

สอนน้อยลง อ่านมากขึ้น: การใช้กิจกรรมการเรียนรู้ภาษาโดยนัยในการสอน  
ในห้องเรียน

TEACH LESS, READ MORE: EMBEDDING IMPLICIT LEARNING IN EXPLICIT  
IN-CLASS INSTRUCTION

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บทคัดย่อ

นักวิชาการมีความเห็นตรงกันในเรื่องความสำคัญของความรู้ที่แจ้งชัดและความรู้โดยนัยในการเรียนรู้ภาษาที่สอง แต่ก็ยังมีจุดยืนที่แตกต่างกันในเรื่องความเป็นไปได้ในการใช้ประโยชน์จากกิจกรรมการเรียนรู้โดยนัยในบริบทการจัดการเรียนการสอนภาษาในห้องเรียนซึ่งมักใช้วิธีแจ้งชัด คณะผู้เขียนบทความนี้เสนอว่าการนำกิจกรรมการเรียนรู้โดยนัยมาร่วมกับกิจกรรมการสอนแบบแจ้งชัดในห้องเรียนนั้นจะเป็นประโยชน์ต่อการเรียนภาษาที่สอง เพื่อขยายแนวคิดนี้คณะผู้เขียนได้เลือกการอ่านเชิงลึกซึ่งเป็นวิธีการเรียนการสอนโดยนัยมาปรับใช้ในการสอนในห้องเรียน โดยบทความนี้เริ่มด้วยวรรณคดีวิจารณ์เรื่องประโยชน์ของการเรียนภาษาที่สองโดยวิธีที่แจ้งชัดและโดยนัย หลังจากนั้นจึงนำเสนอแนวคิดต่าง ๆ ในการใช้ประโยชน์การอ่านเชิงลึกเพื่อเป็นส่วนหนึ่งของกิจกรรมการเรียนการสอนในห้องเรียน พร้อมยกตัวอย่างแนวทางการใช้กิจกรรมการอ่านเชิงลึกเป็นหลักในการสอนและใช้กิจกรรมการเรียนแบบแจ้งชัดเป็นวิธีเสริมเพื่อพัฒนาการเรียนภาษาอังกฤษในห้องเรียน

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ABSTRACT

While scholars have generally acknowledged the role of explicit and implicit knowledge in second language (L2) acquisition, their stances vary on the extent to which implicit knowledge can be cultivated in L2 classes which are usually taught in an explicit fashion. In this article, we consider that the inclusion of implicit-knowledge based activities in the classroom is feasible and beneficial for L2 learning. To support this, narrow reading, an implicit L2 learning technique, was selected for attention. The article begins by reviewing the advantages of implicit and explicit aspects of L2 learning and presents recommendations for the different uses of narrow reading in the classroom. The article also includes a sample in-class activity which emphasizes the use of

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implicit-based narrow reading and integrates explicitly-instructed learning activities to enhance English learning.

**Keywords:** Explicit and Implicit L2 Learning, Narrow Reading, Implicit Reading Activities

## Introduction

The use of implicit language learning activities in the classroom has been a challenge, partly due to the fact that the concept of implicit learning implies incidental or subconscious learning (Bruton, Lopez & Mesa, 2011), which stands in contrast to the explicit nature of most classroom instruction. However, research has shown that implicit language learning is viable (Nguyen & Boers, 2019), and among the implicit language learning activities, narrow reading has continuously been receiving attention from language teachers and researchers (Krashen, 1981; Schmitt & Carter, 2000; Wongrak, Kongpetch & Boonmee, 2011; Kang, 2015; Chang & Millett, 2017; Chang, 2019).

Narrow reading was proposed in the 1980s. Advocates of this L2 learning technique believe that a second language can be acquired once learners are familiar with the writing styles and vocabulary of the text's background information and author (Krashen, 1981). It is argued that this can be achieved by reading many texts on the same topic that are written by different authors, or by reading texts written by the same author, with limited assistance from teachers. In other words, through narrow reading, students read carefully selected texts by themselves as much as possible while teachers limit all forms of direct teaching. This way, it is believed that the students will make the most of implicit learning. When using narrow reading materials, language acquisition is hypothesized to occur incrementally in a subconscious or implicit manner as the learner reads successive texts.

For some, this hypothesis poses a theoretical obstacle to the practical application of narrow reading in the classroom, because the traditional L2 classroom typically uses explicit teaching techniques with time constraints. However, the belief that implicit learning techniques like narrow reading are impractical in the classroom is far from conclusive, and this article argues against such an idea. Instead, we propose that implicit L2 learning activities can be integrated into explicit in-class teaching to improve learning results. To support this argument, literature on implicit and explicit L2 learning and teaching will be further reviewed and discussed to provide a theoretical basis and guidelines for using narrow reading effectively in the classroom.

## Situating narrow reading in the implicit versus explicit framework

L2 learning and instruction perspectives can be discussed in terms of implicitness and explicitness (Ellis, N., 1994; Ellis, 2009). In language learning, implicit learning theories insist that the L2 acquisition process is naturally subconscious, while theories emphasizing the role of learners' awareness of what is being learned belong to the explicit learning. Similar to learning theories, language teaching can be implicit or explicit, which shall be further discussed as follows.

According to Ellis (2010, p. 437), explicit instruction can be characterized as "attempts to intervene in the process of Interlanguage development". In L2 teaching, explicit teaching techniques involve the explicit

teaching of specific rules or knowledge about the L2 to learners. Explicit teaching instruction involves the use of explicit teaching instructions such as the use of direct explanations and supervision to varying extents, with the aim of making the learning results directly measurable using a set of specific conscious rules that are taught in class. Explicit teaching techniques therefore typically involve de-contextualizing a selected set of L2 input, such as a set of target vocabulary, and make use of exercises and drills while focusing on accuracy as one of the most important learning goals.

Previous studies have indicated the pivotal role of conscious learning and teaching. Explicit learning and teaching in an L2 classroom is also known as form-focused instruction, which is perhaps the best way to learn vocabulary forms and meanings (Ellis, 1994). Empirical findings provide evidence supporting the use of explicit learning and teaching (Scott, 1989, 1990; de Graaff, 1997; Radwan, 2005). For instance, de Graaff (1997) found that explicit instruction affected the acquisition of L2 grammar. Meanwhile, Radwan (2005) had similar findings when comparing the effectiveness of explicit and implicit instruction in helping students acquire English dative verbs. The results indicate that students taught using explicit instruction performed better than those taught with implicit instruction. From these studies, it is seen that explicit learning and teaching is not an issue, in part because the classroom is traditionally a space for explicit instruction.

Implicit teaching meanwhile focuses on repetitively exposing learners to real language use, using contextualized language inputs, and where the learning objectives are not restricted to a specific set of grammatical rules. Unlike explicit instruction, implicit instruction aims to ensure that learners can understand the message and subconsciously acquire the rules of the L2, as opposed to learning the selected language form. Implicit teaching such as communicative language teaching activities (Little wood, 1981; Richards, 2006) usually takes a holistic approach by giving learners a pool of carefully designed inputs from which they can draw their own understanding of L2 rules, with the teacher acting as a learning facilitator. Implicit language learning and teaching activities are therefore designed around one or several of the four macro language skills: listening, speaking, reading, and writing, in place of using isolated artificial samples of decontextualized L2 input that are typically found in explicit instruction.

Studies have found the advantages of implicit language learning, particularly the studies conducted with a focus on communicative language teaching (CLT). Nevertheless, the present article will focus on narrow reading, which has been researched, but it has not been used as a part of the current mainstream language teaching approaches like CLT yet. Narrow reading refers to “reading texts focused on one subject or by one author” (Hadaway, 2009, p. 38), which is different from reading the same article repeatedly (Serrano & Huang, 2018). The technique is suggested by Krashen (1981) and is best understood through Krashen’s (1982) Input Hypothesis, which posits that language is acquired through subconscious acquisition. In order for inputs to be acquired, they must be comprehensible and slightly beyond the acquirer’s existing knowledge. The Input Hypothesis is represented by a formula:  $i + 1$ , where  $i$  is the learners’ existing knowledge and  $1$  is the new set of L2 input being taught. This target input is represented by  $1$  to signify that the input must be a little beyond the

existing knowledge in terms of difficulty. If the input is comprehensible, then  $i + 1$  is automatically achieved and the learner successfully acquires the new language. Narrow reading involves either reading several texts on the same theme, or different texts produced by a single author, aiming to improve the reader's comprehension of the written language input. In narrow reading, early passages enable learners to gain background knowledge in the form of vocabulary or writing styles, which help the learners' understanding of later passages either on the same topic or by the same author (Krashen, 2004a).

Studies in implicit language acquisition theory have revealed the effectiveness of narrow reading. Carrell (1984) argued that background knowledge plays an important role in helping learners to better comprehend a text. Narrow reading can provide learners with opportunities to acquire the necessary background knowledge by helping them to become acquainted with the patterns of text organization, such as how the main idea and its supporting ideas are developed in a paragraph. Krashen (1981), Kyongho and Nation (1989), and Schmitt and Carter (2000) give support to the notion that narrow reading could be an effective method for developing vocabulary, since reading a number of authentic texts on the same theme or topic provides them with opportunities to be exposed to the same or familiar sets of vocabulary. Similar to Gardner (2008), Schmitt and Carter (2000) found that reading ongoing stories in news articles that have a recurrence of words can facilitate learners' lexical acquisition. Wongrak, Kongpetch and Boonmee (2011) found that Thai EFL learners with different L2 proficiency levels all improved their reading comprehension after reading a series of passages on the same theme. Kang (2015) showed that narrow reading of passages on the same topic helps foster intermediate L2 learners' understandings of both the meaning and the appropriate use of the words. Meanwhile, Chang and Millett (2017) write that students who read different texts either on the same genre or on the same title all improved their reading speed and comprehension upon reading related texts. All the aforementioned studies confirm the merits of narrow reading through it offering "highly familiar language, easy-to-follow story lines and relatable characters" (Renandya, Krashen & Jacob, 2018, p. 148).

Studies undertaken from a polarized stance of explicitness versus implicitness, some of which are discussed above, show that one of these techniques is more effective in a learning context than the other. While such a finding is useful, it is also limited since interest in proving whether explicit or implicit techniques are better or worse leads to an unfortunate rejection of the other technique. In actual classroom practice, many language teachers often focus on using whichever technique they believe works best for their students, and they are unlikely to make theoretical distinctions between the two techniques. Similarly, some researchers argue that it is both recommended and practical for teachers to apply activities developed from both perspectives. For instance, Ellis (2005) agreed that language instruction should include both approaches since implicitly learned knowledge helps strengthen learners' fluency and confidence while using a second language, whereas explicitly taught knowledge helps learners become aware of and understand grammatical structures and rules. Evidence of the success of inclusive methods has been found in recent studies (Spada & Lightbown, 2008; Nassaji & Fotos, 2010; Pongsirijan, Wongrak, Kookiattikoon, & Puangsuk, 2019). For instance, Martinez-Flor and

Fukuya (2005) compared the effectiveness of explicit and implicit instruction on Spanish-speaking learners' appropriate and accurate production of English for making suggestions. They found that both implicit and explicit methods were effective, concluding that combining the two techniques can be applied in the EFL context. Such an integrated stance, in addition to the supporting findings of previous studies, are vital to the discussion of using narrow reading as an implicit learning technique alongside explicit learning activities in the classroom.

Before presenting our recommendations for the use of narrow reading in the classroom, it is important to clarify that the authors do not consider the integration of explicit and implicit-based activities to mean merging them into a single technique, since they remain fundamentally different. For example, Paradis (1994) asserts that procedural or implicit knowledge and explicit knowledge operate in separate memory systems. This means that while implicit learning leads to implicit knowledge (Rebuschat & Williams, 2012), explicit learning and knowledge cannot be transformed into implicit knowledge. Ellis (2005) thusly warns that "...teachers should not assume that explicit knowledge can be converted into implicit knowledge, as the extent to which this is possible remains controversial" (p. 215). Nonetheless, other scholars such as DeKeyser (as cited in Ellis, 2005) are more optimistic and confident that implicit knowledge can be acquired through certain explicit methods. This article therefore in no way seeks to bridge the differences between implicit and explicit learning. Instead, the sole focus of the present article is to find ways of combining implicit narrow reading and existing explicit activities so that they complement each other in the EFL classroom.

In narrow reading, it is useful to draw on the "noticing" hypothesis to providing a learning context in which implicit and explicit methods can support each other. In "noticing" (Schmitt, 1990, 2001, 2010), once explicitly "noticed", language input can become deeply engraved in the learners' mind and is then ready to be retrieved for later use without necessarily knowing when it was first learned. As far as the focus of the present article is concerned, the authors account for explicitly-acquired implicit language input by referring to "noticing". According to the "noticing" hypothesis, while learning language input implicitly, it is theoretically advisable for the target language input to be made explicit so that the input can be converted into an intake. Despite this, the authors are careful to avoid arguing that explicit incidents of L2 acquisition can always turn explicit input into implicit knowledge, since this interrelationship between implicit and explicit types of knowledge is far from being conclusive. Ellis' (2005) previously discussed concern is particularly relevant here.

Language teaching in the classroom is largely conducted in an explicit manner, with teachers required to ensure that implicit learning occurs. The implicitness that is inherent within the narrow reading technique may be helpful in this regard. The remainder of the present article offers considerations for incorporating narrow reading materials as a part of classroom based activities.

### **Harnessing narrow reading in the classroom**

Implicit and explicit knowledge both have a place in L2 learning, but classroom-based language learning poses challenges for harvesting implicit knowledge since classroom learning is characteristically made up of explicit instruction. Nonetheless, implicit knowledge cannot be forsaken. As Ellis (2005) suggests,

“...instruction needs to be directed at developing both implicit and explicit knowledge,” before stressing that priority should be given to implicit knowledge (p. 215). Focus should therefore be given to implicit knowledge, but not at the expense of explicit knowledge. In the Thai EFL classroom practice context it is common to see the reverse with greater focus towards explicit knowledge, although the reasons behind this are beyond the scope of this article. The present article instead aims to take the small step of installing narrow reading as an implicit learning and teaching device in the classroom context.

Integrating narrow reading and explicit classroom instruction requires careful attention due to the implicit language acquisition ideas which are at the heart of narrow reading. In this discussion, the authors suggest different types of materials, issues that can arise from using narrow reading materials, and a sample activity.

### **Narrow reading materials**

It is challenging to design in-class activities to help the learners gain implicit and explicit knowledge. Time constraints caused by linear schedules and syllabus-prescribed lesson plans that teach a single topic over the course of one or two classes presents obstacles for implicit language and activities teaching since they require significant investments in time. Careful attention should therefore be paid to the selection of narrow reading material when such activities are included alongside explicitly-taught in-class activities.

Material development is an established sub-field of second language studies. In the mid-1980s, researchers such as Dubin (1986) recommended several ideas for narrow reading materials. According to Dubin, narrow reading materials are not difficult to find. Teachers can incorporate narrow reading passages from a range of available authentic materials which can be drawn from different passages on the same theme. Another narrow reading suggestion is taking short excerpts from a longer text, and they can also utilize sequential stories on the same topic. Hadaway (2009) suggested similar ideas when using children’s books as a narrow reading material, including making use of stories from a specific subgenre, on a single theme or topic, or by a certain author. Dubin’s ideas will be further discussed as those ideas do not limit material choices to long texts which are not always suitable and practical for the classroom context due to time constraints. Teachers are not required to compose the material themselves — in fact, doing so would not be good for narrow reading since it requires authentic materials — and materials are now easily available either in print or online.

The first type of narrow reading material, based on different passages written about the same theme or topic, can be drawn from a range sources including news articles on current issues and feature articles on popular topics. These passages can be written by the same author or from different authors, but should be on the same topic to limit the vocabulary set. Language teachers who are instructing in English as L1 or L2 may already be familiar with this type of material. Teachers could use different passages at certain times of the year according to current festivals, sports events, or technological advances. In so doing, the teacher may be unaware that they are using a narrow reading or “reading in-depth” technique (Dubin, 1986, p. 143). It appears that many teachers instinctively understand that reading different passages on the same topic gives the reader

a better comprehension of the topic content, without necessarily being aware of reading in-depth. This could function by the teacher asking the students to read five short reading passages about online dating from different sources. Regardless of which passage is read first, theoretically, the first passage provides a degree of background knowledge about the topic to support later passages, and vice versa. Alternatively, each passage presents information like a jigsaw puzzle that helps the reader comprehend the content of all the passages, provided the passages are written from different perspectives, focuses, styles, or language difficulty levels. Excluding the requirement for all passages to share the same topic or theme, this is similar to extensive reading (Day, 2015; Day & Bamford, 2002). While reading narrow reading texts like this, learners tend to develop partial understanding when reading something new, but reading similar passages allows them to develop a broader understanding. Through reading, the reader's comprehension is facilitated via repeated exposure to a set of vocabulary with shared "thematic concepts" (Kang, 2015, p. 175). Each text read incrementally broadens and deepens the reader's background knowledge on the topic. Arguably, this type of narrow reading material can therefore help increase the likelihood of reading comprehension and lexical acquisition. In short, the more that is read on the same topic, the better the reader's chance of acquiring the new language input.

Narrow reading materials can also be created by dividing a long passage into shorter passages that are more manageable for time-limited, in-class activities. However, caution must be taken when developing reading material like this since not all long texts are suitable for division. A good dividable text must be written in clearly separated sections, each of which possesses its own main idea. Furthermore, the content of each section should be related to the others so that each section that is read will aid the reader's understanding of later sections. Long articles on a topic written by the same, or a group of authors would be most suited for this. These commonly include magazine, news or blog articles dealing with an issue at length, since they are typically already divided into smaller relatively self-contained sections. A short story is another good representative of this material, but separating each section of the story may be challenging if the story is not written in short and discrete sections. If necessary, a short introduction to each section used in class could be required to link the section to previous sections. Reading passages with existing subsections are more readily usable. For instance, National Geographic's article *Rare Tree Kangaroo Reappears after Vanishing for 90 Year* consists of five sections of comparable length (Pickrell, 2018). The first section is below the headline while the other four sections contain their own subtopic labels: *Surprising Tree-Dwellers*, *Shot at First Sight*, *Hidden Treasure*, and *An Uncertain Future*. Teachers can select articles of different length and difficulty, as deemed suitable for their students. It is expected that without explicit instruction, this type of material can help learners improve their reading comprehension by easier passages exposing them to similar vocabulary sets that are also found in more difficult passages from the same or a connected storyline. Moreover, Krashen (2004b) claims that "each writer has favorite expressions and a distinctive style, and each topic has its own vocabulary and discourse" (p. 17). The material therefore provides the reader with a "built-in review" (ibid.). New passages provide clarifications and additions to previous passages, incrementally building a more complete story as more

passages are read. Since the passages are written by the same author, the reader will also be provided with a similar rhetorical style and idea development technique. In short, each passage read gradually improves the reader's familiarity with the language, content and style of writing, therefore creating a suitable basis for implicit language acquisition.

Narrow reading materials can also be developed from a series of individual stories on the same topic. Kyongho and Nation (1989, p. 323) dubbed this kind of reading as "a running story," which is "a story and its follow-ups." Some texts are usually composed in this fashion. For instance, short chapters of novels are made available at regular intervals in printed or online magazines. Additionally, news stories about an ongoing event for days, weeks or months could also be suitable, such as the Tham Luang cave rescue story in June to July 2018 which was covered by domestic and international newspapers daily for a few weeks. While the older and newer articles are independent of each other, newer articles typically contain components of previous articles to give contextual background to support the more recent developments that form the main article. By focusing on the same story, the authors of later passages in any sequential story do not have complete freedom on the set of vocabulary to use. For this reason, it is possible to use running stories from any news articles as long as they are about the same event. Even if written by different authors, the story and language structures will be similar, and the vocabulary will belong to similar semantic networks. To summarize, running stories have a potential to activate the reader's background knowledge about a topic since newer stories usually contain a short review of previous events and provide information about new events, thereby improving the reader's comprehension of the narrow reading passages. For instance, Kyongho and Nation (1989) reveal that running stories in newspaper articles repeated low frequency words more than unrelated news stories, making them likely to "reduce the vocabulary load to a greater extent and provide better conditions for the acquisition of [these] words" (p. 323).

A series of novels is further type of text that can easily be developed into narrow reading material. Empirical studies by Cho and Krashen (1994, 1995) confirm the effectiveness of reading the *Sweet Valley* series on young learners' reading motivation and vocabulary development. For research in an EFL context, Wongrak, Kongpetch and Boonmee (2011) successfully implemented this type of narrow reading material as a part of in-class activities with mixed-ability EFL learners in Thailand. Students with high, moderate, or low English abilities all improved their reading comprehension as they read more passages.

### **Issues in using narrow reading materials**

Use of any of the aforementioned narrow reading materials in a language classroom would likely work the same, but availability of the materials depends on the nature of the English classroom. An English class for specific purposes, such as one looking at reading newspapers, is likely to be able to use a range of suitable reading texts to be developed into narrow reading materials since there is an ample amount of resources available in print and online. Meanwhile, it may require more time to locate appropriate reading materials for general English classes. After finding a material, other issues must be considered to ensure a successful implementation. In this



discussion, priority is given to six important issues: authentic materials, repeated and non-repeated inputs, text length, the teacher's roles, explicit grammar and vocabulary teaching, and classroom management.

First, material authenticity should be considered, although the concept of text authenticity lacks a consensus definition. For example, a children's novel written for native speakers could be considered to have the same authenticity as a news article about a real event, but this kind of writing might be viewed with suspicion by those preferring everyday language as an authentic source. Despite continual disagreements on the nature of authentic materials in L2 learning (Widdowson, 1998; Richards, 2006; Gilmore, 2007), the role of authentic materials in current language teaching approaches appears perpetual and unquestionable, especially in communicative language teaching (CLT) (Larsen-Freeman, 2000; Littlewood, 1981). Similar to narrow reading, CLT is theoretically located within the implicit language learning perspective. An operational criterion to judge the authenticity of authentic narrow reading material can therefore be derived from the same understanding of authentic material in CLT: authentic materials should consist of real language that is coherent and meaningful and can be used in any real-life situation. By this definition, the aforementioned narrow reading materials should be considered authentic. Even some additional sections such as introductions to segmented passages can be considered authentic so long as the language replicates commonly used language in that specific genre. Authentic materials are useful since they help prepare and expose learners to real-world language used outside the classroom. However, care must be given to ensure that the selected authentic texts are appropriate for the learners' L2 proficiency.

Second, it is necessary to consider the number of unknown words in a reading passage. Hu and Nation (2000) state that readers must know 98% of the words to comprehend a new text (see also Schmitt, Jiang, and Grabe, 2011). This seems beyond the ability of narrow reading to have any effect since the teacher lacks control over the content of an authentic text written by someone else. Furthermore, if the 98% known word criterion is strictly followed, for the  $i+1$  formula to be achievable, it would be difficult to find authentic materials for low proficiency EFL learners. Yet this requirement does not necessarily limit narrow reading, rather such required lexical knowledge needs to be viewed from a totally different, more theoretically plausible angle. Importantly, narrow reading is about reading multiple texts, all of which can be considered to constitute one whole text. The strength of narrow reading materials comes from all the passages consisting of old information (i) and new information (1) at the sentence or discourse levels (Halliday, 1967). Nevertheless, this old-new relationship of information is a complex process. While old information in a passage may give the learner background knowledge to make sense of new information in other passages, new information in any new passage can be used to clarify old or new information in previous passages. Due to this inter-relationship, it is expected that the combined passages make the materials more comprehensible. Therefore, in addition to the required 98 percent of known words, narrow reading also needs a shared subject matter and vocabulary set, or some materials may require the selected articles to have similar rhetorical patterns, in addition to the supporting role that each passage provides for the other passages to have a positive effect on the learner's L2 acquisition.

Text length is a further issue. The reading material length is less important if the purpose of reading is for pleasure. Reading for enjoyment typically occurs outside class and time is unrestricted. Meanwhile, when reading as a part of a curriculum, the time spent reading is controlled for both in-class and out-of-class activities. Day's (1994) warning that lengthy reading passages could have a negative effect is therefore particularly relevant. A reader's motivation may be negatively affected if a passage is too long for them to complete in a given time, and they may come to think that they are an inefficient reader. This is a foreseeable issue in any in-class activity since lessons are tightly scheduled and both teachers and learners alike lack the liberty to read at a leisurely pace. It is therefore unlikely that narrow reading would be the only in-class activity, and instead it would be merely a component of a series of explicit and implicit in-class teaching activities used. To avoid problems related to text length, it is suggested for the teacher select an appropriate text length to the amount of time available and the students' L2 ability. In addition, narrow reading passages should be tested before being used to ascertain the likelihood of a successful implementation.

The fourth issue relates to the teacher's classroom role, who should be at heart of any narrow reading implementation. Lessons can be learned from the teacher like in other implicit teaching approach such as CLT (Littlewood, 1981; Richards & Rodgers, 1986). In explicit instruction, the teacher takes control of the classroom and disseminates knowledge to students. In contrast, the CLT teacher assume the role of facilitator and co-learner, in which they are responsible for the overall instructional design and makes decisions about the class activities used, of which narrow reading is only one part. In class, the teacher remains there to provide help to students when required. Once the narrow reading has begun, the teacher-centered classroom is left behind and the teacher must do everything they can to increase the learners' autonomy. Narrow reading emphasizes learner-centeredness, through which all learning takes place and is controlled by the learners. The teacher must provide clear instructions about the reading to ensure that the learners understand the lesson purpose, feel accountable for understanding the passages, and will do everything they can to understand the passages. In the given in-class narrow reading time, the teacher must be present to provide clarifications on important points, give prompts for critical thinking, and offer encouragement. These should be directed more towards individual students than to the entire class. Furthermore, difficult parts of each passage should be discussed by the whole class to avoid misunderstanding. Since teachers must avoid translating the passage, they are required to help learners understand the passage through suggesting strategies such as contextual guessing or exchanging ideas with classmates. Teachers can also facilitate the students building connections between passages to activate the students' background knowledge about the topic. For instance, Wongrak, Kongpetch and Boonmee (2011) suggested that learners should read by themselves as far as possible, and should also do some "while-reading" activities, such as underlining unknown words and discussing their possible meaning and hidden messages with classmates. After the reading, the teacher should organize subsequent tasks, for example asking comprehension questions or supporting support class discussions about the answers to ensure shared understanding among the students.

The present article utilizes an integrated theoretical direction, so the authors recommend that some explicit techniques can be used during narrow reading time. The authors have two suggestions for repeated and non-repeated language input. First, inputs such as frequently occurring vocabulary and grammatical structures in the passages should be highlighted after the students read the passages. This can be done by using explicit decontextualization post-reading activities, such as drill and practice exercises or other consciousness-raising activities (see Fotos, 1993), to help the learners “notice” important repeated vocabulary and increase the likelihood of vocabulary acquisition (Schmitt, 1990, 2001, 2010). It may also be useful to assign some reading comprehension questions to draw the students’ attention to the focused language input and high frequency words in the texts (Day & Park, 2005). Second, implicit reading will not help learners implicitly learn vocabulary that does not belong to the repeated set of vocabulary. Although not the target input, these words can be a source of distraction for the students. Often when a student spots new and unknown low frequency words that do not appear in the other reading passages, they may feel compelled to find a definition. This is time-consuming and without on-hand assistance, such low frequency words can distract the student from implicitly learning the target words through the narrow reading activity. Perhaps the simplest means of minimizing the impact of such words is to provide a glossary. The authors recommend providing a traditional glossary box alongside the reading passage. A quick means of explaining such words is key to avoid distracting the reader from the narrow reading activity. Providing a glossary may also help motivate the students since it reduces the text reading difficulty. Moreover, technologies such as mobile phones and podcasts have become recommended tools to support L2 learning (Reinders, 2010; Qaddour, 2017). For narrow reading, it may be appropriate to use online blogs as a platform for students to read passages. Blogs allows teachers to easily enhance authentic narrow reading text, especially through the addition of glossary features such as utilizing pop-up definitions for non-repeated words. Moreover, certain websites, such as Bangkok Post’s Learning site, already offers this feature. A definition appears simply by moving the cursor over the word, allowing the reader to instantly learn a new word. While these ready-made online articles are convenient, the teacher has no control over which words—repeated and non-repeated—have definitions. Although repeated words should be learned implicitly via repeated exposure in narrow reading texts, the authors do not regard defining them as harmful to the reading purpose, rather, it can increase the reader’s awareness of the target input. Nonetheless, such words should only be defined once to prevent the students from relying on provided definitions, since the students’ vocabulary retention and acquisition should be stimulated by the words recurrence in other passages, not through provided definitions.

Finally, beyond the selection of narrow reading materials, successful implementation of narrow reading also requires proper lesson management. It is first necessary to consider the learners and which groups of learners can benefit the most from narrow reading. Previous studies, in particular Cho and Krashen (1994, 1995), indicate the potential of the narrow reading technique for young learners. However, the implementation of these studies were strongly influenced by Krashen’s implicit language acquisition ideas. Upon reviewing the

advantages of implicit and explicit language learning and teaching, it can be concluded that integrating implicit and explicit approaches offers advantages to all groups of learners, especially young and low proficiency learners in a homogenous class with similar interests. Alternatively, such a combined approach is also useful in heterogeneous classes with students from different disciplines, on the condition that the materials are carefully designed and there is proper execution of lesson management plans. Indeed in essence, the success and failure of narrow reading is based on how the lesson is managed. Regarding lesson management, Krashen (2004a) states it is vital that the language acquisition theory behind the teaching or learning approaches used in the class are explained to the learners. Understanding why they should read passages on the same topic or by the same author will give the students a sense of meaningfulness and purpose behind the activity and motivate their reading. Thus, students should be informed what narrow reading is and how it is expected to help them comprehend the text before they begin the activity. Theoretically, narrow reading should increase the reader's reading motivation, but without proper lesson management plans the technique could cause an adverse effect. For instance, Wongrak, Kongpetch and Boonmee (2011) found that longer periods of time spent on narrow reading activities on the same topic reduced the readers' motivation. Care should therefore be given to screening the text lengths and to the length of time that a narrow reading cycle should consist of. The authors suggest that the duration spent on one reading topic could be decided through a discussion between the teacher and students, since this is largely concerned about maintaining student interest, which is a further challenge in itself. Motivation problems occur because it is difficult to find a topic that interests every student, even though they are studying in the same discipline or are the same age. The authors suggest that prior to narrow reading lessons, the students should ideally be grouped according to their interests and those groups should be given appropriate and tailored topics. If this is not possible, the students' interests should at least be surveyed and the most common interest should be considered during the material selection and development stages.

#### **A sample in-class activity**

To illustrate an in-class activity idea for the use of narrow reading, a sample lesson activity with narrow reading integrated with other explicit teaching activities for a university general education English class will be discussed. English classes are usually taught for one hour to three hours to complete a lesson or a chapter. To choose a narrow reading material from different kinds of materials discussed above, lecturers need to consider the English abilities of their students. In general, a text with A2 level to B1 level of CEFR (English Profile, 2015) is appropriate for first year mixed ability students in most Thai universities.

In this sample in-class activity idea, the text UBU the Place for Coffee Lovers! written by PissanuLunsin was selected as the narrow reading material (Lunsin, 2018). The text consists of four parts, namely an introduction and three short paragraphs with their own headings about three different coffee shops at UbonRatchathani University. Excluding the introduction, the three paragraphs, labeled Texts 1-3, which are self-contained and can be read and understood separately are selected as the narrow reading material. The

language level of the text is around B1 to B1+ according to CEFR. The word count for each text is 138 in Text 1, 147 in Text 2, and 227 in Text 3, which is not too long and will allow the teacher to design the lesson with both implicit and explicit learning activities for three hours. The three texts are as follows:

#### Text 1

*Balconykiss Coffee is situated at the Faculty of Liberal Arts (commonly-known as LA) next to the ILC building's cafeteria. It's been established since November 2016, so, nearly 2 years. It is a spacious two-storied coffee shop, embellished with a modern style along with sets of tables available for you. If you are the kind of person who does not really enjoy a hectic crowd of people, Balconykiss Coffee is just right for you. Not only does it provide you tranquility, but you can also enjoy people-watching near the see-through terrace while having delectable coffee to savor. What you should order is black coffee and green tea, and do not forget to grab some snacks. You can enjoy coffee here every day from Monday till Sunday between 08.00 am – 08.00 pm. Plus, the shop provides you with free Wi-Fi.*

#### Text 2

*A two-year-old coffee shop is located not very far from the College of Medicine and Public Health (known as WorPhaed). The decor is very impressive, it's delicately adorned with both wooden sets of tables and some modern sofas. There are so many delectable menu items for you to try, but what is highly recommended and you should not miss out on when coming here is coffee, Espresso, toast, and bacon. They are the bestselling menus items here. If you are worried about the price, just hold on tight as it is unexpectedly reasonable. Not to mention the atmosphere which is best for you if you like taking photos. Furthermore, you can sniff the fragrant scent of the coffee's ingredients. It is open Monday-Friday every week between 8.00 am-6.00 pm but on Saturday-Sunday you can visit between 9.30 am-5.00 pm. Be aware! No smoking is allowed here!*

#### Text 3

*Café Amazon is of course one of the most popular shops for coffee shop goers. It is near The Office of Academic Resources UbonRatchathani University (well-known as Hong Sa Mud or the main library). Amazon is the place for you to let off some steam, hang out with friends, and also hit the books for your forthcoming exams. The most recommended menu items are tea, coffee, pies, and cakes. Well, you might be thinking of the price, but I assure you that it is really not that costly (less than 100B). A number of people like to come here. Some are frequent customers and others are walk-in customers. You can either sit in the shop with air conditioning open or get some fresh air outside. More awesomely, there is a monthly promotion available for you. The opening hours are Monday-Sunday 6.00am-7.00pm. Once again, no smoking, pets, food and drinks are allowed here! Well, if you are a coffee lover but have not yet been to any of these coffee shops, or you might be looking for a new place for your next visit, I highly recommend you give them a try*

*because why not! It could be better than the shop you have been to before. Who knows! Last but not least, don't forget to tell me your preferred shop, as I'm dying to know already!*

The purpose of the lesson is to help students learn the target language input (grammar and vocabulary) and paragraph structure. While it is important to include both the implicit and explicit aspects of learning in the in-class activities, it must be noted that in order to make the most of the three narrow reading texts, implicit learning will be emphasized and explicit learning will take an assisting role. This means that the teacher will teach less, but they will facilitate the students more with activities that help them engage in the target language input and paragraph structure while and after reading so that when they read more of the narrow reading material, they can learn the most.

According to the above idea, students must read each text by themselves, and the teacher guide their understanding through comprehension questions and discussion focusing on the target language input in each text as well as the text structure. The same process repeats for texts 2 and 3, but the time for reading and understanding is expected to be shorter and shorter for the succeeding texts as the three texts resemble one another in terms of the writing style because they were written by the same author. The vocabulary set and sentence structure as well as text organization are also similar since they all are written on the same theme, a review. Therefore, the preceding text should ease students' understanding of the next text. At the end, students should be allowed to write their own review paragraph so that they have a chance to use the language acquired from the implicit learning. At this point, the lecturer will be able to check the students' understanding as well as reinforcing the accuracy of the language intakes through explicit teaching of the mistakes found in the students' writing.

To implement the above ideas in the classroom, a step-by-step use of activities is suggested. To start with, the teacher should ask the students to go through each of the three texts by themselves. After finishing each text, the students will answer four to five comprehension questions. The questions should be aimed at allowing students to notice important information that comprises the text including the target vocabulary and grammar. For instance, when students read Text 1, the questions should ask about the location, the opening time, recommendation, and the prohibition of the shop. A sample question would be "Where is (Name of the place) located/ situated?" Moreover, the students are required to answer in a full sentence so that they can implicitly learn both the use of an appropriate sentence structure including tense and word choice to describe the place's location. In text 2 and 3, the lecturer should ask the students to answer a similar set of questions, and add one more question about the shared paragraph structure of the previous texts and the current text. This reflection is a tool for students to consciously "notice" (Schmidt, 1990, 2001, 2010) the target language input and paragraph structure of a review and strengthen implicit learning.

The next task is a writing task. The task should be a review of students' favorite place such as a café or a restaurant so that students can use words they learn from the narrow reading activity. The appropriate number of word-count should be the same as or shorter than the text they read because writing usually takes time. After students complete their writing tasks, the lecturer should go through the students' works, pile up the important points of errors committed by students, and explain the errors to the whole class. This final explicit teaching

activity will help the teacher make sure that the students have learned the intended language goals and that they learned it accurately.

## Conclusion

This article had the specific objective of harnessing the existing implicit and explicit language acquisition theories in search of a more effective method for L2 learning and teaching. The paper began with Krashen (1982), an advocate for implicit language acquisition theory that has influenced the concept of narrow reading. Consequently, narrow reading is theoretically not compatible with the normal classroom environment in which explicit instruction typically takes place. Nevertheless, reviewing relevant literature on the advantages of explicit and implicit techniques in language learning and teaching has yielded a positive result that allows a potential integration of the two perspectives. With this inclusive perspective, embedding narrow reading as an in-class activity with implicit and explicit learning and teaching features is promising.

In this article, the authors also present a sample activity with a combination of implicit and explicit learning activities to ensure that the acquisition of second language input will be enhanced, both consciously through explicit instruction and subconsciously through narrow reading activities. There are many other possible ways to use the narrow reading materials with direct instruction activities in the classroom. The most important principle, though it is not always limited to this, is that the learners must be allowed to acquire the target language input through narrow reading through independent reading in the classroom first. Then, explicit teaching such as grammar and vocabulary teaching should come later to enforce the implicit learning and ensure the accuracy.

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