

THE RELATIONSHIP BETWEEN ENGLISH READING ACHIEVEMENT AND RECEPTIVE VOCABULARY SIZE: AN ESP CONTEXT

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Abstract

The ability to read and understand English with effective comprehension is regarded as one of the most important skills for university students. Even though reading plays a vital role for students, the researcher has found that their achievements on English reading tests are often low and students consider that inadequate vocabulary causes many difficulties in reading comprehension. Previous research showed that vocabulary size was an unsurprising indication of effective reading. This study aimed to investigate the relationship between English reading achievement and receptive vocabulary size of ESP classrooms. A vocabulary levels test and English reading tests were administered to 116 Thai university students studying English for Economists. The result showed a significantly positive relationship between English reading achievement and receptive vocabulary size of both high and low proficiency students. Some pedagogic implications and suggestions for future research will be provided

Keywords: English reading achievement, receptive vocabulary size, English for specific purposes (ESP)