The Teacher's Role in Promoting Collaborative Dialogue in the Classroom. *British Journal of Educational Psychology*, 79, 1-28.