Developing Ability to Translate Homonyms and Homographs via Training in Part of Speech Identification and Dictionary Use

Jitsuda Laongphol

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Author   Mrs. Jitsuda Laongphol

Major Program   Teaching English as an International Language

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Major Advisor:

…………………………………..

(Assoc.Prof.Dr.Monta Chatupote)

Examining Committee:

………………………………Chairperson

(Dr.Wararat Whanchit)

……………………………………………

(Assoc.Prof.Dr.Nisakorn Charumanee)

……………………………………………

(Assoc.Prof.Dr.Monta Chatupote)

The Graduate School, Prince of Songkla University, has approved this thesis as partial fulfillment of the requirements for the Master of Arts Degree in Teaching English as an International Language.

…..…………………………….…..

(Assoc.Prof.Dr.Teerapol Srichana)

Dean of Graduate School

This is to certify that the work here submitted is the result of the candidate's own investigations. Due acknowledgement has been made of any assistance received.

…………………………Signature

(Assoc.Prof.Dr.Monta Chatupote)

Major Advisor

………………………….Signature

(Mrs.Jitsuda Laongphol)

Candidate

I hereby certify that this work has not been accepted in substance for any degree, and is not being currently submitted in candidature for any degree.

.……………….………………Signature

(Mrs.Jitsuda Laongphol)

Candidate

ชื่อวิทยานิพนธ์   การพัฒนาความสามารถในการแปลคำพ้องรูปและเสียงและคำพ้องรูปโดย
                      ฝึกการจำแนกชนิดของคำและการใช้ดิคชันนารี

ผู้เขียน   นางจิตสุดา ละอองผล

สาขาวิชา   การสอนภาษาอังกฤษเป็นภาษานานาชาติ

ปีการศึกษา   2555

บทคัดย่อ

การศึกษาในชั้นเรียนนี้มีวัตถุประสงค์เพื่อ (1) ศึกษาผลของการฝึกจำแนกชนิดของคำ และการใช้พจนานุกรมต่อการพัฒนาความสามารถในการเลือกความหมายที่เหมาะสมของ คำพ้องรูปและเสียงและคำพ้องรูปของนักศึกษาระดับปริญญาตรีที่เรียนวิชาการแปล (2) หาปัจจัยซึ่ง ผู้เรียนเห็นว่าส่งผลต่อความสามารถของตนเองในการเลือกความหมายที่ถูกต้องของคำพ้องรูปและ เสียงและคำพ้องรูป และ (3) สำรวจทัศนคติของผู้เรียนต่อการฝึกดังกล่าว

การศึกษาในครั้งนี้ได้ทดลองกับกลุ่มตัวอย่างซึ่งเป็นนักศึกษาวิชาเอกภาษาอังกฤษชั้น ปีที่2ในภาคเรียนที่1   ปีการศึกษา 2555   มหาวิทยาลัยราชภัฏยะลา จำนวน 30 คน เครื่องมือใน งานวิจัยประกอบด้วย 1) ใบงานซึ่งมีคำศัพท์เป้าหมายที่เป็นคำพ้องรูปและเสียงและคำพ้องรูป 60 คำ ซึ่งเลือกมาจากรายการคำศัพท์พื้นฐานที่ใช้กันทั่วไปของคำที่พบได้บ่อยที่สุดในภาษาอังกฤษ 2) แบบทดสอบก่อนและหลังการฝึกซึ่งมีคำศัพท์เป้าหมาย 20คำ ซึ่งเป็นคำที่ไม่ได้รวมอยู่ในใบงาน และ 3) แบบสอบถามจำนวนสองฉบับเรื่องปัจจัยที่ผู้เรียนเห็นว่าส่งผลต่อความสามารถของตนเอง ในการเลือกความหมายที่ถูกต้องของคำที่มีหลายความหมายและเรื่องทัศนคติของผู้เรียนจากการที่ ได้รับการฝึก

ผลของการวิจัยสรุปได้ดังนี้

1. หลังกลุ่มตัวอย่างได้รับการฝึกการจำแนกชนิดของคำและการใช้พจนานุกรม พบว่าคะแนนทดสอบหลังการฝึกของผู้เรียนสูงกว่าคะแนนก่อนฝึกอย่างมีนัยสำคัญที่ระดับ .01 แสดงให้เห็นว่าการฝึกช่วยให้ผู้เรียนสามารถเลือกความหมายของคำที่มีหลายความหมายได้

2. ทักษะทางด้านคำศัพท์เป็นปัจจัยที่มีผลต่อผู้เรียนในการเลือกความหมายของคำ มากที่สุด

3. กลุ่มตัวอย่างส่วนใหญ่มีทัศนคติที่ดีต่อการฝึกโดยเห็นว่าการฝึกจำแนกชนิดของ คำมีส่วนช่วยเพิ่มความสามารถในการเลือกความหมายที่เหมาะสมสอดคล้องกับบริบทและการฝึก การใช้พจนานุกรมเป็นประโยชน์ในชั้นเรียนการแปล

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ABSTRACT

The purposes of this classroom-based research were (1) to investigate the effectiveness of training in part of speech identification and dictionary use in order to develop the ability to select appropriate meanings of English homonyms and homographs of undergraduate students who enrolled in a translation class to select appropriate meanings of English homonyms and homographs; (2) to identify factors the students perceived as affecting their competence in selecting the right meanings of homonyms and homographs, and (3) to explore their attitudes towards the training.

The study was conducted on 30 second year English major students in the first semester of the 2012 academic year at Yala Rajabhat University. The instruments used in the research were: 1) the training worksheets consisting of 60 target homographs and homonyms chosen from the General Service List of most high frequency words of English 2) the pre-post tests consisting of 20 target words not included in the worksheets and 3) two questionnaires on factors the students perceived as affecting their ability in sense selection of words with multiple meanings, and attitudes toward the training.

Findings were summarized as follows:

1. After the subjects were trained to identify parts of speech and use dictionaries, their post-test scores were significantly higher than their pre-test scores at the level of .01. This revealed that the training benefited the students in their sense selection of multi-meaning words.

2. Vocabulary skill was regarded as the most influential factor affecting their sense selection.

3. The majority of the subjects had positive attitudes towards the training; the training on part of speech identification made them able to select meanings appropriate to the context and the training on dictionary use was considered useful in translation class.

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CHAPTER 1

INTRODUCTION

This chapter consists of the rationale of the study, purposes of the study, research questions, scope and limitation of the study, significance of the study, and definition of terms.

1. 1 Rationale of the Study

Translation is an important process to transfer written or spoken source language (SL) texts to equivalent written or spoken target language (TL) texts. Nevertheless, seriously considering the process of transferring written and spoken SL, there are certain differences. Translating involves written language and refers to the activity of transferring a written text from one language to another language. A translator is defined as a communicator who takes action in written communication (Bell, 1991). The translator, as a reader, has available time to read and analyze the written text in order to transfer the intended information of an author. On the other hand, interpreting relates to spoken language and an interpreter is involved in speech (Riccardi, 2002). The interpreter, as a listener, works with spoken words, simultaneously conveying a message of a speaker from one language to another. Decoding the meaning of the source text and re-encoding or translating this meaning into the target language are two main steps in the translation process which requires translators or interpreters to transfer the information correctly.

English is obviously the most dominant and powerful communicative tool which can enable people from almost all parts of this rapidly developing world to understand each other. Crystal (2003: 1) defined English as "a global language" and again Jenkins (2000: 33) called it "an international language". The English language helps facilitate people to communicate and access information. People can find helpful information sources from magazines, newspapers or books which are printed in English and available to everyone. Similarly, spoken language can also give people

information. Thus, interpreting and translating information from English is an effective way to facilitate people, particularly in non English-speaking countries, to access resources in various fields such as economics, politics, science, technology, industry, art, and culture written in English. This is emphasized by Komeili et al. (2011) who noted that translation has been a positive and effective factor in making nations closer and has enabled these nations to share each other's experience in different areas.

Translation is also one of the oldest methods used as a medium of instruction in language teaching. Stibbard (1998, cited in Vermes, 2010) stated that since translation is a universally useful activity, it is a skill whose development should also be incorporated in a teaching program alongside the other four language skills as it has been claimed as one of the cognitive learning strategies (O'Malley et. al.,1985; Oxford, 1990). Naimushin (2002) suggested that it should be included as the fifth skill along with listening, speaking, reading and writing. In translation, careful analysis of meaning in context and attention to linguistic aspects of the source language (SL) is what the foreign language learners have to take into consideration in order to accurately transfer the message into another language. However, certain difficulties still occur when converting the source language which carries intended meanings or messages to the target language (TL).

One main cause of common errors in the translation task is the sense selection of words. This is supported by Tan & Zarei (2011) that sense selection can cause difficulties to learners of English especially when dealing with multiple meaning words. They added that the learners tend to select word meanings that appear earlier in the dictionary entries without considering the context in which the word occurs and hence, translators may not be able to choose the appropriate meaning of a word in that specific context since the meaning of a word can change depending on the context. Languages often contain lexical ambiguity because many words have the same pronunciation and spelling but different meanings (Bedny et al., 2007) and semantic ambiguity is very common in language and the ability to understand ambiguous words is important in the language processing system (Rodd et al., 2002).

Frost & Bentin (1992: 192) and Frost et al. (1990: 85) asserted that "ambiguity can exist in the relationships between the orthographic and phonological forms of a word, or between the phonological form and its semantic representation."

The English language is of no exception. It is complicated by the fact that one word can carry more than one meaning and various meanings can be associated with one word. This can be clearly illustrated by homonyms and homographs.

Generally, homonyms are words spelled and pronounced in the same way such as the word *light* /laɪt/ which conveys different meanings on the basis of the context in which it occurs. To illustrate, the word *light* as defined by the Oxford Advanced Learner's Dictionary (Hornby, 2000) is provided below:

> *light*
>
> -(v.) to make something start to burn
>
> -(n.) the energy from the sun, a lamp.etc. that makes it possible to see things
>
> -(adj.)**colors;** pale in color
>
> **weight**; easy to lift or move; not weighting very much

On the contrary, homographs are words with unchanged spelling and varied pronunciation such as the word *lead*, which can be alternatively pronounced /led/ if it functions as a noun or /li:d/ if it is a verb.

> *lead*
>
> -(v.) to go with or in front of a person or an animal to show the way or to make them go in the right direction
>
> -(n.) a chemical element

When translating English to another language, these kinds of multiple-meaning words can cause confusion because of their lexical ambiguity. Translators need to select an appropriate meaning of a lexically ambiguous word according to the lexical and contextual information as this is an important part of language comprehension (Ihara et al., 2007). Baker (1992) further suggested that non-equivalence between the source and target languages causes most errors in translation. Possible mistakes can occur if translators are stuck only to the core meaning or common or dominant meaning (Dunbar, 2005), and translate it by this meaning without considering the contexts which may require the less common (subordinate) meaning.

With regard to Thai EFL learners, multiple meaning words can cause a lot of problems in their semantic decision. Most of them cannot determine proper meaning of words in foreign texts. As seen in translation classes, they not only make structural and grammatical errors, but also select improper meanings of unknown words or even common words if those words have alternative meanings. Even simple or already-known words such as *pen*, *tear*, *close*, *bank*, *read*, *run, wind*, etc. can cause problems in the semantic decision task. Common words or high frequency words, which are more widely used and occur very often, as supported by Nation (2008), are regarded as the most important group of words and these words are used in both formal and informal uses of the language. Hence, it is worth teaching this kind of words during class time. An observation of translation classes at Yala Rajabhat University revealed that the students still have difficulties in selecting proper meanings of even common words to match the context although they are mostly familiar with them. What they tend to do is to choose the first meaning of the word that comes to mind or the first on the list in the dictionaries without any concern about its function as a part of speech or checking all dictionary entries given. Consequently, they cannot comprehend the source text and correctly transfer the meaning even at the level of word into Thai. Accuracy in translated text, which is one of the most crucial factors for translators (Shuttleworth & Cowie, 1997), cannot occur.

As generally known, parts of speech are a crucial aspect of languages and play a significant role in language learning not only in listening, speaking, reading, writing, but also in translating. When translating, a translator has to read a sentence or a text and interpret information from each word which carries different meaning in a particular context. Parts of speech explain not only what the words function as in the sentence, but also what roles they take and what contextualized meaning they carry. It is thus very clear that parts of speech can help the learners understand how the sentence is constructed and therefore to make them more skillful in choosing a right definition of the word in the context and translate it into the target language more appropriately.

Thai learners have been taught parts of speech which are considered as a basis of English grammar but many learners seem unable to clearly understand the basic functions of the parts of speech and to use what they have learned in the right way. They cannot identify parts of speech of certain English words in sentences and paragraphs, especially when encountering the words which carry unfamiliar meanings in different grammatical classes and positions. For example, the students are more likely to think of the first meaning of the word *fast* as *"move in a high speed"* when it is used as an adjective or adverb; however, it can convey distinct definition as *"a period of time or an action when you do not eat or drink"* if it functions as a verb or noun. They are also stuck with one grammatical function of a common word without any idea about its other possible syntactic functions. As a result, they cannot construct the proper meanings of the words from the given context and finally mismatch word meanings of the source language word and the target language one.

After analyzing what parts of speech of words are, translators can more easily focus on a particular set of meanings, narrow the possible choices of meaning, and determine proper meanings of words with the help of a dictionary. In language learning, a dictionary is generally considered as a reference book that compiles the information or meanings of words. It is considered as a helpful tool in language learning. As stated by Nation (2001: 281), "dictionaries can be used for a wide range of purposes." These purposes focus on three main parts: for comprehension, for

production, and for learning. The dictionary skill seems relevant to the main skills of language learning i.e. listening, speaking, reading, writing and also translating. According to Scholfield (1997), most language teachers believe that it can assist the learning of vocabulary. It is consistent with Nuttall (1996) that the training in using a dictionary will be also helpful because it involves selecting meaning appropriate to the context. Nesi (2002) claimed that it is necessary to teach language learners dictionary skill as the fifth macro skill.

In Thailand, most L2 learners possess dictionaries, but it seems that they still lack the skill of dictionary use. The instruction of dictionary use is also very scarce in language learning class and it has not been seriously introduced to language learners, particular to translation students in the country. Language teachers may consider dictionary consultation as a self-learning skill and disregard its importance to implement dictionary skill training in class. Thus, the learners misuse the dictionaries because they lack adequate guidelines and cannot efficiently make use of these reference tools. They have difficulties in choosing the most relevant information in the dictionary entries. This can finally cause problems during word choice process in translation class.

Taking the above-mentioned factors into account, this study, therefore, used the assumption that the training in the identification of part of speech and use of dictionaries could efficiently reinforce and enrich their ability in selecting appropriate meanings of ambiguous words. As supported by Bassnett (2003) and Nation & Coady (1988), competent use of the dictionary and grammar can help promote translation ability. The combination training in part of speech identification and dictionary use was thus believed to practically lessen the problem of lexical ambiguity in the language transfer process. Therefore, this study was set out first to investigate the outcome of training in identification of part of speech and the use of dictionaries and then to find out factors the students perceived as affecting their ability to determine correct meanings of words with multiple meanings in contexts, and lastly gauge their attitudes towards the training.

1.2 Purposes of the Study

The main purposes of this study were:

1. To investigate the effectiveness of training in part of speech identification and dictionary use on semantic decision on homonyms and homographs of the second year translation students

2. To identify factors the students perceived as affecting their ability to select proper meanings of homonyms and homographs

3. To explore the students' attitudes towards the training in part of speech identification and dictionary use

1.3 Research Questions

Drawing on the problems related to selecting proper meanings of multiple meaning words, this research aimed to evaluate the effectiveness of the training in part of speech identification and selecting appropriate meaning of words from the dictionaries that could enhance students' translation ability of homonyms and homographs. Hence, this study tried to answer the following questions:

1. Is there any significant difference in the students' ability before and after being trained in the identification of part of speech and use of dictionaries?

2. What factors do students perceive as affecting their ability to select appropriate meanings of homonyms and homographs?

3. What are students' attitudes towards the training in part of speech identification and selecting appropriate meaning of words from the dictionaries?

1.4 Scope and Limitation of the Study

This study was limited as follows:

1. This study was conducted with a group of Thai second year students majoring in English at a university in the south of Thailand who enrolled in *Translation II* class in the first semester of the academic year 2012. Their proficiency levels and learning styles might differ from those in other areas. Therefore, the results of the analysis might not be generalized to students in other parts of Thailand.

2. This study mainly focused on translating English into. The types of dictionary used in class were monolingual and bilingual dictionaries.

3. The scores of pre-test and post-test that students received mainly focus on accuracy of the word meanings they selected to suit the context of each sentence.

1.5 Significance of the Study

This study was conducted to examine how effective the training in part of speech identification and selecting appropriate meaning of words from the dictionaries was. The results of the study were believed to contribute to language learning and teaching. With appropriate guidelines, it was hoped to help generate and increase the students' ability to translate homonyms and homographs or other English words accurately. Another advantage of the study was that the students can cultivate the dictionary skill which is regarded as their lifelong learning tool. Most of all, the students' linguistic awareness was expected to be higher after the instruction, not only in the translation class but also in foreign language learning in the long term.

1.6 Definition of Terms

Eight terms used in this study were defined as follows:

1. Source language (SL) refers to the language the original version of messages to be translated is in; in this study, the source language is English.

2. Target language (TL) refers to the language the message is to be translated to; in this study, the target language is Thai.

3. Lexical ambiguity refers to the complexity or unclearness in the meaning of words with multiple meanings when in different contexts.

4. Dominant meaning of homonyms/homographs refers to the most frequently used meaning which first comes to the mind of language learners.

5. Subordinate meanings of homonyms/homographs can also be called secondary meanings. This refers to other meanings of the words which are less frequently used or are accessed relatively later.

6. High frequency words refer to words that frequently occur and are widely used (Nation, 2008).

7. Low frequency words refer to words that are not frequently or widely used (Nation, 2008).

8. Context refers to written words, statements or texts that surround any part of sentences or paragraphs and that often help in understanding the particular meaning of the words.

CHAPTER 2
LITERATURE REVIEW

The purposes of the study were to investigate whether the effect of the training in part of speech identification and selecting appropriate meaning of words from dictionaries can improve the ability of the second year students in translating English homonyms and homographs, and to finally generate their language awareness about it. The content in this unit is divided into seven parts: translation theory, roles of context in vocabulary learning, vocabulary acquisition, homonyms and homographs in language learning, part of speech, dictionary use, and related studies.

2.1 Translation Theory

As defined by Newmark (1988: 7), "Translation is a craft consisting in the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language." Catford (1974, cited in Sokolovsky, 2010: 286) defined translation as "the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)". It is defined as converting one language expression into the native language or converting the native language into the target language (Oxford, 1990). The main purpose of a translation is to "communicate the meaning of the original accurately and clearly to the readers of translation" (Gutt, 1991 cited in Hassan, 2011: 4).

On the basis of all the above quotes, it can be concluded that translation mainly relates to two languages; those are the source language (SL), which is the language that a word, a phrase, a sentence or a paragraph is primarily presented, and the target language (TL), which refers to the language an original text is translated into. It also refers to a process using one language as a basis for conveying meaning and reproducing another language, both at the lexical level and the syntactic level of the original texts.

To better understand the translation theory, Nida's model of the translation process (1964 cited in Bassnett 2003: 23) is thus illustrated below:

Figure 2.1 Nida's Model of the Translation Process

Source language		Receptor language
⇓		⇑
Text		Translation
⇓		⇑
Analysis		Restructuring
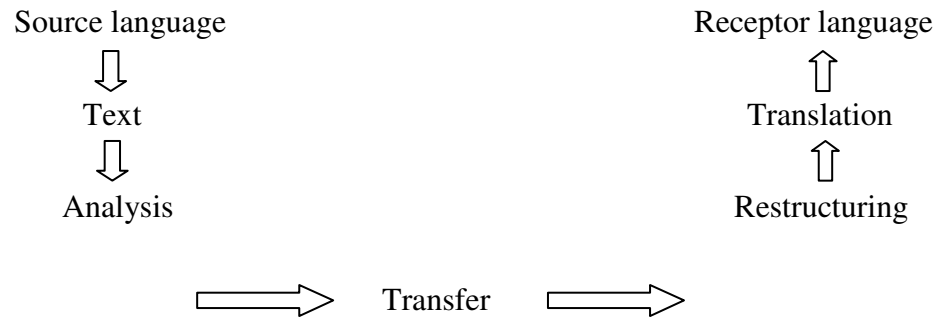
⟹ Transfer ⟹

According to the diagram above, the source language information in a passage is converted into a receptor language passage through analyzing, transferring, and restructuring. This means a translator first analyzes the message of the source language and transfers the message that he/she decodes. Hence, it is important to understand the content of the particular text when reading it. Finally, the translator reconstructs the message in the receptor language or target language to the level which is considered the closest as the original intended text. To measure translation ability is thus done by measuring how well the translator overcomes these difficulties during translation process.

Determining which translation task is right or wrong or good or bad is not easy. A good translation includes three components: accuracy, clearness, and naturalness (Larson, 2001). As claimed by Shuttleworth & Cowie (1997), accuracy is a term used in translation evaluation to refer to the degree of correspondence between the translated and the original text. It refers to faithful action of representing the meaning of the source text. Accuracy of meaning can be checked by a careful semantic comparison of the translated text with the source text. Clearness refers to an understandable way of expressing the meaning. Larson (2001) defines clearness in translation as the translated piece that can communicate the information to the people who use it. Naturalness refers to the way the target language is used in ways

appropriate to the text being translated. It is congruent with the definition of translation provided by Nida & Taber (2003: 12) "Translating consists in reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style." They also suggested that "The best translation does not sound like a translation." That means a translator needs to use the natural receptor language to communicate the faithful content to the audience and the meaning of content presented in the TL must be given priority for its prime importance. The same point was supported by Newmark (1988) that translators should provide translated texts which are written naturally and must not use a word or phrase that sounds unnatural or artificial. That means the message in the receptor language must be readable as commonly in the target language.

In the translation process, reading and writing are two main important skills used. Translators have to read an original text and try to understand the whole information and finally convert the message into the written target language. Translators need to get the actual information from the SL as correctly as possible and then write it in the TL as accurately as possible. Translation is a complex process which requires translators to make full use of linguistic knowledge: semantic, syntactic, and pragmatic to communicate hidden meanings of the SL text efficiently.

In translating, translators should pay attention to even the lexical unit in the source language as it is the essence of languages for expressing meaning (Mart, 2012) which helps them understand the information in the source language more efficiently. Translators need to be able to choose the meanings of words appropriate to the context. They need to understand how each word functions in sentences or paragraphs, particularly if the word is in the same form but carries distinct meanings. The knowledge of sentence organization and using reference tools as dictionaries may finally bring about the correctness in sense selection and quality of translation.

2.2 Role of Context in Vocabulary Learning

The lexical decision task is a key process; the proper meaning of each word which is controlled by its particular context. According to ***Oxford Advanced Learner's Dictionary*** (Hornby, 2000: 248), context refers to "the words that come just before and after the word, phrase or statement and help you to understand its meaning." In linguistics, context carries tremendous importance in the disambiguation of meanings as well as in understanding the actual meaning of words. Hence, it is generally agreed that context is essential when accessing information in language learning. Therefore, being able to understand the context becomes a desirable goal during the translation process particularly when dealing with words with several meanings. This is supported by Tabossi (1991: 2) who advocates that "Context plays a central role in the comprehension of ambiguous words, and indeed it seems easier to understand ambiguous items in context than to think of its meaning in isolation…" It is not easy to determine a precise definition of a multi-meaning word if that word occurs out of the sentence or context.

Rodd et al. (2002) stressed the importance of context by giving an example of the word *bark* which can differently mean either **a part of a tree** or **the sound made by a dog**. This word has two semantically unrelated meanings which can be ambiguous despite the fact that it shares the same orthographic and phonological form. With regard to this example, "*The doctor told me that this kind of tree <u>bark</u> can be used as medicine*", the context built by the word *tree* can facilitate the semantic decision of readers to state the specific meaning of the word *bark* only referring to **"a part of a tree"** and it helps readers to ignore the impossible meaning of this word as well.

Furthermore, there is also another kind of ambiguous words which share the same form but are different in pronunciation such as the word *desert*. This word can represent unrelated meanings according to its different grammatical classes. It can be pronounced /ˈdezət/ and function as a noun if it means **"a large area of land that has very little water and very few plants growing on it".** When it is

pronounced /dɪˈzɜːt/ and acts as a verb, it means "**to leave somebody without help or support**" (Hornby, 2000: 314). To understand this kind of ambiguous word, only one of the different meanings must be selected on the basis of the context in which the word occurs.

In the process of accessing information, it is essential that learners consider meaning of words in context, not in isolation since context is a key variable which can alter a word meaning. According to Dole et al. (1995 cited in Mart, 2012), looking up words, especially words with several meanings in dictionaries did not fully support language learners in comprehending the word meanings. Learning vocabulary in isolation may not always contribute to word meaning comprehension as a word generally has more than one meaning and the meaning changes according to the context which controls only one sense to be chosen (Nagy, 1997). In other words, context is a useful tool in meaning selection of common words or even words with several meanings. Learners can choose the appropriate meaning of even multiple meaning words like homonyms according to a certain context (Bedny et al., 2007; Yu et al., 2011). Hence, learning words in context is recommended because context can help learners to infer meanings and understand how the words are used grammatically. This is in the same line with Kasahara's (2011) assumption that context learning can make learners understand distinct aspects of lexical knowledge, such as understanding meanings and grammatical functions. The meaning of each word in a sentence is controlled by the function it performs and it become meaningful if it is related to other words (Kintsch, 1998 cited in Hunt & Beglar, 2005; Hanks 1996; Gee & Harris, 2010).

To sum up, context is vital to a variety of language use. When processing information, learners make use of the written contexts in the source language text as a helpful indicator to determine word meanings. Hence, good understanding of the context can help the learners remove lexical ambiguity and finally select the appropriate definition of an English word even of a homonym or homograph.

2.3 Vocabulary Acquisition

Vocabulary knowledge is one of the bases of language comprehension and acquisition. Prichard (2008: 216) asserted that "Vocabulary knowledge is the most important component of second language (L2) reading comprehension…" Moreover, many studies stated that vocabulary knowledge is one of the best predictors of reading competence and the growing competence to acquire information from texts (e.g. Moghadam et al., 2012; Richek, 2005). Nation (1993a cited in Nation & Waring, 1997: 6) emphasized the importance of vocabulary and elaborated its relation to other features of language learning that "Vocabulary knowledge enables language use, language use enables the increase of vocabulary knowledge, knowledge of the world enables the increase of vocabulary knowledge and language use and so on." Hence, it can be assumed that vocabulary is influential to the efficiency in accessing information from the texts not only in reading but also in translation.

Teaching and learning vocabulary is a crucial process in vocabulary acquisition. One thing that can differentiate the level of linguistic competence of language learners is the quantity of words each learner can acquire and how correctly they can use the words. Those who know a lot of words and are able to use them properly in various contexts can possibly broaden their existing knowledge of vocabulary and integrate vocabulary gains to other language skills.

With respect to the field of vocabulary acquisition, the terms of intentional and incidental vocabulary learning are often discussed in reading and listening. The differences between the terms were discussed below.

2.3.1 Intentional Vocabulary Learning

According to Hatch & Brown (1995), intentional vocabulary learning is that which is designed, planned for, or intended by teacher or student. In other words, it is a type of learning that learners use strategies or lessons which are already designed for the purpose of learning vocabulary with deliberate efforts. Activities

designed to build lexical knowledge can be involved with the meaning of vocabulary intended to be learned (Hulstijn, 2001), so they are mostly planned formal vocabulary instruction, such as using flash cards or word lists. Teachers may introduce unknown words in class and tell learners the meanings of the words or let them look up the words they do not know in their dictionaries. This learning strategy seems convenient in teaching and learning vocabulary.

2.3.2 Incidental Vocabulary Learning

On the other hand, incidental vocabulary learning was defined "as the type of learning that is a byproduct of doing or learning something else" (Hatch & Brown, 1995: 368). This means learners can learn unknown words or words with multiple meanings through certain activities without the intention of doing so. In the area of incidental learning, vocabulary items are mostly acquired through reading comprehension. This means language learners can acquire vocabulary through reading texts; the learners can get the word meanings of unknown words or words with multiple meanings from the given contextual clues. In this respect, it seems that vocabulary gains are indirectly achieved through helpful activities. Extensive reading is an example of which can possibly promote learners in developing vocabulary knowledge (Pigada & Schmitt, 2006; Waring & Takaki, 2003). Learners can infer the definitions of words from surrounding words in texts and reconsider the possibility of the meanings they get in relation to the context. The learners can thus understand the information of the texts during this process and this can promote their vocabulary learning.

One advantage of incidental learning of vocabulary was that this strategy can result in learners retaining words in the long term memory. This can make them able to remember words for longer time and eventually develop their vocabulary knowledge (Hulstijn & Laufer, 2001).

Guessing word meanings is one useful strategy in the incidental learning of vocabulary and Nation (2008) added that this strategy is of prime

importance for vocabulary learning. Learners can process the information of written words through reading and then infer their meaning from context. The importance of context becomes more prominent. According to Nation (2001: 240), "inferring vocabulary meaning from context…is an essential strategy for developing reading comprehension and promoting lexical acquisition". This can help the learners understand not only the meaning of words in the given text but how they convey meanings in sentences.

Debates on the advantages of intentional and incidental vocabulary learning have still been varied; the combination of both vocabulary learning, however, is still seen in language classes. When learners are taught some vocabulary items, they know the word forms and definitions. Then, they may use the already known words to learn new words by reading texts. In this process, they can also learn other surrounding words which influence their decision in selecting proper definitions of the words in each particular context. Identification of the grammatical functions of a word such as its part of speech, as well as syntactic knowledge may also be done through context (Webb, 2007).

In this study, vocabulary items were deliberately taught. The target words with multiple meanings were set in lessons in order that the students could practice learning to select proper meanings of the ambiguous words in context. The students followed the same format of the training every week. They identified the grammatical functions of the words and looked the words up in their dictionaries. After that, they had to choose the meanings of homonyms and homographs appropriate to the context. Even though they learned the words in context, this kind of vocabulary learning was considered intentional, with pre-designed activities for skill practice.

2.4 Homonyms and Homographs in Language Learning

As mentioned above, vocabulary is a key component of teaching and learning languages, however it can cause difficulties if learners do not have adequate

vocabulary knowledge. According to Çelik & Toptaş (2010: 62), "Vocabulary is generally considered as the basic communication tool, and often labeled as the most problematic area by language learners." To understand a text in a source language, the learners need to understand words in it.

Having limited vocabulary is also a major obstacle in translation and language learning and this impedes language comprehension and production (Thornbury, 2002). As claimed by Barzegar & Rahimy (2012: 1), "Vocabulary is one of the most difficult aspects of learning a foreign language, particularly in an EFL context." For example, Laufer (1997a) claimed that there are three major obstacles for non-native learners of English in reading comprehension tasks; those are "1) *words you don't know* 2) *words you think you know* and 3) *words you can't guess.*" Under the category of **words you think you know**, words with multiple meanings are one among the five types cited. As estimated by Britton (1978 cited in Ferraro & Hansen, 2002), about 40 % of English words are words with several meanings. English vocabulary consists of many words with multiple meanings and any word with more than one meaning is potentially problematic (Nuttall, 1996).

Titone (1998) proposed that one of the most commonly studied forms of ambiguity in language is lexical ambiguity, such as homonyms and homographs. They are ambiguous words that language learners need to be knowledgeable about in order to comprehend the written SL text accurately. A clear difference between these words is that the pronunciation of a homonym is the same regardless of its meaning while a homograph is pronounced differently depending on the meaning it carries. Each homonym and homograph generally has more than one unrelated meaning and includes both dominant and secondary meanings (Ihara et al., 2007). This can make learners who lack vocabulary skill mistranslate the text. Laufer (1997a: 26) added that a multiple meaning word can cause difficulties if learners think that "...the familiar meaning was the only meaning". The fact is that a sentence embedded with homonyms or homographs needs to be interpreted in context and hence, can cause lexical ambiguity during the translation process.

Lots of words in English are phonologically and orthographically ambiguous according to the part of speech they function in a sentence (Melinger & Koenig, 2007). McCarthy (1990) stated that homonyms are one term used to explain the fact that many word forms in the English language occur in distinct contexts with quite different definitions.

Many homonyms have their primary meanings within one word class as the word *fan* and some homonyms across word class as the word *close,* it relates lexical access to multiple meanings and the role of contextual information in lexical decision (Elston-Güttler & Friederici, 2005). As an example stated in *Longman Dictionary of Language Teaching & Applied Linguistics* of Richards & Schimidt (2002), the English verb *lie* in *You have to __lie__ down* and *lie* in *Don't __lie, tell the truth.* is in the same grammatical class; that is a verb. However, the meanings of the word *lie* in these two different contexts are completely different. The meaning of the word *lie* in the first sentence is "**to be or put yourself in a flat or horizontal position so that you are not standing or sitting**" while the second meaning is "**to say or write something that you know is not true**" (Hornby, 2000: 683). Another example is the word **back** in *She is at the __back__ of the room,* which is used as a noun and **back** in *Come __back,__ my dear,* which is used as an adverb. The first *back* is used as a noun and means "**the part or area of something that is furthest from the front**" (p.69) while another *back* which functions as an adverb means "**to or into the place, condition, situation or activity where somebody/something was before**" (p.70)

Furthermore, homographs whose meanings differ in part of speech are more ambiguous than homographs whose different meanings belong to a single grammatical class (Twilley et al., 1994). Examples of these are the words *lives* which can be used as a form of verb in *She __lives__ with her children* while it is used as a plural form of the noun *life* in *We must fight to protect our __lives.__* The word *lives* in the first sentence comes from the verb *live*; it has an 's' to serve the purpose of verb agreement for a third person singular pronoun *she.* The word *lives* in the first sentence is pronounced /lɪvs/ and means "**to have your home in a particular place**" (Hornby, 2000: 693). The second one is pronounced /laɪvz/ (p.683); it is the plural form of the

word *life* which is a noun and means "**living things**". Another example is the word *wind,* which functions as a verb but differs in its pronunciation and meaning as these following sentences: *Don't forget to <u>**wind**</u> the clock?* and *The doctor is teaching her how to <u>**wind**</u> her baby after eating.* The pronunciation of the word *wind* in the first sentence is /waɪnd/ and defines "**to make a clock or other mechanism work by turning a knob, handle, etc. several times**" while the second is pronounced /wɪnd/ and means "**to gently hit or rub a baby's back to make it burp**" (p.1367).

As stated by Nelson & Schreiber (2004 cited in Gee & Harris, 2010), homographs can complicate language comprehension. However, this kind of words is beneficial as a means to map and understand the organization of lexical knowledge. It means that apart from difficulties caused by homographs, language learners can learn from remarkable features of homographs i.e. the relationship between how each homograph is pronounced and the grammatical feature it belongs to. This can help language learners including translators to learn more about the use of different meanings of words in the English language. By frequently using these ambiguous words in different contexts, language learners can increase their vocabulary skill.

All in all, selecting proper meanings of homonyms and homographs is a complicated process to cope with, particularly for language learners whose semantic and syntactic knowledge is limited. Hence, it can be assumed that translators should have adequately good semantic and syntactic knowledge in dealing with words with various meanings. Although homonyms and homographs can cause problems in the process of sense selection, the ability to classify the grammatical class of words and efficiently use reference tools such as dictionaries can help language learners or translators to choose the proper meanings of the words more easily. Furthermore, they have to be aware of the interpretation of meanings in sentences and transport appropriate content into the translated text. This can thus fulfill the main goal of being efficient translators.

2.5 Part of speech

As known, grammar is the basis of a language. The structure of language can be learned through grammar. According to Brown (2001: 362), "Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence".

Part of speech is one crucial component of grammar and it is considered as a key feature in semantic feature analysis (Hatch & Brown, 1995).

According to ***Longman Dictionary of Language Teaching & Applied Linguistics*** by Richards & Schmidt (2002: 387), parts of speech refer to "a traditional term to describe the different types of word which are used to form sentences such as noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection...." Parts of speech can be variously known as word classes, lexical categories, grammatical class, and syntactic categories. Richards & Schmidt (2002) also described parts of speech as follows:

Noun refers to people, animals, places, things, or abstractions. It can occur as the subject or object of a verb or the object of a preposition. It can be modified by an adjective and can be used with determiners (p. 366).

Pronoun refers to a word which may replace a noun or noun phrase, for example ***it, them, she*** (p. 429).

Verb refers to a word which occurs as part of the predicate of a sentence and carries markers of grammatical categories such as tense, aspect, person, number, and mood. It also refers to an action or state. For example, He **opened** the door (pp. 577-578).

Adverb refers to a word that describes or adds to the meaning of a verb, an adjective, another adverb, or a sentence. It can answer such questions as ***how?, where?, or when?***, for example, adverbs of manner e.g. ***carefully, slowly***,

adverbs of place e.g*. here, there, locally*, and adverbs of time e.g. *now, hourly, yesterday* (p. 15).

Adjective refers to a word that describes the thing, quality, state, or action which a noun refers to. In English, adjectives usually have the following properties:

a) they can be used before a noun, e.g. a ***heavy*** bag

b) they can be used after **be, become, seem, etc**. as complements, e.g. the bag is ***heavy***

c) they can be used after a noun as a complement, e.g. these books make the bag ***heavy***

d) they can be modified by an adverb, e.g. a ***very heavy*** bag

e) they can be used in comparative or superlative form, e.g. the bag seems ***heavier*** now (p.13).

Preposition refers to a word used with nouns, pronouns, and gerunds to link them grammatically to other words, for example, Smith killed the policeman ***with*** a revolver (p. 414).

Conjunction refers to a word which joins words, phrases, or clauses together, such as *but, and, when*, for example, John ***and*** Mary went (p.107).

Interjection refers to a word such as *ugh!, gosh!, wow!,* which indicates an emotional state or attitude such as delight, surprise, shock, and disgust, but which has no referential meaning (p.267).

Many linguists have classified parts of speech differently. Crystal (2003) classifies English words into nouns, verbs, adjectives, adverbs, determiners, prepositions, conjunctions and auxiliaries. More modern grammarians have classified these parts of speech into further classes according to the way in which they are commonly used. Apart from the parts of speech mentioned above, Brinton (2000)

included particles, auxiliaries, articles, and demonstratives in the types of grammatical features as well.

According to Brinton (2000), the traditional parts of speech are identified by considering both notional (according to the meanings of words) and formal (according to the form, function, or distribution of words) criteria. According to the history of the English language, parts of speech can be divided into two major sets: open or productive classes and closed or unproductive classes. It is a system for classifying words according to their common occurrence or use within a sentence. According to Richards & Schmidt (2002: 374), open class refers to a group of words (a word class), which contains an unlimited number of items; it consists of nouns, verbs, adjectives, and adverbs. Closed class, on the contrary, consists of conjunctions, prepositions, and pronouns; new words are not usually added to them. With a deeper consideration to a unit of words, words are categorized into content (lexical) words and function (grammatical) words. Content words also called full words or lexical words are words which refer to a thing, quality, state, or action and which have meaning (lexical meaning) when the words are used alone. Content words are mainly the major parts of speech, including noun, verb, adjective, and adverb. On the contrary, function words, which are also known as form words, empty words, functors, grammatical words, structural words, and structure words, are words which have little meaning on their own, but which show grammatical relationships in and between sentences (grammatical meanings). Functions words include conjunctions, prepositions, articles, e.g. *and, to, the*.

In the process of learning a second language, learners have to mainly pay attention to how the word is used not what the word is (Khosravizadeh & Pashmforoosh, 2012). However, learning each grammatical class is not equally difficult; the easiest group class is "nouns" while the most difficult group is "adverbs" (Laufer, 1997b). Knowing the grammatical class as contextual clues can help them to categorize the problematic written words, distinguish the function of words, and finally choose the correct meanings of the words. Ellis (1994) emphasized that it is essential to focus not only on meanings of words, but also on the association of

meanings and word forms. Making use of sentence context should lead to a final selection of only one proper meaning (Elston-Güttler & Friederici, 2005). A lot of words in English which are phonologically and orthographically ambiguous can be clarified by the part of speech they function as in a context (Melinger & Koenig, 2007). Part of speech thus influences comprehension in language and this may possibly bring about the efficiency in translation. Nudtakien (2007) advocated that part of speech is one factor translators need to consider because a single form of vocabulary may have many grammatical functions and therefore many meanings so a practical way to learn vocabulary through reading by identifying the parts of speech and grammatical features of a word, drawing associations between that word and the context, and commenting on the meaning of that word with others in the same semantic field (Fraser, 1999).

As mentioned above, it is visible that parts of speech play an important role in language learning. It is an indicator to help language learners or translators to analyze, classify, and finally understand the functions of grammatical class. Learning and understanding in how each part of speech functions can improve language comprehension which can influence translation ability and learning the English language as well.

2.6 Dictionary Use

Dictionaries have long been recognized as useful learning tools and a vocabulary learning strategy. Laufer & Kimmel (1997) stated that a dictionary is helpful in providing the essential information to its user. This is in agreement with Kent (2001) who stressed that it is not a simple tool used in class, but an object of life-long use. Dictionaries can be used for both receptive and productive tasks as described by Nation (2008: 114) that "Dictionaries can assist learners in three major ways. (1) They can help learners understand words that they meet in reading and listening. (2) They can help learners find words that they need for speaking and writing. (3) They can help learners remember words." There are many studies related to dictionary use in different areas such as dictionary preference of the users (e.g.

Alhaysony, 2011, Ali, 2012, Tongklieng, 2005), purposes of dictionary use (e.g. Ramos, 2005, Tongklieng, 2005), comparison of effectiveness of each type of dictionaries (e.g. Laufer & Melamed, 1994), frequency of use (e.g. Ramos, 2005, Alhaysony, 2011) and attitudes toward dictionary use (e.g. Tongklieng, 2005; Ryu, 2006). Previous research about dictionaries has mainly focused on reading comprehension and studies about dictionary skill training are still rare.

Consulting dictionaries is an acceptable strategy in vocabulary learning. Most dictionaries provide information such as alphabetized word entries, pronunciation keys, abbreviation and definitions. Checking meanings of words is the main purpose that learners use dictionaries as findings from various studies agree that the reason why most dictionary users use dictionaries is to find semantic information. It seems clear that dictionaries are indispensable in language learning including translation class.

Nation (2008: 64) stated that "good dictionaries provide a wealth of information about words, and good dictionary use involves using them to find the common underlying meaning of the word, to relate it to already known words, to help fix its form in memory, and to gain some wider knowledge of its use".

Dictionaries can be generally categorized into monolingual and bilingual dictionaries (Thornbury, 2002). Both types of dictionaries have their strengths and weaknesses in developing the dictionary users' vocabulary skill, especially when selecting proper meanings of words looked up in dictionaries. There are still certain dilemmas in making a decision about which type of dictionary to be used.

2.6.1 Monolingual Dictionaries

Monolingual dictionaries are written in one language for the entries and the definitions of vocabulary. This kind of dictionaries offers definitions, examples of grammatical and semantic information, including how to pronounce each word in the target language. The monolingual dictionaries can help dictionary users

understand the meanings of the words in different contexts from examples of sentences provided. Dictionary users can recognize features of this kind of vocabulary resource and enhance their vocabulary ability both for comprehension and for vocabulary learning. Ramos (2005) claimed that monolingual dictionaries are one of the most important tools for translators due to their valuable lexical information. According to Schofield (1997), monolingual dictionaries are regarded by some experts as the most useful vocabulary references because of the abundant linguistic and semantic information. Dictionary users can learn how to write correct sentences and convey word meanings from L2 to L2 at the same time. Similarly, Hartmann (1991) stated that most experts and teachers recommended a monolingual dictionary rather than bilingual one. However, native teachers of English often would like their students to use only monolingual dictionaries in order to increase the amount of English input and to encourage them to 'think in English' (Hunt, 2009).

Monolingual dictionaries, however, provide several meanings of a foreign word which can cause difficulties for users, particular those with low language proficiency, to be able to comprehend and get correct definitions explained in the foreign language. According to Intira's study (1989, cited in Krajangsirisin, 2001), students did not use an English-English dictionary because of their limited vocabulary knowledge and lack of understanding in English parts of speech. They are also unable to discriminate between the different meanings of the same words. This causes them to feel confused if they cannot relate the meanings of a wanted word to an appropriate meaning in their native language because of grammatical difficulties of the explanation. The monolingual explanation is often only partially understood by some learners. According to Nation (2008), learners who use monolingual dictionaries need to have a vocabulary of at least 2,000 words in order to understand the definitions better. Therefore, the usefulness of monolingual dictionary also depends on how well the users can access the information provided in L2 (Laufer & Kimmel, 1997). To prove the success of using a monolingual dictionary is by considering whether and how the learners use them (McCarthy, 1990).

2.6.2 Bilingual Dictionaries

Bilingual dictionaries provide a translation or explanation of words from one language into another language that dictionary users are familiar with, usually in their mother tongue or L1. This kind of dictionary thus helps the users, particularly those who are not advanced learners, to quickly check a meaning of a word and understand the way dictionary entries are coded. Dictionary users prefer bilingual dictionaries for fast consultation and they feel more comfortable in dealing with their mother tongue translation (Karbalaei & Amoli, 2011). They can possibly cope with meaning search in spite of their weaknesses to relate the meaning between two languages. This is supported by Laufer & Melamed (1994: 566) who said that "no matter what their level of competence, foreign learners and users use their bilingual dictionaries as long as they use dictionaries at all. Dictionary users still prefer bilingual dictionaries for fast consultation and feel more comfortable in dealing with their L1 (Karbalaei & Amoli, 2011; Hunt, 2009).

However, McCarthy (1990) asserted that bilingual dictionaries are often considered inferior to good monolingual dictionaries; this may be due to their too simple and limited information between words in the source language and the target language. Furthermore, dictionary users should engage in the target language which is a vital learning element in monolingual ones. Nation (2001) asserted that bilingual dictionaries discourage learners' attempts to paraphrase the target language. It encourages the idea of translation word by word between the target language and the mother tongue. Although one-to-one word translation is an effective first step in developing word knowledge, it must be followed by activities that expand word knowledge beyond the translation stage (Hunt, 2009). Despite all these disadvantages, the learners prefer bilingual dictionaries even though they admit monolingual dictionaries are better (Laufer & Kimmel, 1997; Nuccorini, 1992) because this kind of dictionaries provides good explanation and illustrations in L2 which helps them cope with finding meanings in spite of their weaknesses to relate the meaning between two languages.

The challenge of using dictionaries is elaborated by McCarthy (1990) that it is necessary to make a learner be concerned about what a bilingual dictionary can do and importantly, what it cannot do. This kind of dictionary should not be disregarded.

Amidst the debates about the advantages and disadvantages of monolingual and bilingual dictionaries, bilingualized dictionaries have emerged as a good reference tool to serve dictionary users' needs and preferences. The "bilingualized" dictionary is a combination of the monolingual and bilingual dictionaries with most of the advantages of both. It gives the translation into L1 language of the English entries and the English explanations of the words. The L1 word equivalent in each entry can help dictionary users get the precise meaning and the English explanation shows how the word is used. According to a study of Laufer & Melamed (1994), the finding claimed that the "bilingualized" dictionary is more suitable than the other two types for learners of all levels in comprehension of texts. This kind of dictionary seems to fulfill both the teachers and students' needs in using a dictionary. A bilingualized dictionary may lessen the weak points of both monolingual and bilingual dictionaries. It can be used by all levels of learners because it has the good features of both monolingual and bilingual dictionaries. Beginners can use a bilingualized dictionary for meaning translation while advanced learners can make use of the reference tools by concentrating on the English part of the entry (Richards & Renandya, 2002).

Nation (2008) added that the dictionaries provide sample sentences which are usually carefully chosen to show both the meaning of the word and its typical use. If learners get some systematic guidance and practice in their use, they can get maximum benefit from them. He also claimed that "If the learner goes to the dictionary with some rough idea about the possible meaning of the word, there is more chance of locating the right meaning" (p.115). He suggested a guided dictionary practice to give learners training in receptive dictionary use that learners need to look up the meanings of unknown words in a text. Words can convey meanings in the context and guessing from the context is regarded as the most important vocabulary

learning strategy. The first step would be to make a guess about the word from the context by deciding on the part of speech of the word and some features of its meaning. Next is to look up the word in the dictionary and to decide which of the meanings given is the proper one and then to justify the choice of the sense by going back to the text to see how well that definition fits the context and by referring to the clues and examples in the dictionary as the last step. This is in agreement with the suggestion of Fraser (1999) that learners should identify the word class of a word prior to consulting and focusing their dictionary search on the entries in that word class only.

Contrary to positive comments about dictionary use, there are some arguments and suggestions about using these useful reference tools. Dictionary use is claimed to be an obstacle during language learning. Karbalaei & Amoli (2011), revealed that educators in the 70's and 80's believed that consulting dictionaries blocked the process of constructing meaning. It could take the reader out of the text. Learners would not only find the required meaning in a dictionary but more often misinterpret the dictionary entries. Nuttall (1996) further pointed out that students should be discouraged from using dictionaries, especially while reading. She claimed that looking up words in dictionaries too often can slow down their reading process and interrupt their thinking. The students should decide what words in the text should be or should not be looked up. This is in accordance with Nation's suggestion (1990) that students should first guess the meanings of words and use the dictionary only as a last resort. He emphasized that a helpful strategy to learn vocabulary is by guessing.

Dictionary use, however, is still accepted as a useful tool in learning word meanings. Battenburg (1991, cited in Hartmann, 2003: 356) suggested that "Skill and strategies for using dictionaries should be taught in every second and foreign language classroom, for students are not only learning about dictionaries but also about language…" Practice in using dictionaries should be encouraged in class; exercises on alphabetical order and on using the guide words at the top of each page will help students to efficiently find a word in their dictionaries and maximize the effect of dictionary use in language learning.

In conclusion, dictionaries are obviously helpful in language learning. Hence, planned and structured training should be done in order to help the learners improve the skill of dictionary use and be able to fully make use of the dictionaries both inside and outside language classes. For translators, these useful tools can also help them select proper meanings of words in the source language and translate the words in the target language more efficiently.

2.7 Related Studies

From accessible source of information, there is no research on the effectiveness of the combined training in part of speech identification and dictionary use in translation classes. However, other related studies are mentioned below:

2.7.1 Using Dictionaries

As a policy, students in Caledonian College of Engineering in Oman have been encouraged to use the monolingual dictionaries rather than bilingual or bilingualized ones in classroom and during exams (Ali, 2012). He carried out research with 20 teachers and 100 non-English major students by administering questionnaires to investigate their attitudes toward dictionary use. The findings indicated that most teachers or 85% of them prefer their students to use monolingual dictionaries, while 50% of students prefer using bilingual and bilingualized dictionaries because these types of dictionaries are easier to use.

Lew & Galas (2008) conducted a quasi-experimental design study to find out the effectiveness of training in dictionary use skill within a 12-session training program. The subjects were 57 Polish final-year primary school children, aged between 12 and 13. Among them, 28 students were an experimental group who received formal training in dictionary skills, while the other 29 who did not receive the training were a control group. Next, they were administered a pre-test on dictionary skills within 45 minutes. After that, the experimental group received the treatment of teaching of dictionary reference skills in normal class time. The instruction included 12 main issues: types of dictionaries and their use, alphabetical

ordering of entries, information in entries and entry organization, symbols and abbreviations, guide words and their role, finding and using socio-cultural information, finding and selecting the right prepositions, checking meaning and locating inflectional forms of verbs, singular and plural nouns, countable and. uncountable nouns, idioms and phrasal verbs, and review. After the twelve sessions, both control and experimental groups were given the post-test. A copy of the bilingualized Oxford Wordpower was allowed during the pre-posttests. The mean pre-test score for the control group was 44.17 while the mean for the experimental group was 48.38. The mean post-test score for the control group was 53.11 while the mean for the experimental group was 86.00. There was a significant difference between the control and experimental groups in the post-test (t = 7.50, p < 0.001), indicating that the explicit teaching could enhance students' dictionary skill.

Khunjohn (2003) conducted an experimental research to investigate the effectiveness of 15-session exercises on English Dictionary skills for 44 secondary school students in Phetchaburi province, Thailand. The research was carried out in the first semester of the academic year 2003; the subjects were given the exercises to practice 3 periods per week within 5 weeks. Her findings indicated that there was a significant difference between the mean scores before and after using the exercises at .05 (t = 21.87, p < .05). Of the overall 50 items of the pre-posttest, the mean before using the exercises was at 24.50 while after using the exercises the mean score was at 37.80. According to the results from the questionnaire, the subjects had positive attitude toward using the English dictionaries exercises at the level of "good" ($\bar{x}$ = 4.30, S.D. = 0.19).

Karbalaei & Amoli (2011) conducted an experimental study comparing the use of monolingual and bilingual dictionaries during reading. A total of 183 Indian EFL university students majoring in English at different colleges in Mysore, India were selected as the subjects of the study. Among them, 93 were randomly chosen as an experimental group and 90 were the control group. They were also divided into low, intermediate, and high groups of proficiency according to the 40 multiple-choice items of the TOEFL proficiency test. In the experimental group, the subjects were

divided into two groups using a monolingual dictionary and a bilingual one. All subjects in the experimental group were instructed on how to use monolingual and bilingual dictionaries during a one month strategy intervention program. They were also given practices to be aware of the change of verbal tense, phonology, grammar rules, collocation, word families, synonyms, and antonyms. The experimental and control groups were given the pre-test, including three reading texts. After the training, the post-test, which was the same as the pre-test, was administered to them. The only difference was that the subjects in the experimental group, who were assigned to be in bilingual dictionary user group, were given the dictionary entry of the difficult words with definitions in their native language (Kannada) while those in monolingual dictionary group were given the dictionary entries of the difficult words with English definitions. The findings suggested that there is a statistically significant difference between students in reading comprehension performance before and after the instruction found in both groups who use monolingual or bilingual dictionary entries of difficult words (t = 12.752, p = .000, t = 12.701, p = .000 respectively). However, the mean score of the experimental group who used monolingual dictionary entries of difficult words scored the highest in the post-test ($\bar{x}$ = 3.67, S.D. = .971). It can be concluded that the strategy intervention was effective and using monolingual dictionary was more effective than that of bilingual dictionary ($\bar{x}$ = 2.88, S.D. = .819) in reading comprehension.

The current study focused on the combined training in part of speech identification and dictionary use in order to develop the students' ability to translate homonyms and homographs. The step-by-step training was believed to increase the learners' competence in selecting meanings of homonyms and homographs appropriate to the context. The research methodology was described in the next chapter.

CHAPTER 3
RESEARCH METHODOLOGY

The purpose of this classroom-based study was to investigate the effectiveness of the combined training in part of speech identification and dictionary use, as an aid for the students to develop their ability to select proper meanings of homonyms and homographs in particular contexts. Also, the study aimed to identify factors the students perceived as affecting their ability of sense selection and to explore their attitudes towards the training. The training started in the first semester of the academic year 2012 at Yala Rajabhat University, Yala province, and went on for 15 weeks.

This study involved six main stages: 1) the evaluation of the students' competence in sense selection of homonyms and homographs before the training by administering the pre-test 2) the investigation of factors they perceived as affecting their ability to choose appropriate meanings of words with multiple meanings by using the first set of a questionnaire (Questionnaire 1) 3) the treatment: instructional training in part of speech identification and dictionary use 4) the comparison of the students' ability after the training as measured by the post-test 5) the comparison of their perceptions on factors affecting their ability in sense selection by using the same questionnaire as in the second stage and lastly 6) the exploration of their attitudes toward the training by using the second set of a questionnaire (Questionnaire 2).

This chapter explains the procedure composed of five main parts: subjects of the study, instruments, pilot study, data collection, and data analysis.

3.1 Subjects of the Study

The subjects of this study were a total of thirty Thai second year students majoring in teaching English (N=30). All of the subjects were from the Faculty of Humanities and Social Sciences and enrolled in the ***Translation II*** course in the first semester of the 2012 academic year. They needed to complete

TranslationI as a pre-requisite course in the previous academic year. Observation from the previous course showed that they had problems in sense selection which caused difficulties in translating. The combined training in the identification of parts of speech and use of dictionaries was thus conducted in order to develop their ability in this area.

3.2 Instruments

In order to obtain information and achieve all three purposes of the study, the following research instruments and data collection instruments were used.

3.2.1 Research Instruments

In this study, there are four research instruments: target words, dictionaries, worksheets, and lesson plans.

3.2.1.1 Target Words (APPENDIX A)

A total of 40 homonyms and 40 homographs as target words were used in the study. Among 80 target words, 59 have two parts of speech (mostly nouns and verbs), sixteen carry three grammatical functions, four carry four, and only one carries five. None of the target words function as pronouns and conjunctions. Thirty homonyms and thirty homographs were used in the training while the rest, ten words from each group, was used in the pre-posttests. All words are high frequency words taken from the General Service List. The reason why only 80 target words were used in the training was that this number of words was enough for the class training (4 words for each of the 15 classes). The procedures in selecting 80 target words for the training and pre-post tests were described as follows:

Figure 3.1 Procedures in Selecting Target Words

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┌─────────────────────────────────────────────────────┐
│ All 2,000 words of the GSL were alphabetically arranged. │
└─────────────────────────────────────────────────────┘
                         ↓
┌─────────────────────────────────────────────────────┐
│ The parts of speech of total 2,000 words were identified and │
│ only the words with two grammatical functions or more were │
│ kept.                                                 │
└─────────────────────────────────────────────────────┘
                         ↓
┌─────────────────────────────────────────────────────┐
│ 1,330 words were selected for their distinct meanings as │
│ homonyms and homograph.                               │
└─────────────────────────────────────────────────────┘
            ↓                              ↓
┌──────────────────────┐      ┌──────────────────────┐
│ 298 homonyms         │      │ 57 homographs        │
└──────────────────────┘      └──────────────────────┘
            ↓                              │
┌──────────────────────────────────┐      │
│ To make the number of homonyms and homographs │      │
│ proportional, every fifth of the homonyms were │      │
│ chosen.                          │      │
└──────────────────────────────────┘      │
            ↓                              ↓
┌─────────────────────────────────────────────────────┐
│ 40 homonyms and 40 homographs were randomly chosen.  │
└─────────────────────────────────────────────────────┘
            ↓                              ↓
┌──────────────────────────┐   ┌──────────────────────────┐
│ 30 homonyms and 30 homographs │   │ 10 homonyms and 10        │
│ were randomly used for the │   │ homographs were randomly  │
│ training.                │   │ used for the pre-posttests. │
└──────────────────────────┘   └──────────────────────────┘
```

Table 3.1 Target Words Used during the Training

Wk. 1	blood, burn, check, crash	Wk. 2	deal, fan, fit, foot **blood, burn, check, crash**
Wk. 3	full, inch, left, log **deal, fan, fit, foot**	Wk. 4	mass, nut, pen, pin **full, inch, left, log**
Wk. 5	pot, pull, quick, rope **mass, nut, pen, pin**	Wk. 6	screw, shore, show, spare **pot, pull, quick, rope**
Wk. 7	staff, start, stock, swallow **screw, shore, show, spare**	Wk. 8	trap, wage, collect, combine **staff, start, stock, swallow**
Wk. 9	content, decrease, desert, excess **trap, wage, collect, combine**	Wk. 10	excuse, house, increase, insult **content, decrease, desert, excess**
Wk. 11	invite, moderate, mouth, multiply **excuse, house, increase, insult**	Wk. 12	object, perfect, permit, polish **invite, moderate, mouth, multiply**
Wk. 13	present, progress, read, record **object, perfect, permit, polish**	Wk. 14	row, second, separate, sow **present, progress, read, record**
Wk. 15	subject, tear, upset, use **row, second, separate, sow**		

Note: Words in normal print are newly introduced.

Words in bold are recycled.

3.2.1.2 Dictionaries

The Oxford Advanced Learner's Monolingual Dictionary (English-English) and Oxford Wordpower Dictionary for Thai Learners (English-Thai) were used in class throughout the study. Only these two dictionaries were used as references in the study because all of the students possessed them and this would facilitate the training.

3.2.1.3 Worksheets (APPENDIX I)

Worksheets on homonyms and homographs as target words were provided by the researcher acting as the teacher who taught the subjects in order to provide practice on how to identify parts of speech and select meanings of the words from dictionaries. The target words were taken from the General Service List collected by West (1953 cited in Nation, 2008) and used in the practice materials. They were selected based on their high frequency. Most are quite short and common and learners of English possibly know and use these words in their daily lives. Four new target words were used in each task and the words already taught were also recycled but with different parts of speech in subsequent sessions. The importance of word classes which can affect the meanings of words according to the contexts was particularly highlighted. The worksheets were delivered to the students throughout 15 weeks of explicit instruction.

3.2.1.4 Lesson Plan (APPENDIX H)

The lesson plan for the training in part of speech identification and dictionary use was designed based on the three stages of a lesson consisting of presentation, practice and production. The same format of the lesson plan was used in every period of the training; only target words used were changed. Within 240 minute session per week, however, only 100 minutes were spent on practice in part of speech identification and dictionary use as the treatment at the beginning of each class time. In the stage of presentation, four target words were taught every week. The subjects were taught to analyze and classify the words according to part of speech. They negotiated possible meanings of a word together both at the word-level and sentential level. After knowing the correct part of speech of the word, they looked the word up in their own dictionaries by making use of guide words, headwords, and dictionary entries. Also, phonetic symbols were taught to increase their awareness of how the words are pronounced, particularly homographs. They followed this guideline and did their exercises by themselves in the practice stage and finally selected proper

meanings of the target words and translated the whole sentences or paragraphs in the production stage. The 240- minute session per week was divided into:

-100 minutes for the training (treatment: **only** training in part of speech identification and dictionary use)

-140 minutes for the usual translation class (e.g. translation theory, discussion, translating texts, etc.)

3.2.1.5 Treatment with Explicit Instruction

Each week, the students were trained to practice part of speech identification and dictionary use by using worksheets embedded with homonyms and homographs. The process of the treatment was divided into three main phases: 1) presentation, 2) practice, and 3) production.

Presentation Phase

At the beginning of the training, certain words with multiple meanings and the possible effect of these words to the translation quality were introduced to the students. Also, instructional methods as well as the explanation of instructional treatment lessons were primarily addressed to them. The study began with a tutorial for the students on how to identify parts of speech and use dictionaries.

Four target words were presented on the board and the students negotiated the meanings. The teacher asked them questions such as **"What is the meaning of the word *"bark"*?"**, **"How do you pronounce this word?"** After that, the teacher showed them the sentence with the word ***bark*** and asked them **"Now, can you tell me what the meaning of this word is?"** The teacher reminded them that one word could carry more than one grammatical class and the different grammatical class it carries can alter its meaning. Then they looked the word up in dictionaries by making use of guidewords (the words at the top of each page), headwords (the word in bold letter), pronunciation (how to say the word), and dictionary entries (the specific information about a word) to enable them to easily deal with the next sense selection process.

Practice Phase

The students were given a worksheet to practice identifying the part of speech of each target word and dictionary use. With guidance from the teacher, they identified parts of speech of each target word underlined and other surrounding words in their ongoing exercise. After that, they consulted their dictionaries and focused only on the specific part of speech to select the possible meaning of each target word.

Production Phase

The last step after the students selected the correct meaning of each target word to best suit the particular context was that they translated sentences or paragraphs in the worksheets.

3.2.2 Data Collection Instruments

3.2.2.1 Pre-Posttest (APPENDIX B)

In order to evaluate the subjects' ability to select appropriate meanings of the multiple meaning words, the pre-test including 20 randomly selected target words (10 homonyms and 10 homographs) was administered to them to complete within 60 minutes on June 8[th], 2012 in the first week of the study. They were required to read sentences and a short passage embedded with homonyms and homographs and to write down the precise meanings of the target words underlined in each item.. The same test was used as the post-test to examine whether their translation ability increased after the training. During the pre-post tests, they were allowed to use their own dictionaries. The homonyms and homographs which appeared in the test were not used in the training.

3.2.2.2 Questionnaires (APPENDIX D, F)

Related literature and studies (i.e. Baker, 1992; Nation, 2008; Nuttall, 1996; McCarthy, 1990) were reviewed to get information as a basis for writing the questionnaire items.

The first questionnaire (Q1) written in Thai was designed to find out what factors the students perceived as affecting their ability to select appropriate meanings of homonyms and homographs. The questionnaire focused on three main factors: vocabulary skill, grammatical competence, and background knowledge. The questionnaire consisting of 20 questions was given to the subjects before and after the training was conducted (See APPENDIX D).

The first part of the questionnaire on vocabulary skill consists of seven sub-issues: 1) Ability to identify words in British English and American English 2) Ability to select the proper meaning of a word according to the context 3) Multiple meanings of English words in the same part of speech 4) Multiple meanings of English words in different parts of speech 5) Semantic complexity of technical terms in the source language 6) Lexical difference between the word units like idioms and collocations and 7) Tendency to choose the dominant meaning.

The second factor that the subjects were asked to rate their perception on how much each issue affected their competence to select meanings of ambiguous words is grammatical competence. It involves seven issues: 1) Ability to identify the part of speech of words in sentences 2) Ability to deal with prepositional phrases in sentences 3) Differences in tenses between the source language and target language 4) Ability to use present participle and gerund 5) Ability to use past participle 6) Ability to distinguish meanings from using different punctuations as clues and 7) Ability to use active/passive voice.

Background knowledge is the last factor discussed to respond to the second research question. It consists of six issues: 1) Ability to relate to prior knowledge in translating 2) Ability to comprehend the source text in different social

and cultural contexts 3) Sufficient existing knowledge in choosing word meanings 4) Impact of cultural familiarity relevant to the source language 5) Sufficient background knowledge in making inferences and 6) Awareness of complexities between different cultures.

The data taken using the questionnaire were collected from 30 second year translation students before and after the training in order to compare whether their views would change after receiving the training. They were asked to think about the effect of all three main factors which might affect their ability when processing the semantic selection.

Another questionnaire (Q2) aimed to investigate the students' attitudes toward the training in part of speech identification and dictionary use. The questionnaire written in Thai consisted of two parts: part of speech identification and dictionary use trainings. The subjects were asked to rate their own views in order to evaluate their attitudes toward the training in the form of 20 statements after the end of the study. They were also asked about problems they faced while being trained in part of speech identification and dictionary use and they were asked to voice their opinions and suggestions about the training. (See APPENDIX F)

Both questionnaires were in the form of a Likert's five-level rating scale from "strongly agree" to "strongly disagree" According to Likert's five-level rating scale, the interpretation and range of the total mean value were set as follows:

Table 3.2 Criteria for Rating Scale Interpretation

Range of the Total Mean Value ($\bar{x}$)	Level of Agreement	Interpretation
4.21-5.00	Strongly Agree	Highest
3.41-4.20	Agree	High
2.61-3.40	Neutral	Moderate
1.81-2.60	Disagree	Low
1.00-1.80	Strongly Disagree	Lowest

3. 3 Pilot Study

The pre-posttests and two questionnaires were piloted with 26 students, who had similar characteristics to the target population, to determine its reliability. The pilot study was done on May 29[th], 2012 in the first week of the first semester of the 2012 academic year, one week before the explicit training. Based on the results of the tests, the Difficulty Index (p) was used to determine the difficulty level of the test items. Only the test items which had the difficulty level between .20-.08 were accepted. Also, the test items were calculated for the item discriminability index (D.I.) and only the items with the discrimination above .20 were kept while those which could not meet the criteria were revised. The Reliability Analysis-scale (Alpha) was used for calculating the reliability of the two questionnaires. The alpha coefficient of the questionnaire on factors affecting the students' abilities to choose the right meanings of homonyms and homographs was 0.84 and the other one on students' attitudes toward the training had the reliability index of 0.88.

The procedures of the study were presented below:

Table 3.3 Procedures of the Study in Detail

1st week of the study	The pre-test was administered to measure the students' ability to translate homonyms and homographs into Thai. The subjects were given Questionnaire 1 (Q1) on factors they perceived as affecting their ability to select proper meaning of homonyms and homographs. The treatment began.
16th week	The subjects were given the post-test to evaluate the effectiveness of the training in part of speech identification and dictionary use on their ability in sense selection by comparing the pre-test and post-test scores. In order to compare their perception on factors they perceived as affecting their ability in sense selection of words with multiple meanings, Questionnaire 1 (Q1) was administered again to check if their perception could have possibly changed after the treatment.
17th week	Questionnaire 2 (Q2) on their attitudes toward the training in part of speech identification and dictionary use was administered to them.

Figure 3.2 Procedures of the Study

```
┌─────────────────┐
│  Pre-test+ Q1   │
└────────┬────────┘
         ↓
┌─────────────────┐
│    Treatment    │
└────────┬────────┘
         ↓
┌─────────────────┐
│   Post-test+Q1  │
└────────┬────────┘
         ↓
┌─────────────────┐
│       Q2        │
└─────────────────┘
```
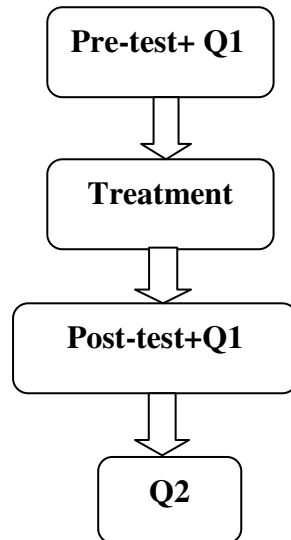
3.4 Data Collection

The data were collected from 30 students who studied ***Translation II*** in the first semester of the academic year 2012. They were asked to complete the pre-test in 60 minutes. During the test, they were allowed to use both monolingual and bilingual dictionaries. Also, the subjects were required to respond to the first questionnaire in order to find out the factors they perceived as affecting their ability to select appropriate meanings of homonyms and homographs.

On the 16[th] week, the post-test was administered to them. They were still allowed to use both types of dictionaries during the test. Then they were again given the first questionnaire to find out the factors they perceived as affecting their competence in sense selection. One week later, the second questionnaire was given to them in order to explore their attitudes toward the training. They were asked to express their opinions on difficulties they might have had during the training and their suggestions toward the training in the space given at the end of the questionnaire.

3.5 Data Analysis

The results obtained from the post-test were compared with the pre-test results using mean, standard deviation, percentage, and t-test. The scores or responses from the subjects were used as indicators to identify levels of their translation competence in sense selection before and after the instruction. Paired Samples t-test was used to determine whether there was any significant difference in their pre-post test scores. Descriptive statistics were used to analyze the data of the two questionnaires.

Research Question 1: Is there any significant difference in the students' ability after being trained in the identification of part of speech and use of dictionaries?

In order to answer the first research question, the students' pre-post test scores were compared to see the differences in the students' ability to translate homonyms and homographs before and after the training. The scores were compared and calculated for the level of significance. A Paired-Sample t-test was employed in order to determine the significant difference between the mean scores of the pre- and post tests.

Research Question 2: What factors do the students perceive as affecting their ability to select appropriate meanings of homonyms and homographs?

To answer this research question, the data from the first questionnaire given both before and after receiving the treatment were used to establish what the subjects thought about the factors which could affect their ability to choose proper meanings of multiple meaning words. The factors were vocabulary skill, grammatical competence, and background knowledge. The mean and S.D. were computed and the results of the questionnaire both before and after they received the treatment were compared by using t-test.

Research Question 3: What are students' attitudes toward the training in the identification of part of speech and use of dictionaries?

To evaluate the subjects' attitudes towards the training, they were required to rate their opinions on each item given in the second questionnaire. The analysis was done using mean value ($\bar{x}$) and S.D. for discussion of the results, and the mean scores of the subjects' feedbacks were ranked and interpreted. All details about their opinions on difficulties they faced while being trained and suggestions for better result of the training were grouped and summarized as qualitative data.

In conclusion, the research procedures mentioned above involved both quantitative and qualitative data. The results of the findings are presented in the next chapter.

CHAPTER 4

FINDINGS AND DISCUSSION

The findings from the data analysis procedure described in Chapter 3 are presented and discussed in this chapter. The research focuses on 1) the investigation of the possible effectiveness of training in part of speech identification and dictionary use which is believed to help develop the second year translation students' ability in translating homonyms and homographs, 2) the identification of factors students perceived as affecting their competence in selecting the precise meanings of the ambiguous words, and 3) the exploration of their attitudes towards the training.

The pre-test and post-test scores were compared in order to statistically measure their performance in contextual selection of words with multiple meanings before and after receiving the training. Other findings about the subjects' perception of factors possibly affecting their competence in word meaning selection and attitudes towards the training from the two sets of questionnaires were computed and interpreted. The findings can be described in the following sections.

4.1 Translation Ability before and after Receiving the Training

The first research question concerned the investigation of the effectiveness of the training in part of speech identification along with dictionary use. To answer the question, the scores of the pre-test and post-test were statistically compared.

The scores from the pre-test and post-test were analyzed to investigate whether their ability in contextual selection of words was enhanced after being trained in the combination of part of speech identification and dictionary use. The percentages of scores before and after the training were shown in Figure 4.1. The scores from each test were then compared by using Paired Sample t-test to measure if

the students' ability in selecting meanings of homonyms and homographs was significantly different before and after the intervention.

Figure 4.1 Pre-Test and Post-Test Scores in Percentage
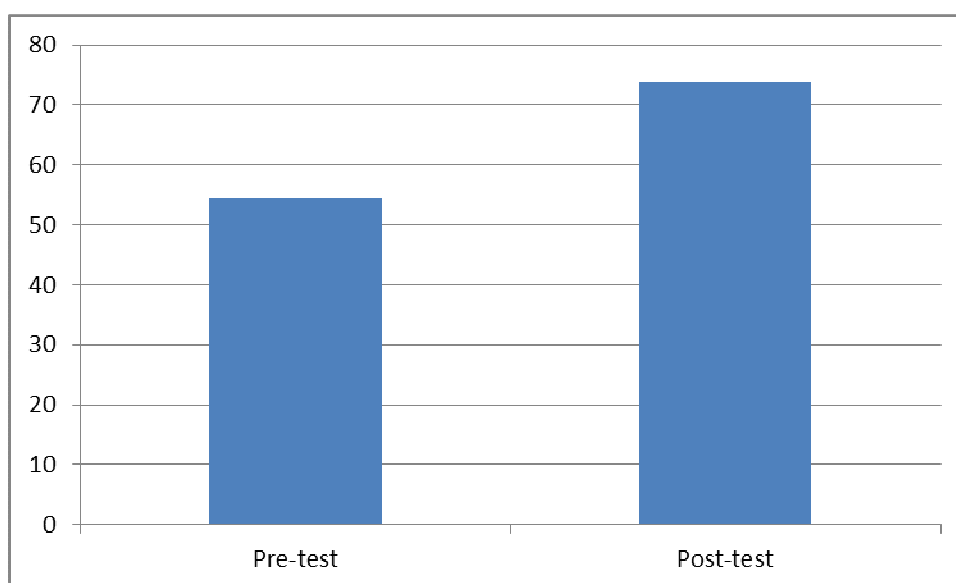
Figure 4.1 shows that after receiving the instruction in part of speech identification and dictionary use, the subjects' performance in dealing with words with multiple meanings were higher, being 73.85% while the percentage score of the pre-test was 54.35%. The score increased by 19.50%. It can be assumed that the training noticeably effected the improvement of their ability in choosing proper meanings of homonyms and homographs.

Table 4.1 Statistical Differences in Pre-Test and Post-Test Scores

Test (1 item = 1mark)	$\bar{x}$	S.D.	%	t-value	Sig.
Pre-test (20 marks)	10.87	2.177	54.35	8.419	.000**
Post-test (20 marks)	14.77	1.591	73.85		N=30
Increasing Percentage			19.50		

** Significant at .05 level

The data on Table 4.1 show that there is a statistically significant difference between the pretest and posttest scores at the .00 level (t = 8.419, p < .05). The scores of the subjects were significantly higher in the posttest ($\bar{x}$ = 14.77, S.D. =1 .60) compared to the scores in the pretest ($\bar{x}$ = 10.87, S.D. = 2.18).

Based on the results obtained from the analysis of the data, it can be concluded that the combination of training in part of speech identification and dictionary use can help students raise awareness in the process of translation and enhance their ability to select appropriate meanings of the ambiguous English words more correctly.

4.2 Students' Perceptions on Factors Affecting Their Ability to Select Appropriate Meanings of Homonyms and Homographs

The second research question asked about the factors that students perceived as affecting their competence in choosing meanings of homonyms and homographs appropriate to the context. The factors were divided into three main areas: vocabulary skill, grammatical competence, and background knowledge.

The mean values ($\bar{x}$) and S.D. were used together with the Dependent Sample t-test. The scores obtained from the five-point Likert scale questionnaire were statistically analyzed and interpreted.

4.2.1 Vocabulary Skill

Vocabulary skill was considered a main factor that the students perceived as affecting their competence in choosing correct definitions of homonyms and homographs. The research subjects were asked to rate their opinions to each item in Q1. The results of the test both before and after the training were shown in Table 4.2.

Table 4.2 Students' Perceptions on Vocabulary Skill as Affecting Their Ability to Select Appropriate Meanings of Homonyms and Homographs before and after the Training

Statements	Before the Training		After the Training		t-value	Sig
	$\bar{x}$	S.D.	$\bar{x}$	S.D.		
1. Ability to identify words in British English and American English	3.23	0.82	4.17	0.74	4.597	.000**
2. Ability to select proper meaning of a word according to the context	3.13	1.01	4.10	0.66	3.994	.000**
3. Multiple meanings of English words in the same part of speech	3.20	0.89	4.20	0.92	4.257	.000**
4. Multiple meanings of English words in different parts of speech	3.13	0.82	3.90	0.92	3.357	.002**
5. Semantic complexity of technical terms in the source language	3.17	0.83	4.33	0.84	5.299	.000**
6. Lexical difference between the word units like idioms and collocations, for example, "She saw him off at the airport."	3.03	1.00	4.03	0.89	4.349	.000**
7.Tendency to choose the dominant meaning	3.40	0.89	3.77	0.68	1.829	.078
Average	**3.18**	**0.89**	**4.07**	**0.81**	**9.198**	**.000**

The data presented in Table 4.2 demonstrate that the mean score of the students' responses to the questionnaire in terms of vocabulary skill was at the moderate level ($\bar{x}$ = 3.18, S.D. = 0.89) before the training and changed to the level of

high ($\bar{x}$ = 4.07, S.D. = 0.81) after the training. Similarly, when looking into each specific item, all items' mean scores rated by the respondents before the training were at the level of moderate whereas the scores improved to the level of high after the training.

Among them, the issue on **"Tendency to choose the dominant meaning"** had the *highest* mean before the training but lowest mean after the training though it did increase while the issue on **"Semantic complexity of technical terms in the source language"** had the second lowest mean before the training and the *highest* mean after the training.

Only the last issue on **"Tendency to choose the dominant meaning"** was found to have no significant difference (t = 1.829, p = .078). This means that before and after the training, the students still consider that this issue was a cause affecting their competence to selecting proper meanings of homonyms and homographs. The treatment still did not result in their ability to ignore the dominant meanings of the words they were familiar with even though those definitions did not fit the context.

Nevertheless, there was a significant difference between the average means of the students' perception both before and after the training when considering the factor of vocabulary skill collectively (t = 9.198, p = .000).

4.2.2 Grammatical Competence

Another factor the students thought could also affect their sense selection of words with multiple meanings was grammatical competence. The results were presented in Table 4.3.

Table 4.3 Students' Perceptions on Grammatical Competence as Affecting Their Ability to Select Appropriate Meanings of Homonyms and Homographs before and after the Training

Statements	Before the Training		After the Training		t-value	Sig
	$\bar{x}$	S.D.	$\bar{x}$	S.D.		
1. Ability to identify the part of speech of words in sentences	3.17	0.87	3.63	0.71	2.971	.006**
2. Ability to deal with prepositional phrases in sentences	3.20	0.96	4.20	0.80	5.058	.000**
3. Differences in tenses between the source language and target language	3.17	0.87	4.07	0.78	5.137	.000**
4. Ability to use present participle and gerund, for example, " A girl sitting there is my friend", and "Running in the morning is a good exercise."	3.03	0.89	3.67	0.80	3.471	.002**
5. Ability to use past participle, for example, "A letter written in Thai is acceptable."	3.10	0.80	3.90	0.76	4.397	.000**
6. Ability to distinguish meanings using different punctuations as clues	3.23	0.94	3.83	0.83	2.827	.008**
7. Ability to use active/passive voice.	3.27	0.91	3.83	0.95	2.894	.007**
Average	**3.17**	**0.89**	**3.88**	**0.80**	**9.569**	**.000**

All illustrated in Table 4.3, the mean value of the last issue on **"Ability to use active/passive voice"** was at the highest figure among all issues before the training while the mean value of the issue on **"Ability to deal with prepositional phrases in sentences"** was at the highest figure among the issues after the training.

Considering the mean values of each issue, there was statistical difference before and after the training. There was also a significant difference in the students' perception when considering the mean values of all issues (t = 9.569, p = .000).

4.2.3   Background Knowledge

The students considered background knowledge as another factor which could bring about possible difficulties in selecting proper meanings of homonyms and homographs. The results were shown in Table 4.4.

Table 4.4 Students' Perceptions on Background Knowledge as Affecting Their Ability to Select Appropriate Meanings of Homonyms and Homographs before and after the Training

Statements	Before the Training		After the Training		t-value	Sig
	$\bar{x}$	S.D.	$\bar{x}$	S.D.		
1.Ability to relate to prior knowledge in translating	3.23	0.90	3.80	0.61	2.984	.006**
2. Ability to comprehend the source text in different social and cultural contexts	3.13	0.90	3.90	0.84	3.357	.002**
3. Sufficient existing knowledge in choosing word meanings	3.17	0.99	3.73	0.69	2.599	.015**
4. Impact of cultural familiarity relevant to the source language	3.00	0.98	3.83	0.75	3.542	.001**
5.Sufficient background knowledge in making inferences	3.27	0.74	3.67	0.76	1.934	.063
6. Awareness of complexities between different cultures	3.10	0.89	4.17	0.79	4.983	.000**
Average	**3.15**	**0.90**	**3.85**	**0.74**	**7.179**	**.001**

The mean of the issue on **"Sufficient background knowledge in making inferences"** was at the highest level before the training and the lowest after the training while the issue on **"Awareness of complexities between different cultures"** was the second lowest before the training and the highest after the training.

Comparing the mean values of each issue, there was statistical difference in all except the issue of **"Sufficient background knowledge in making inferences"** (t = 1.934, p = .063). This means that after the training, they might still lack background knowledge to infer the words meanings in sentences. The training

might not be sufficient to improve their background knowledge. Nevertheless, there was significant difference if considering the overall mean value of the factor of background knowledge before and after the training (t = 7.179, p = .001).

The mean scores of all three factors: vocabulary skill, grammatical competence, and background knowledge that the students rated in Q1 both before and after the training were computed for mean score, S.D., and significant difference. The findings were presented in Table 4.5.

Table 4.5 Overall Mean Values of Three Factors the Students Perceived as
Affecting Their Ability to Select Appropriate Meanings of Homonyms
and Homographs before and after the Training

Overall Mean Value	Before the Training		After the Training		t-value	Sig
	$\bar{x}$	S.D.	$\bar{x}$	S.D.		
-Vocabulary Skill -Grammatical Competence -Background Knowledge	3.17	0.89	3.93	0.78	12.419	.006**

**Significant at .05

Table 4.5 presents the mean values of all three factors they perceived as affecting their semantic selection of homonyms and homographs. Before the training, the mean scores were 3.17 at the level of *moderate* and 3.93 at the level of *high* after the training. The difference was significant at 0.05 (t = 12.419, p = .006). The mean figures before and after the training also showed a significant difference in all three main factors; namely vocabulary skill (t = 9.198, p = .000), grammatical competence (t = 9.569, p = .000) and background knowledge (t = 7.179, p = .001). It can be concluded that the students considered vocabulary knowledge, grammatical competence, and background knowledge respectively were factors affecting their ability to translate homonyms and homographs both before and after being trained.

The students' perceptions on vocabulary skill, grammatical competence, and background knowledge as affecting their ability to translate homonyms and homographs both before and after being trained were illustrated in Figure 4.2 as follows:

Figure 4.2 Comparison of the Mean Scores of the Students' Perceptions before and after the Training
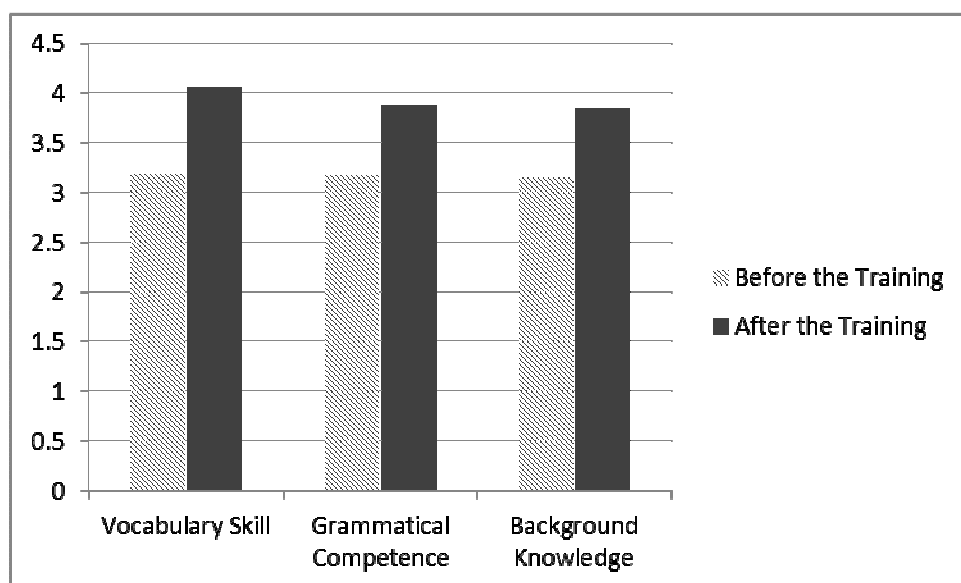
Figure 4.2 shows that the students considered all the three factors roughly the same before the training. The mean value of vocabulary skill was 3.18, grammatical competence 3.17, and background knowledge 3.15. All factors were at the level of *moderate*. After the training, however, every factor was at the level of *high* especially the factor of vocabulary skill which showed the highest mean value at 4.07.

Before the training, the students considered that the tendency to choose the dominant meaning of words was the most influential factor ($\bar{x} = 3.40$, S.D. = 0.89) followed by the issue of ability to use active and passive voice ($\bar{x} = 3.27$, S.D. = 0.91), and the issue of sufficient background knowledge in making inferences ($\bar{x} = 3.27$, S.D. = 0.74).

After the training, semantic complexity of technical terms in the source language was considered the most important factor ($\bar{x}$ = 4.33, S.D. = 0.84) followed by the issue of ability to deal with prepositional phrases in sentences ($\bar{x}$ = 4.20, S.D. = 0.80) and the issue of awareness of complexities between different cultures ($\bar{x}$ = 4.17, S.D. = 0.79).

4.3 Students' Attitudes toward Training in Part of Speech Identification and Dictionary Use

To respond to the third research question, the students' opinions were collected and analyzed as both qualitative and quantitative data. Also, the scores obtained from the five-point Likert scale questionnaire were used. The data were statistically computed using mean ($\bar{x}$) and standard deviation (S.D.). The criteria used for this questionnaire were the same as those used for the first questionnaire previously mentioned.

Table 4.6 Students' Attitudes toward the Training in Part of Speech

 Identification

No.	Statement	$\bar{x}$	S.D.	Level of Agreement
The training in the identification of part of speech…				
1.	helps raise my concern about the grammatical categories of words when translating.	4.13	0.68	High
2.	makes me understand more about the functions of English words before translating.	4.23	0.63	Highest
3.	enables me to distinguish grammatical categories of words in each sentence.	4.00	0.69	High
4.	makes me more able to select appropriate meanings in accordance with the context.	4.30	0.70	Highest
5.	makes me become more confident when translating.	3.87	0.63	High
6.	enables me to fluently cope with word choice in translating	3.87	0.73	High
7.	makes me make fewer mistakes than before.	3.80	0.66	High
8.	is the first step before consulting dictionaries when translating.	3.70	0.79	High
9.	is an indispensable stage in translation class.	4.20	0.76	High
10.	finally enables me to gain more linguistic awareness.	4.07	0.64	High
Average		**4.01**	**0.69**	**High**

Table 4.6 shows the mean score of the students' responses, which represented their attitudes toward the training in part of speech identification, at the level of **high** ($\bar{x}$ = 4.01, S.D. = 0.69). Considering each statement, only two items ranged at the level of highest: the training made them understand more about the functions of English words before translating (item 2, $\bar{x}$ = 4.23, S.D. = 0.63) and the training made them more able to select appropriate meanings in accordance with the context of the words (item 4, $\bar{x}$ = 4.30, S.D. = 0.70). They had the highest mean values among all items.

Other items indicated their attitudes at the level of **high**. The training helped raise their concern about the grammatical categories of words when translating (item 1, $\bar{x}$ = 4.13, S.D. = 0.68) and enabled them to distinguish grammatical categories of words in each sentence (item 3, $\bar{x}$ = 4.00, S.D. = 0.69). They felt that it made them become more confident when translating (item 5, $\bar{x}$ = 3.87, S.D. = 0.63) and it enabled them to fluently cope with word choice in translating (item 6, $\bar{x}$ = 3.87, S.D. = 0.73). The training could help them make fewer mistakes (item 7, $\bar{x}$ = 3.80, S.D. = 0.66). It is considered as the first step before consulting dictionaries when translating (item 8, $\bar{x}$ = 3.70, S.D. = 0.79) and it is an indispensable stage in translation class (item 9, $\bar{x}$ = 4.20, S.D. = 0.76). On the last issue they agreed that the training finally enabled them to gain more linguistic awareness (item 10, $\bar{x}$ = 4.07, S.D. = 0.64).

Findings on the training in part of speech identification imply that the training could raise their linguistic awareness (item 1, 2, 3, 10), their awareness of the importance of the context (item 4), confidence (item5), linguistic competence (item 6, 7), and cultivate their perception on the stage in translation (item 8, 9).

Of the total number of 30 respondents, 22 of them or 73.33% expressed their views on problems faced while being trained in part of speech identification and made some suggestions related to the training. The results could be categorized in two main groups as follows:

These comments were collected from 22 students. Twelve of them or 54.54% claimed that they had difficulties in grammar as shown below.

Insufficient grammar knowledge

"I think I'll be able to identify the parts of speech of words better if I'm proficient in grammatical skill."

"I'm very poor in English grammar so I can't identify parts of speech of certain words or sentences, especially when encountering two word verbs."

"I'm confused with words which come in the same parts of speech but different meanings; that is why I can't choose the proper meanings of words appropriate to the context."

"I hesitate to tell the parts of speech of certain words when having to identify their word classes."

"Some sentences, particularly the complex sentences confuse me when identifying parts of speech of words."

"Identifying parts of speech especially the adjectives and adverbs is still puzzling for me."

"It's difficult to identify the parts of speech because the words can be moved to different positions in sentences."

"It takes much more time to identify parts of speech of the words prior to consulting dictionaries, so sometimes I can't finish my assignment in time."

According to the students' comments, grammatical competence was still their main problems which cause difficulties when translating homonyms and

homographs. They were not efficient to classify the grammatical functions of words in sentences even though they were familiar with the words.

Ten of the respondents or 45.45%, however, stated that they had lexical problems, especially with homonyms and homographs as described below:

Insufficient vocabulary growth and depth

"I am familiar with the dominant meanings of easy words; I've never known other meanings of the words before."

"A word can function differently in sentences; I'm often stuck only to the meanings I knew."

"The multiple meaning words are problematic and make me confused to identify parts of speech of words and translate the sentences."

Most of the students claimed that both homonyms and homographs used as the target words caused problems for them even though they had known most of the words before. Sometimes, they instantly selected the meanings of words they were familiar with without considering the parts of speech those words belong to. They also claimed that they had just learned other meanings of some words i.e. the word ***pen*** which can also carry the meaning of ***a female swan*** as well. Another main factor which obstructs them in identifying the grammatical classes of words is their insufficient grammar skill. They could not structurally classify what part of speech a word is and could not completely understand how the words are organized in sentences.

Nevertheless, they also expressed their views and gave other suggestions about the training as follows:

"The training in part of speech identification helps me translate more correctly; I can choose the meanings of words in accordance with the context."

"I like the training because I can get more meanings of words."

"I think I'm not skillful enough in parts of speech identification."

"I may understand easily if the exercises include the different parts of speech of the same words in the same sentences."

Another part of Q2 involved the training in dictionary use which was set as a subsequent stage after the part of speech identification process. Accordingly, the students were required to identify parts of speech prior to looking the words up according to the specific entries in their own dictionaries. After knowing the grammatical classes of the target words, they focused on the correct entries based on the function of those words and then practiced their skill on dictionary use. All information about the training in dictionary use is described below:

Table 4.7 Students' Attitudes toward the Training in Dictionary Use

No.	Statement	$\bar{x}$	S.D.	Level of Agreement
The training in dictionary use…				
1.	makes me know more different meanings of each multiple meaning word.	4.43	0.57	Highest
2.	enables me to select the most suitable meaning for each context.	4.20	0.55	High
3.	helps develop my grammatical competence.	4.17	0.59	High
4.	makes me more skillful in looking up meanings of words in the dictionaries.	3.87	0.63	High
5.	makes me ignore the core meaning of a word if it does not fit the context.	3.80	0.76	High
6.	enables me to find the right meaning of an ambiguous word.	3.87	0.57	High
7.	makes me aware that I have to choose the meaning of words to suit the context.	4.03	0.76	High
8.	makes me guess the meaning of a multiple meaning word from how it is pronounced.	3.70	0.75	High
9.	makes me learn more about the variant pronunciations of a word which are associated with the different meaning it denotes.	4.07	0.64	High
10.	is useful in the translation class.	4.50	0.68	Highest
Average		**4.06**	**0.65**	**High**

As seen in Table 4.7, the mean scores of the students' responses presenting their attitudes toward the training in dictionary use was at the level of *high*, with the mean of 4.06. Only two items were at the level of *highest*: the training made them know more different meanings of each multiple meaning word (item1, $\bar{x}$ = 4.43, S.D. = 0.57) and they thought that the training was useful in the translation class (item 10, $\bar{x}$ = 4.50, S.D. = 0.68) which was at the highest level among all the items.

Other items ranged at the level of *high*. The training enabled them to select the most suitable meaning for each context (item 2, $\bar{x}$ = 4.20, S.D. = 0.55) and it could help develop their grammatical competence (item 3, $\bar{x}$ = 4.17, S.D. = 0.59). The training in dictionary use made them more skillful in looking up meanings of words in the dictionaries (item 4, $\bar{x}$ = 3.87, S.D. = 0.63) and it made them ignore the core meaning of a word if it does not fit the context (item 5, $\bar{x}$ = 3.80, S.D. = 0.76). It enabled them to find the right meaning of an ambiguous word (item 6, $\bar{x}$ = 3.87, S.D. = 0.57) and the training made them aware that they have to choose the meaning of words to suit the context (item 7, $\bar{x}$ = 4.03, S.D. = 0.76). The training made them guess the meaning of a multiple meaning word from how it is pronounced (item 8, $\bar{x}$ = 3.70, S.D. = 0.75) and it made them learn more about the variant pronunciations of a word which are associated with the different meaning it denotes (item 9, $\bar{x}$ = 4.07, S.D. = 0.64).

In conclusion, the findings on the training in dictionary use showed that the training could raise their vocabulary skill (item 1, 4, 6, 8, 9), their awareness of the importance of the context (item 2, 5, 7), grammatical competence (item 3), and the stage in translation (item 10).

Of the 30 subjects, 26 of them (86.66%) stated certain difficulties they faced during the training process in dictionary use. Fifteen of the students (57.69%) had problems in using dictionaries while eleven of them or 42.30 % had difficulties in selecting appropriate definitions of homonyms and homographs in dictionaries to suit the context. Their comments were concluded in two categories as follows:

Inefficient dictionary use

"I think I' m still not proficient in looking up the words in dictionaries so I'm awkward in finding the words I'm looking for and it makes me take much time to finish my translation task."

"I can't find certain words in my bilingual dictionary so I, in return, have to use my monolingual one so it takes much more time."

"I'm very slow to look the words up in my dictionaries."

"I'm not familiar with using dictionaries so it takes much time in dictionary use process."

"Sometimes, I don't fully understand how to use dictionaries."

"Sometimes, I'm not sure about abbreviations used in the dictionaries."

"I'm not sure whether the meanings of the words I chose are correct or not."

As clearly shown, the majority of the informants in this study claimed that they lack the skill in dictionary use so it took them much time in the process of looking up meanings in dictionaries. Being unable to efficiently use the dictionaries require them to spend a lot of time in the translation process.

Furthermore, from the researcher's observation during this study, the students preferred using bilingual dictionaries (English-Thai) than monolingual dictionaries (English-English). In the stage of practice and production, they would use the monolingual dictionaries only when they could not find words they were searching for in their bilingual ones.

Inability to choose meanings of words appropriate to the context

"I sometimes face the problem in selecting the proper meanings of the words in dictionaries to best suit the context."

"I'm confused with the words if they are used in different contexts."

"I can't select the meanings of words because they carry multiple meanings; I'm also confused when dealing with certain words if those words carry similar meanings."

The multiple meaning words were also the main difficulty which gave them trouble during the training and they could not determine which meaning of the word fits the context.

The students voiced their opinions about their satisfaction toward the training as follows:

"I like the training; it helps me find the words easier and get the word meanings more correctly."

"The training helps me find the meanings of the words to suit the context more efficiently."

"The training is a guideline to help me use dictionaries; I can learn what I've never known before."

"It makes me more aware of the word meanings when translating".

They also suggested helpful ways to strengthen the training and their suggestions were shown as follows:

"I want techniques which can help me look the words up in my dictionaries more quickly."

"I think I can find the words more quickly if I practice using the dictionaries more often".

"I'd like to have a dictionary looking-up contest in the university."

After being trained to identify part of speech and use dictionaries, the students rated their attitudes toward the trainings. The findings were statistically computed in the mean values and S.D. as shown in Table 4.8.

Table 4.8 Students' Overall Attitudes toward the Training in Part of Speech Identification and Dictionary Use

Training in	$\bar{x}$	S.D.	Level of Agreement
Part of Speech Identification	4.01	0.69	**High**
Dictionary Use	4.06	0.65	**High**

In conclusion, as revealed in Table 4.8, the subjects were satisfied with the training in part of speech identification, which was set as the first step of the treatment, at the level of ***high*** ($\bar{x}$ = 4.01, S.D.=0.69). The mean value of the students' responses toward the training in dictionary use was also high (4.06*).*

4.4 Discussion

The first research question sought to determine whether there was a significant difference in the students' ability to translate English ambiguous words into Thai before and after the training. On the basis of the results obtained as seen in Table 4.1, the means and standard deviation of the pre-test ($\bar{x}$ = 10.87) and the post-

test ($\bar{x}$ = 14.77) show considerably better achievement in word meaning selection with statistical significance of .05 (t = 8.419, p = .000). This suggested that the training in part of speech identification and dictionary use could help increase the students' ability to translate homonyms and homographs more effectively. From the researcher's observation during the training, focusing on the part of speech of each word as a primary indicator, they took less time in the looking-up process and could systematically and correctly select the meanings of the target words to fit the context. This is congruent with Fraser (1999) and Nation (2001) who asserted that students need to identify the grammatical function of a word before consulting the dictionary and focusing on the entries in that word class only. Similarly, Nation (2008) stated that a helpful way to train learners in receptive dictionary use is to encourage them to guess the word meaning from the context and deciding the part of speech of the word is necessary.

In addition, frequent classroom activities as identifying parts of speech before consulting dictionaries could help develop their awareness of the various grammatical categories of a word and were likely to lead them to the mastery of the skill of dictionary use. The more often the students practiced identifying parts of speech and using dictionaries, the more they could improve their ability to deal with the language. The students were given exercises in each of the 15-week training and they could learn vocabulary in various contexts. This is in line with the suggestion of Joe (1998 cited in Nation, 2008) that vocabulary learning will be strengthened after words are initially introduced if learners meet or use the words again in a different way as the forms and uses of words change. Furthermore, learning a word in context should be encouraged. As Nation & Waring (1997) suggested, in vocabulary receptive skill, learning new words or deepening the knowledge of already known words in context is effective. However, learning vocabulary from context is not easy if learners have insufficient knowledge and comprehension of the words. Hence, developing vocabulary growth and depth is necessary. In addition, the words used in this study are high frequency words. The students have mostly encountered these words so this could help increase their vocabulary growth and awareness of sense selection. It is

believed that if they have positive attitudes toward the training, they may continuously use this strategy both inside and outside the classroom.

The improved performance of the students suggested that the training was effective for successful contextual word selection. It could help direct their attention and finally raise their linguistic awareness which could at least alleviate possible difficulties in language learning.

Another important finding is related to the second research question that both before and after the training, vocabulary skill was regarded as the most influential factor they perceived as affecting their ability to select suitable meaning of the words, followed by grammatical ability and background knowledge.

Based on the data in Figure 4.2, all three factors ranged at the level of *moderate* before the training and improved to the level of *high* after the training. It may be a good indicator that the students eventually realized the importance of these factors on their reading comprehension, decision in selecting word meanings and also efficiency in translating although their perception on the tendency to choose the dominant meaning (See Table 4.2, item 7) and on the sufficient background knowledge in making inferences (See Table 4.4, item 5) before and after the training were not statistically different.

The tendency to choose the dominant meaning of a word can possibly result from the fact that most students in Thailand have been traditionally taught vocabulary in a passive way. Most teachers of English in Thailand have taught students to memorize one word with one meaning instead of making them aware of possible meanings the word can have in other contexts. However, after the training, the problem involving vocabulary skill shifted from ambiguous words to technical terms. It may be assumed that from the training, they might gain much more knowledge in part of speech and dictionary use and become skillful in handling the problem of dominant meanings but technical terms are still another linguistic difficulty for them. Although they could identify and select proper meanings of the

target words in their exercises, they still could not totally understand the meaning of the whole sentences or paragraphs because of other surrounding technical terms in the sentences. They knew the meanings of these unfamiliar words from their dictionaries but they could not efficiently activate their prior knowledge to comprehend the precise meanings. Hence, the problem of technical terms became more prominent.

Most of all, according to the findings in this study, English homonyms and homographs could cause difficulties to the students when they had to determine proper meanings of the ambiguous words to best serve each context. Thus, teachers of English should pay more attention to what vocabulary items should be chosen for teaching students in language classes i.e. they should include homonyms and homographs in their lessons. Also, students should be taught to be aware of the influence of context which can alter meanings of words. Frequent practices to use these words in various contexts can help them understand and realize how important the context is. This can help expand their vocabulary skill and improve their achievement in translating as well.

In this study, the students had to mostly deal with already-known words which seem simple to them; however, these words carry different grammatical functions and various meanings and conversely cause difficulties in semantic selection. The students were unable to choose other meanings of certain already known words. Hence, language learners should be concerned about how each word functions and carries its meaning in sentences. Grammar and vocabulary are two vital components in language learning. Understanding basic grammar perhaps would lead to higher ability in selecting meanings of English homonyms and homographs appropriate to the context.

Finally, positive change was found in the students' attitude after the training (see Table 4.6, 4.7) but the students thought that the training in dictionary use was more beneficial to them than the training in part of speech identification (see Table 4.8). They rated their attitudes toward the training both in part of speech identification and dictionary use at the level of *high*. Regarding Table 4.6, the training

in part of speech identification could increase their competence to determine the word meaning according to its context (item 4). The instruction matched their aptitude for learning since their scores rose after the training. Furthermore, the training in dictionary use (see Table 4.7, item 10) was considered productive in the translation process.

However, when carefully considering each issue of the training in part of speech identification in Table 4.6, there was one issue which was found in contrast to the strong belief that identifying what parts of speech the words are should be done before consulting dictionaries during the lexical decision process (item 8). Even though the students agreed that the part of speech identification was the first step to do when translating, the mean of this issue was at the lowest value among all issues they rated in the questionnaire. During the training, some students claimed that they were unwilling to identify what parts of speech the target words are before consulting their dictionaries; they thought that this process took too much time and it could make them unable to finish their task in time. This may result from the fact that they still had inadequate grammatical knowledge and skill. Some students were sometimes confused and could not identify the parts of speech of the target word or even surrounding words in sentences. They could not comprehend how the words were organized. Hence, it took them much time in this process and they still made mistakes in selecting the meanings of the words they have already met before. This explicit training is thus needed to be continuously done in translation class in order to ensure that students have to pay attention to grammatical class as the first thing because this can facilitate their semantic selection more efficiently.

Furthermore, according to their comments from the questionnaire investigating their attitude toward the part of speech identification training, the students revealed that they had not been skillful enough in part of speech identification and they believed that they might be able to identify the word classes more efficiently if they were better in grammar. Hence, it can be assumed that the English grammar skill is still a big problem they have continuously faced even though it is vital in translation class.

As a basic component of grammar, parts of speech are also important and can help language learners basically understand from the small part to the whole part of languages. Every word has grammatical functions and at the most basic level, knowing a word means knowing its meaning and its form (Thornbury, 2002). If readers or translators can understand the organization of the words in sentences, they will be able to finally decode the hidden message. Using word classes in understanding words is a productive activity and it should be the initial step when handling lexical decision tasks.

However, Thai and English grammars are quite different. Hence, translators need to understand the grammatical differences between the two languages and be aware of it when handling the translation process. Moreover, it seems that learners of English in Thailand cannot efficiently master the skill of English grammar. This may be caused by the way the language has been taught. Language learners in the country have mostly not been taught the English grammar in the real situation. This means that the grammatical structures of the language have been instructed without focusing on the purpose for real communication. To solve this problem, teachers should assign the students to produce sentences according to each lesson they learn and let them use the sentences they produce to communicate with their classmates, not only memorize the patterns of English grammar. Interactions in class and practices will encourage them to use the language and possibly raise their linguistic awareness.

The students also voiced their opinions that their inefficient dictionary use skill is another factor blocking them from effectively dealing with lexical decision task while receiving the treatment. Most of them even at tertiary level had never been equipped with proper dictionary-use skill. Similarly, learners of English in Thailand have not been seriously trained to use dictionaries in class even though they have studied English as a foreign language for a long time. It may be due to two major reasons: dictionary use may be considered as a self-study skill so the training of this reference skill has thus been neglected; the dictionary use instruction has not been encouraged in class due to the class time allocation. Teachers of English in the

country usually meet their students only for one hour or two hours per week. The teachers are required to teach the students according to the curriculum set by the Ministry of Education and the dictionary use skill has not been included in the curriculum yet. As a result of this, there has been a mismatch between what the teachers should do and what the students should get. Hence, it is worth promoting this reference skill in class. This is supported by research studies (e.g. Nesi, 2002) that the training of dictionary skills is considered important and necessary because EFL learners may not be able to efficiently use dictionaries without explicit instruction (Fan, 2000).

In conclusion, the development of students' ability as clearly shown from their higher scores in the post-test may result from their higher level of awareness after the training in part of speech identification and dictionary use. Students may be able to choose correct meanings of homonyms and homographs after they classify the proper parts of speech of the words and consult dictionaries. This can deepen the students' knowledge of word meanings as a result of a complementary combination of the training. Another finding indicated that vocabulary skill is regarded as the most influential factor the students perceived as affecting their ability to make decisions in word meanings. Hence, helpful strategies should be used to help broaden learners' vocabulary knowledge and strengthen language skill. Moreover, grammatical competence is perceived as another factor which can help improve the efficiency of learners. As a result, one of the crucial missions of language teachers is that they have to find constructive ways to raise the awareness of their students in linguistic differences between the two languages. Most important of all, the positive outcome obtained from the training will finally influence their lifelong learning and sustainable development in the long run.

CHAPTER 5
SUMMARY, IMPLICATIONS
AND RECOMMENDATIONS

This study investigated the effectiveness of training in part of speech identification and dictionary use in order to facilitate the second year students who enrolled in a translation class in translating homonyms and homographs. This chapter included the summary of the study, summary of the findings, implications of the study and recommendations for further research.

5.1 Summary of the Study

The study can be summarized as follows:

The pre-posttests and the two sets of questionnaires, one on factors the students perceived as affecting their ability to translate homonyms and homographs and the other on their attitudes towards the training, were used as data collection instruments.

This study was done with a group of 30 students who enrolled *Translation I* at Yala Rajabhat University through the first semester of the 2012 academic year. At the beginning of the study, the pre-test, the first research data collection instrument, was administered to measure the students' ability in contextual selection of words with multiple meanings before receiving the training. This test consisted of 20 items and it was embedded with 10 homonyms and 10 homographs in 10 short sentences and a paragraph.

The second research data instrument was a 20-item questionnaire (Q1) to investigate the students' perceptions on factors affecting their competence to translate homonyms and homographs which focused on three main factors: vocabulary skill, grammatical competence, and background knowledge. This questionnaire (Q1) was administered to the students together with the pre-test. After

the 15-session treatment, the post-test, which was the same as the pre-test, was given to the subjects together with Q1 on factors they perceived as affecting their competence to translate multiple meaning words.

The third research data instrument was another questionnaire (Q2) on their attitudes toward the training. Finally, all of the data obtained from the questionnaires and the pre-post tests were statistically computed, using descriptive statistics (mean and S.D.) and Paired Sample t-test. The information obtained from the open-ended questions in the questionnaire was grouped and summarized.

5.2 Summary of the Findings

There was a significant difference between the scores the students obtained before and after receiving the instructional treatment. The mean scores increased significantly after the training. This could indicate that the students could select definitions of homonyms and homographs at the word-level more correctly.

Both before and after the training, the students claimed that the most influential factor affecting their ability to select appropriate meanings of homonyms and homographs was vocabulary skill. The mean values of vocabulary skill was 3.18, grammatical competence 3.17, and background knowledge 3.15, averaging at the level of *moderate* before the training. However, the mean values of all three factors shifted to the level of *high* after the training; vocabulary skill averaged at 4.07, grammatical competence 3.88, and background knowledge 3.85.

The means representing the students' attitudes toward the training in part of speech identification and dictionary use were at the level of *high* ($\bar{x}$ =4.01 and 4.06 respectively). This meant that the training in part of speech identification made them more able to select appropriate meanings in accordance with the context while the training in dictionary use was considered useful in translation class.

The qualitative data of open-ended questions are congruent with the observation of the researcher throughout the study, showing that the students still lacked the skills of dictionary use, grammatical competence, and vocabulary knowledge. Some of them were not fluent enough to deal with the practice process. They hesitated to answer the teacher's question about the parts of speech of words. They were unable to identify the parts of speech of target words or other surrounding words in certain sentences even though they were familiar with those words. They also incorrectly determined the meanings of common words though they correctly identified the parts of speech. However, in the tenth week of the study, with the clear guideline from the teacher and the students' frequent practices with their classmates, they seemed to be better in classifying grammatical class of words in their worksheets.

5.3 Implications of the Study

The combined training in part of speech identification and dictionary use is believed to influence the vocabulary learning of EFL students. Based on the results of the study, certain pedagogical implications are suggested as follows:

1. Despite the improvement of the students' vocabulary skill and their positive attitudes towards the training, they still claimed that they were not competent in identifying grammatical classes of English words. It could be observed that they had inadequate grammatical skill. As shown in the process of identifying the parts of speech of words, they still hesitate to identify the precise parts of speech of certain words. Misidentifying the grammatical functions of a word can make them unable to select its definition correctly. Hence, the English grammar should be seriously instructed in communicative way based on real life situations. This means that language teachers should encourage students to use grammar structures and produce sentences or paragraphs in various contexts. As a basis of grammar, parts of speech can help lead language learners of English to finally determine the right definition of a word in its concept. Regarding the higher mean score after the training, it can be assumed that the training could help direct the students' attention, and raise their

linguistic awareness in selecting proper meanings of multiple meaning words when translating. This could possibly expand their linguistic skill. Hence, the explicit training should continuously promote in not only translation class but also other language classes for their lifelong learning and sustainable language development.

2. Vocabulary is the most influential factor affecting the students' ability in sense selection of words, particularly homonyms and homographs. It is thus suggested that English teachers should pay more attention to how they teach vocabulary; vocabulary should be taught in various contexts. As seen in this study, the students sometimes instantly selected the familiar meaning of a word when looking it up in their dictionaries. Language teachers should encourage students to pay more attention to how vocabulary is used and direct the students to be more aware of other possible meanings of the word they are familiar with. This not only can expand language learners' vocabulary knowledge but also build their linguistic comprehension.

3. In each sentence or paragraph in a worksheet, a multiple meaning word should occur more than one time in different parts of speech. The students will be able to see how distinctly the word can carry meanings and function. This may be able to help raise their linguistic awareness as well.

4. Dictionary use is rarely taught in translation classes or even in other language learning classes in Thailand though it is very essential. As a result, the learners are not efficient enough to use this reference tool even though most of them possess dictionaries. It is thus needed to integrate the dictionary look-up skill into language learning and teaching in order to contribute positive effects to other skills from the primary to the tertiary level. The training can serve both receptive and productive purposes in listening, speaking, reading, writing and translating. Furthermore, it can influence the learners to fully make use of this powerful reference tool in proper ways.

Language teachers, educators, and educational authorities in the country need to pay more attention to the importance of teaching dictionary skill. It would be useful to integrate additional exercises of dictionary skills into the curriculum. Training students to become more familiar with using dictionaries not only can enrich language skills but also make them have good attitudes toward the reference tool in the long term. Moreover, the teachers should frequently train the students to understand dictionary features and how to use these useful resources appropriately.

However, before consulting dictionaries, language learners should have some prior ideas about the meaning of a word according to the part of speech the word belongs to. This can help the learners to select the proper meaning of a word more efficiently.

5. As known, monolingual dictionaries are advantageous as they offer grammatical knowledge to dictionary users. Learners can check how English words are actually organized in numerous sample sentences in dictionaries. This can expand their lexical knowledge and language skills. Therefore, practices or structured trainings to make them acquainted with the monolingual dictionaries and more fluent in using bilingual dictionaries should be promoted not only in a translation class but also in other English classes. Furthermore, carrying either paper monolingual dictionaries or bilingual dictionaries of both teachers and students to language classes should be encouraged as a good habitual behavior. Suitable use of dictionaries can increase the learners' language skills.

5.4 Recommendations for Further Research

This study can be regarded as a good starting point for further study. The findings of the study have shed some light on the role of the training, however, some limitations yield suggestions for future research and the recommendations are suggested as follows:

1. In this research, some students claimed that the training was a very time-consuming task. During each 100-minute session of the training, the students had to begin identifying parts of speech of words, looked the words up in their dictionaries, and then translated sentences in their worksheets. The students had to follow these steps throughout the study. As a result, some students complained that they could not finish their tasks in time. Hence, another study in the future may involve only training in dictionary use in one group of students and training to apply a combined approach of part of speech identification and dictionary use in another group. After that, the findings between the two groups will be compared to investigate the effectiveness of each individual strategy.

2. Similar studies can be done with various types of texts embedded with unfamiliar words or words taken from the University Word List or Academic Word list in different levels of difficulty. Based on the results, it is thus hoped that the combination of the training will also facilitate students to deal with words they are not familiar with as well.

3. It is worthy to investigate the effectiveness of the training by comparing differences among students who are different in proficiency levels. The training is hoped to assist students especially the low proficiency group to be able to systematically choose the most appropriate definitions of words to fit each context they encounter.

4. Apart from the initial findings of the current study, a study on vocabulary retention should be conducted to measure whether the students can retain words in different contexts over short and long term and to prove whether they realize the importance of context which is a main indicator in sense selection.

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APPENDICES

APPENDIX A

Target Words Used in the Study

Target Words

No.	Homonyms		Homographs	
	Used for in the training	Used in the pre-posttests	Used in the training	Used in the pre-posttests
1.	blood	bank	collect	bow
2.	burn	case	combine	close
3.	check	club	content	lead
4.	crash	down	decrease	live
5.	deal	figure	desert	minute
6.	fan	grand	excess	produce
7.	fit	hard	excuse	refuse
8.	foot	just	house	suspect
9.	full	saw	increase	wind
10.	inch	sentence	insult	wound
11.	left		invite	
12.	log		moderate	
13.	mass		mouth	
14.	nut		multiply	
15.	pen		object	
16.	pin		perfect	
17.	pot		permit	
18.	pull		polish	
19.	quick		present	
20.	rope		progress	
21.	screw		read	
22.	shore		record	
23.	show		row	

Target Words (Continued)

No.	Homonyms		Homographs	
	Used in the training	Used in the pre-posttests	Used in the training	Used in the pre-posttests
24.	spare		second	
25.	staff		separate	
26.	start		sow	
27.	stock		subject	
28.	swallow		tear	
29.	trap		upset	
30.	wage		use	

APPENDIX B

Pre-Posttest

Name: _____Identification No.:_____

Direction: This test consists of two parts. You are allowed to use your own dictionaries during the test. (20 marks)

Time allocation: 1 hr

Part1: Write the most suitable meaning of each of the following underlined words in Thai.

1.   Philip **sawed** the branch in half and wiped the sweat from his face.

_____

2.   John is sitting on that armchair with a **lead** pipe in his hand.

_____

3.   Japanese people always **bow** to greet others while most western people are more likely to shake hands.

_____

4.   Among all of them, Frank is respected as a **just** ruler.

_____

5.   The baby is very full so I try to **wind** him.

_____

6.   Jenny is trying many ways to have a fine **figure** like that lady one day.

_____

7.   What's up? It seems that you are feeling **down**. I have many ways to boost your mood.

_____

8.   David bought a new golf **club** yesterday morning. It's very expensive.

_____

9.   You'd better be more responsible for your domestic **refuse**.

_____

10.   Laura, **minute** the meeting and send me the report on what we talked about in the meeting room.

_____

Part2: Write the most suitable meaning of each underlined word in Thai.

Crime is still much a (11) **live** issue. Last week, there was a robbery at a (12) **grand** mall near the (13) **bank** of the River Thames in London. The robber entered the mall and stated that he wanted all money. The robber shot two guys after he received the money he demanded. Everyone around there screamed and started running. The police soon arrived, but the robber (14) was **wounded** and vanished. According to a witness, the (15) **suspect** wearing a heavy army jacket may be a (16) **close** friend of the new café's owner. Three days later, after the police's (17) **hard** attempt to (18) **produce** more evidence on the scene, a police spokesman reported that the robber might be John Smith who was under (19) **sentence** from his previous guilt and has escaped for the last two years. His photos are now on display in hope that some witnesses will come up. The police offer a reward to anyone who can give a clue to clear the (20) **case**.

Adapted from http://EzineArticles.com/205148

Meaning in Thai

11. live =   _____

12. grand =   _____

13. bank =   _____

14. wound =   _____

15. suspect = _____

16. close =   _____

17. hard =   _____

18. produce = _____

19. sentence = _____

20. case =   _____

APPENDIX C

Answer Keys of

Pre-Posttest

Name: _____Identification No.:_____

Direction: This test consists of two parts. You are allowed to use your own dictionaries during the test. (20 marks)

Time allocation: 1 hr

Part 1: Write the most suitable meaning of each of the following underlined words in Thai.

1. Philip **sawed** the branch in half and wiped the sweat from his face.

    _____เลื่อย_____

2. John is sitting on that armchair with a **lead** pipe in his hand.

    _____ตะกั่ว_____

3. Japanese people always **bow** to greet others while most western people are more likely to shake hands.

    _____โค้ง_____

4. Among all of them, Frank is respected as a **just** ruler.

    _____ยุติธรรม_____

5. The baby is very full so I try to **wind** him.

    _____ไล่ลม_____

6. Jenny is trying many ways to have a fine **figure** like that lady one day.

    _____รูปร่าง_____

7. What's up? It seems that you are feeling **down**. I have many ways to boost your mood.

    _____เศร้า_____

8. David bought a new golf **club** yesterday morning. It's very expensive.

    _____ไม้กอล์ฟ_____

9.   You'd better be more responsible for your domestic **refuse**.

_____ขยะ_____

10.   Laura, **minute** the meeting and send me the report on what we talked about in the meeting room.

_____จดบันทึก_____

Part 2: Write the most suitable meaning of each underlined word in Thai.

Crime is still much a (11) **live** issue. Last week, there was a robbery at a (12) **grand** mall near the (13) **bank** of the River Thames in London. The robber entered the mall and stated that he wanted all money. The robber shot two guys after he received the money he demanded. Everyone around there screamed and started running. The police soon arrived, but the robber (14) was **wounded** and vanished. According to a witness, the (15) **suspect** wearing a heavy army jacket may be a (16) **close** friend of the new café's owner. Three days later, after the police's (17) **hard** attempt to (18) **produce** more evidence on the scene, a police spokesman reported that the robber might be John Smith who was under (19) **sentence** from his previous guilt and has escaped for the last two years. His photos are now on display in hope that some witnesses will come up. The police offer a reward to anyone who can give a clue to clear the (20) **case**.

Adapted from http://EzineArticles.com/205148

Meaning in Thai

11.　live =　　　___ที่ยังมีอยู่_____

12.　grand =　　___ใหญ่โต_____

13.　bank =　　　___ฝั่ง_____

14.　wound =　　___ยิงใส่_____

15.　suspect=　　___ผู้ต้องสงสัย_____

16.　close =　　　___สนิท_____

17.　hard =　　　___อย่างหนัก_____

18.　produce =　___หาหลักฐาน_____

19.　sentence =　___การตัดสินลงโทษ___

20.　case =　　　____คดี_____

APPENDIX D

Questionnaire on Factors the Students Perceived

as Affecting Their Ability to Select Appropriate

Meanings of Homonyms and Homographs

(Thai Version)

**แบบสอบถามปัจจัยที่ผู้เรียนเห็นว่าส่งผลต่อความสามารถของตนเองในการเลือกความหมายที่
ถูกต้องของคำพ้องรูปและเสียงและคำพ้องรูป**

วัตถุประสงค์   แบบสอบถามนี้เพื่อค้นหาปัจจัยที่อาจส่งผลต่อผู้เรียนในการเลือกความหมายของ
คำพ้องรูปและเสียงและคำพ้องรูปที่ถูกต้องสอดคล้องกับบริบท

คำชี้แจง โปรดใส่เครื่องหมาย √ ในช่องที่ตรงกับความคิดเห็นของท่านมากที่สุด

ระดับทัศนคติ

5 = เห็นด้วยอย่างยิ่ง   4 = เห็นด้วย   3 = ปานกลาง   2 = ไม่เห็นด้วย   1 = ไม่เห็นด้วยอย่างยิ่ง

คุณคิดว่าปัจจัยเหล่านี้ส่งผลต่อความสามารถของตนเองในการเลือกความหมายที่ถูกต้องของ
คำพ้องรูปและเสียงและคำพ้องรูปเพียงไร

ตอนที่ 1 ทักษะด้านคำศัพท์

ข้อ	ข้อความ	ระดับทัศนคติ				
		5	4	3	2	1
1.	ความสามารถในการจำแนกคำภาษาอังกฤษแบบอังกฤษและอเมริกัน					
2.	ความสามารถในการเลือกความหมายที่เหมาะสมของคำตามบริบท					
3.	ความหมายหลายนัยของคำในภาษาอังกฤษที่ทำหน้าที่ (part of speech)ประเภทเดียวกัน					
4.	ความหมายหลายนัยของคำในภาษาอังกฤษที่ทำหน้าที่ (part of speech) ต่างกัน					
5.	ความซับซ้อนทางความหมายของศัพท์เฉพาะทางในภาษาต้นฉบับ					
6.	ความแตกต่างของคำศัพท์ระหว่างหน่วยของคำ เช่นสำนวน (idioms) และคำปรากฏร่วม (collocations)					
7.	แนวโน้มที่จะเลือกความหมายเด่น (dominant meanings)					

ตอนที่ 2 ความสามารถทางไวยากรณ์

ข้อ	ข้อความ	ระดับทัศนคติ				
		5	4	3	2	1
1.	ความสามารถในจำแนกชนิดของคำ (part of speech)ในประโยค					
2.	ความสามารถในการจัดการกับบุพบทวลี (prepositional phrases) ในประโยค					
3.	ความแตกต่างในการใช้กาล(tenses)ระหว่างภาษาต้นทางและภาษาเป้าหมาย					
4.	ความสามารถในการใช้ present participle and gerund เช่น *A girl <u>sitting</u> there is my friend* และ *<u>Running</u> in the morning is a good exercise*					
5.	ความสามารถในการใช้past participle เช่น *A letter <u>written</u> in Thai is acceptable.*					
6.	ความสามารถในการแยกแยะความหมายจากเครื่องหมายวรรคตอนที่แตกต่างกัน					
7.	ความสามารถในการใช้กัตตุวาจก (Active Voice) และกรรมวาจา (passive voice)					

ตอนที่ 3 ความรู้พื้นหลัง

ข้อ	ข้อความ	ระดับทัศนคติ				
		5	4	3	2	1
1.	ความสามารถในการเชื่อมโยงความรู้เดิมในการแปล					
2.	ความสามารถในการเข้าใจภาษาต้นทางในบริบททางสังคมและวัฒนธรรมที่แตกต่างกัน					
3.	การมีความรู้เดิมที่เพียงพอในการเลือกความหมายของคำ					
4.	ผลกระทบจากความคุ้นเคยทางวัฒนธรรมที่เกี่ยวข้องในภาษาต้นฉบับ					
5.	ความรู้พื้นฐานที่เพียงพอในการตีความ					
6.	ความตระหนักในความซับซ้อนระหว่างวัฒนธรรมที่ต่างกัน					

APPENDIX E

Questionnaire on Factors the Students Perceived

as Affecting Their Ability to Select Appropriate

Meanings of Homonyms and Homographs

(English Version)

Questionnaire on Factors the Students Perceived as Affecting Their Ability to Select Appropriate Meanings of Homonyms and Homographs

Objective: This questionnaire is aimed to find out factors which can affect the students in selecting appropriate meanings of homonyms and homographs consistent to the context.

Direction: Tick (√) in the appropriate box below which is considered the most relevant to your opinions.

Levels of Agreement

5 = Strongly agree   4 = Agree   3 = Neutral   2 = Disagree   1 = Strongly disagree

How much each factor do you perceive as affecting your ability in selecting appropriate meanings of homonyms and homographs consistent to the context?

Part 1 Vocabulary skill

Item	Factors	Levels of Agreement				
		5	4	3	2	1
1.	Ability to identify words in British English and American English					
2.	Ability to select proper meaning of a word according to the context					
3.	Multiple meanings of English words in the same part of speech					
4.	Multiple meanings of English words in different parts of speech					
5.	Semantic complexity of technical terms in the source language					
6.	Lexical difference between the word units like idioms and collocations, for example, "She saw him off at the airport."					
7.	Tendency to choose the dominant meaning					

Part 2 Grammatical competence

Item	Factors	Levels of Agreement				
		5	4	3	2	1
1.	Ability to identify the part of speech of words in sentences					
2.	Ability to deal with prepositional phrases in sentences					
3.	Differences in tenses between the source language and target language					
4.	Ability to use present participle and gerund, for example, "A girl sitting there is my friend", and "Running in the morning is a good exercise."					
5.	Ability to use past participle, for example, "A letter written in Thai is acceptable."					
6.	Ability to distinguish meanings from different punctuation marks					
7.	Ability to use active/passive voice					

Part 3 Background knowledge

Item	Factors	Levels of Agreement				
		5	4	3	2	1
1.	Ability to relate prior knowledge in translating					
2.	Ability to comprehend the source text in different social and cultural contexts					
3.	Sufficient existing knowledge in choosing word meanings					
4.	Impact of cultural familiarity relevant to the source language					
5.	Sufficient background knowledge in making inferences					
6.	Awareness of complexities between different cultures					

APPENDIX F

Questionnaire on Attitudes toward the Training

in Part of Speech Identification and

Dictionary Use

(Thai Version)

แบบสอบถามทัศนคติที่มีต่อการฝึกการจำแนกชนิดของคำและการใช้พจนานุกรม

วัตถุประสงค์ แบบสอบถามนี้ถูกทำขึ้นเพื่อศึกษาความคิดเห็นและทัศนคติของผู้เรียนเกี่ยวกับการ
ฝึกการจำแนกชนิดของคำและการใช้พจนานุกรม ข้อมูลที่ได้จะเป็นประโยชน์ในการปรับปรุงการ
เรียนการสอนโดยไม่มีผลใดๆกับผลการเรียน

คำชี้แจง โปรดใส่เครื่องหมาย √ ในช่องที่ตรงกับความคิดเห็นของท่านมากที่สุด

ระดับทัศนคติ

5 = เห็นด้วยอย่างยิ่ง 4 = เห็นด้วย 3 = ปานกลาง 2 = ไม่เห็นด้วย 1 = ไม่เห็นด้วยอย่างยิ่ง

ตอนที่ 1 การฝึกจำแนกชนิดของคำ

ข้อ	ข้อความ	ระดับทัศนคติ				
		5	4	3	2	1
	การฝึกจำแนกชนิดของคำ...					
1.	ช่วยเพิ่มความตระหนักในลักษณะทางไวยากรณ์ของคำขณะแปล					
2.	ทำให้เข้าใจถึงหน้าที่ของคำในภาษาอังกฤษก่อนที่จะแปลมากยิ่งขึ้น					
3.	สามารถทำให้แยกหน้าที่ทางไวยากรณ์ของคำที่อยู่ในประโยคได้					
4.	ทำให้สามารถเลือกความหมายที่เหมาะสมสอดคล้องกับบริบทดี ยิ่งขึ้น					
5.	ทำให้เพิ่มความมั่นใจในการแปลมากยิ่งขึ้น					
6.	สามารถทำให้เลือกใช้คำในการแปลได้ดียิ่งขึ้น					
7.	ทำให้ลดข้อผิดพลาดให้น้อยลง					
8.	เป็นขั้นตอนแรกก่อนการใช้พจนานุกรมขณะแปล					
9.	เป็นขั้นตอนที่มีความจำเป็นในชั้นเรียนการแปล					
10	ช่วยให้มีความตระหนักทางภาษามากยิ่งขึ้น					

ปัญหาที่พบในการฝึกจำแนกชนิดของคำ

_____

_____

ข้อเสนอแนะหรือข้อคิดเห็นเกี่ยวกับการฝึก

_____

_____

ตอนที่ 2 การฝึกใช้พจนานุกรม

ข้อ	ข้อความ	ระดับทัศนคติ				
		5	4	3	2	1
	การฝึกใช้พจนานุกรม...					
1.	ทำให้ทราบถึงความหมายที่แตกต่างกันของคำที่มีความหมายหลายนัยมากยิ่งขึ้น					
2.	สามารถทำให้เลือกความหมายที่เหมาะสมตามบริบทมากที่สุด					
3.	ช่วยพัฒนาความสามารถทางไวยากรณ์					
4.	ทำให้มีทักษะในการหาความหมายของคำในพจนานุกรมมากมากยิ่งขึ้น					
5.	ทำให้ไม่สนใจความหมายหลักของคำหากไม่สอดคล้องกับบริบท					
6.	สามารถทำให้หาความหมายที่ถูกต้องของคำที่มีความหมายหลายนัยมากยิ่งขึ้น					
7.	ทำให้ตระหนักในการเลือกความหมายของคำให้เหมาะสมกับบริบท					
8.	ทำให้เดาความหมายของคำที่มีความหมายหลายนัยได้จากการออกเสียงของคำ					
9.	ทำให้เรียนรู้เพิ่มเติมเกี่ยวกับการออกเสียงของคำที่เปลี่ยนไปตามความหมายที่แตกต่างกัน					
10	เป็นประโยชน์ในชั้นเรียนการแปล					

ปัญหาที่พบในการฝึกใช้พจนานุกรม

_____

_____

ข้อเสนอแนะหรือข้อคิดเห็นเกี่ยวกับการฝึก

_____

_____

APPENDIX G

Questionnaire on Attitudes toward the Training

in Part of Speech Identification and

Dictionary Use

(English Version)

Questionnaire on Attitudes toward Training in the Identification of Part of Speech and Use of Dictionaries

Objective: This questionnaire is designed to investigate the students' opinions and attitudes about the training via the identification of part of speech and use of dictionaries. The data obtained will be helpful for improving the learning and teaching without any effects on your grade outcomes.

Direction: Tick (√) in the appropriate box below which is considered the most relevant to your opinions.

Levels of Agreement

   5 = Strongly agree   4 = Agree   3 = Neutral   2 = Disagree   1 = Strongly disagree

Part 1: Training in Part of Speech Identification

Item	Statements	Levels of Agreement				
		5	4	3	2	1
The training in the identification of parts of speech...						
1.	helps raise my concern about the grammatical categories of words when translating.					
2.	makes me understand more about the functions of English words before translating.					
3.	enables me to distinguish grammatical categories of words in each sentence.					
4.	makes me more able to select appropriate meanings in accordance with the context.					
5.	makes me become more confident when translating.					
6.	enables me to fluently cope with word choice in translating					
7.	makes me make fewer mistakes than before.					
8.	is the first step before consulting dictionaries when translating.					
9.	is an indispensable stage in translation class.					
10	finally enables me to gain more linguistic awareness.					

Problems faced while being trained in the identification of part of speech

_____

_____

Suggestions or opinions about the training

_____

_____

Part 2: Training in the use of dictionaries

Item	Statements	Level of Agreements				
		5	4	3	2	1
The training in the use of dictionaries...						
1.	makes me know more different meanings of each multiple meaning word.					
2.	enables me to select the most suitable meaning for each context.					
3.	helps develop my grammatical competence.					
4.	makes me more skillful in looking up meanings of words in the dictionaries.					
5.	makes me ignore the core meaning of a word if it does not fit the context.					
6.	makes me more able to find the right meaning of an ambiguous word.					
7.	makes me aware that I have to choose the meaning of words to suit the context.					
8.	makes me able to guess the meaning of a multiple meaning word from how it is pronounced.					
9.	makes me learn more about the variant pronunciations of a word which are associated with the different meaning it denotes.					
10	is useful in the translation class.					

Problems faced while being trained in the use of dictionaries

_____

_____

Suggestions or opinions about the training

_____

_____

APPENDIX H

Lesson Plan

Lesson Plan

Course: Translation II

Level: 2nd year English major students

Instructor: Jitsuda Laongphol

Terminal objective: To enable students to make proper semantic decision of homonyms and homographs.

: To enhance students' understanding in parts of speech with the combination of dictionary use in translation.

: To enable students to raise their awareness in contextualized sense selection and language learning.

Enabling objectives: To enable students to identify grammatical functions of words with multiple meanings.

: To enable students to select proper meanings of multiple meaning words according to the context.

: To enable students to correctly translate sentences and paragraphs in various contexts.

Time: 100 minutes

Materials: Worksheets, monolingual and bilingual dictionaries

Assessment: By observing how students express their ideas toward parts of speech and meanings of homonyms and homographs and how correctly they translate sentences and paragraphs in their ongoing exercises.

Procedures

Stage 1: Presentation (30 minutes)

-The teacher writes down four target words on the board.

- The teacher tells the students to negotiate the meanings of those words by asking questions such as ***What is the meaning of the word "…"? How do you pronounce this word?***

-The teacher writes down a sentence embedded with one target word.

-The teacher asks the question **"Now, can you tell me what the meaning of this word is?"**

-Together with the students, they identify the part of speech of the target word and other words surrounding in the sentence.

*(If the target word is a homograph, have the students negotiate how differently the target word is pronounced.)

-The teacher tells the students what the part of speech of the target word is.

*(Tell the students the different pronunciation of the target word if the target word is a homograph)

-The students discuss the possible meaning of the target word in the sentence.

-The teacher reminds the students that one word could carry more than one grammatical class and the different grammatical class it carries can alter its meaning.

-Together with the teacher, the students look the word up in the dictionary by making use of guidewords (the words at the top of each page), headwords (the word in bold letter), pronunciation (how to say the word), and dictionary entries (the entry of information about a word).

- The students focus only on the specific entries that the possible meaning of each target word may be.

Stage 2: Practice (35 minutes)
-The teacher provides the students a worksheet (see Appendix I). -Independently, the students identify the parts of speech of the target words left in sentences or paragraphs. -The students look up each target word according to grammatical class the word carries in their own dictionaries.
Stage 3: Production (35 minutes)
-The students translate sentences in their worksheet. -The students present what they translate individually.

APPENDIX I

Worksheets

Translation II

Name…………………………………………**Identification No**……………………..

<div style="border:1px solid black">

Target words

-blood

-burn

-check

-crash

</div>

Worksheet 1 (Week 1)

Direction: Write down a meaning of each word which first comes to your mind, and then write down the word class it belongs to.

Target words	Meanings which first comes to your mind	Parts of speech
blood		
burn		
check		
crash		

Worksheet 2

Direction: Identify part of speech of words <u>underlined</u> and translate the following

sentences into Thai.

1**.** This is Jimmy's first presentation; he seems nervous because he has never been

<u>blooded</u> yet.

Part of speech of ***blood*** =_____

แปล_____

2. Tell me how to **<u>burn</u>** a CD. I want to record my favorite songs onto the CD.

Part of speech of ***burn*** =_____

แปล_____

3. You'd better **<u>check</u>** whether you switch the television off.

Part of speech of ***check*** =_____

แปล_____

4. Laura needs a **<u>crash</u>** diet. She tries to lose weight to look good on her wedding day.

Part of speech of ***crash*** =_____

แปล_____

Target words

-deal

-fan

-fit

-foot

Worksheet 3 (Week 2)

Direction: Tick √ in the column according to part of speech of each <u>underlined</u> word.

Sentences	Parts of Speech							
	n.	v.	adj.	adv.	prep.	conj.	pro.	inter.
It's your turn to **<u>deal</u>** the cards, John.								
It was so hot in the car that I tried to **<u>fan</u>** my baby with the thin book.								
Hey! You look beautiful. This yellow dress **<u>fits</u>** you perfectly.								
It takes about 20 minutes on **<u>foot</u>**, or 2 minutes by car.								

Worksheet 4

Direction: Translate the following sentences into Thai.

1. It's your turn to **deal** the cards.

Part of speech of *deal =*_____

แปล_____

2**.** It was so hot in the car that I tried to **fan** my baby with the thin book.

Part of speech of *fan =*_____

แปล_____

3. Hey! You look beautiful. This yellow dress **fits** you perfectly.

Part of speech of *fit=*_____

แปล_____

4. It takes about 20 minutes on **foot**, or 2 minutes by car.

Part of speech of *foot =*_____

แปล_____

5. In order to save his life, we need to have **blood** donation urgently.

Part of speech of *blood=*_____

แปล_____

6. My cousin has to go to the hospital every week to cure the **burn** mark on her face.

Part of speech of *burn =*_____

แปล_____

7. The old man standing at the counter found my **check** and returned it to me yesterday.

Part of speech of *check* _____

แปล_____

8. This is a violent air **crash**. Two planes collide on the runway, killing almost everyone on

board and causing a massive explosion.

Part of speech of *crash =*_____

แปล_____

```
Target words
-full
-inch
-left
-log
```

Worksheet 5 (Week 3)

Direction: Identify parts of speech of each <u>underlined</u> word and translate the following

               sentences into Thai.

1. My aunt looked my father **full** in the face as she spoke.

Part of speech of *full =*_____

แปล_____

2. They tried to **inch** to that narrow tunnel. It's the only one way they could escape from

there.

Part of speech of *inch =*_____

แปล_____

3. The bus **left** after school at 5 a.m. Don't be late.

Part of speech of *left =*_____

แปล_____

4. Keeping a **log** is one of a captain's major duties.

Part of speech of *log =*_____

แปล_____

5. The Smiths did a **deal** with that company which has a good credit record.

Part of speech of *deal* =_____

แปล_____

6. I'm a big **fan** of 80s pop music; however, it's not easy to find a ticket when they had a

tour concert in Thailand.

Part of speech of *fan* =_____

แปล_____

7. Betty jogs in front of her flat every morning to keep **fit**.

Part of speech of *fit* =_____

แปล_____

8.   His father has **footed** the bill for his course fees.

Part of speech of *foot* =_____

แปล_____

<div style="border:1px solid black">

Target words

-mass

-nut

-pen

-pin

</div>

Worksheet 6 (Week 4)

Direction: Identify parts of speech of each <u>underlined</u> word and translate the following

         sentences into Thai.

1. The **<u>mass</u>** media has influenced Thai society with the use of high technology.

Part of speech of *mass =*_____

แปล_____

2. The police arrived when that guy was about to **<u>nut</u>** me last weekend.

Part of speech of *nut =*_____

แปล_____

3. I've remembered a nice poem my father **<u>penned</u>** me on my 10th birthday.

Part of speech of *pen =*_____

แปล_____

4. Somchai usually tells a lie so I can't **<u>pin</u>** my faith on him anymore.

Part of speech of *pin =*_____

แปล_____

5. As a key executive of the company, Bob is very **full** to see his mother even on her birthday.

Part of speech of *full* =_____

แปล_____

6. It seems that the thief tried to search every **inch** of her house for something.

Part of speech of *inch* =_____

แปล_____

7. Go straight on this street. You'll find the bank on your **left**.

Part of speech of *left* =_____

แปล_____

8. Both private and public sectors launched a campaign to protect the forest which has been heavily **logged**.

Part of speech of *log* =_____

แปล_____

<div style="border:1px solid black">

Target words

-pot

-pull

-quick

-rope

</div>

Worksheet 7 (Week 5)

Direction: Identify parts of speech of each <u>underlined</u> word and translate the following

sentences into Thai.

1. Look! The little plant in that **pot** is growing.

Part of speech of *pot* =_____

แปล_____

2. Help me **pull** the chair away from the table.

Part of speech of *pull* =_____

แปล_____

3. The accident happened pretty **quick**. I was talking with him at that time.

Part of speech of *quick* =_____

แปล_____

4. The teacher asked us to help her **rope** these books together.

Part of speech of *rope* =_____

แปล_____

5. A large group of protesters has **massed** outside the Government House.

Part of speech of *mass* = _____

แปล_____

6. Hey! You should use a wrench to loosen the **nut** before you leave here.

Part of speech of *nut* =_____

แปล_____

7. Come here, there's a couple of **pens** in the lake.

Part of speech of *pen* =_____

แปล_____

8. Good job! You knocked down all ten bowling **pins**.

Part of speech of *pin* =_____

แปล_____

```
┌─────────────────────────────────────┐
│                                     │
│          **Target words**           │
│              -screw                 │
│              -shore                 │
│              -show                  │
│              -spare                 │
│                                     │
└─────────────────────────────────────┘
```

Worksheet 8 (Week 6)

Direction: Write down the part of speech of each <u>underlined</u> word in the blank and translate the following sentences into Thai.

Sentences	Parts of Speech	Translate each sentence into Thai
I **screwed** my head around but find nobody.		
Try to swim to the **shore**.		
Could you **show** me the way to the train station?		
You can stay overnight here; we've got a **spare** room.		
Jimmy lost this game; he failed to **pot** a red.		
I **pulled** a muscle in my back.		
He always bites his nails to the **quick**.		
Send me the **rope**; I want to go down.		

Target words

-staff

-start

-stock

-swallow

Worksheet 9 (Week 7)

Direction: Write down the part of speech of each <u>underlined</u> word in the blank and translate

the following sentences into Thai.

1. A lot of charity organizations are **<u>staffed</u>** by volunteers to help flooding disaster victims in

the country**.**

Part of speech of *staff =*_____

แปล_____

2. Somying felt sad because her brother **<u>started</u>** on her yesterday night.

Part of speech of *start =*_____

แปล_____

3. You should **<u>stock</u>** up on food and water before the rainy season.

Part of speech of *stock =*_____

แปล_____

4. You'd better **swallow** your sorrow, otherwise your parents will become unhappy as well.

Part of speech of *swallow =*_____

แปล_____

5. The machine doesn't work because one of the **screws** is missing.

Part of speech of *screw =*_____

แปล_____

6. The government has initiated policies to **shore** up the economy of the country.

Part of speech of *shore =*_____

แปล_____

7. A majority of visitors go to the International Motor **Show** on weekend.

Part of speech of *show =*_____

แปล_____

8. I've lost my key. Please bring me a **spare** from the drawer.

Part of speech of *spare =*_____

แปล_____

Target words

-trap

-wage

-collect

-combine

Worksheet 10 (Week 8)

Direction: Write down the part of speech of each <u>underlined</u> word in the blank and

translate   the following sentences into Thai.

1. The horse has been **<u>trapped</u>** in the mud for three hours.

Part of speech of *trap =*_____

แปล_____

2. All staff walked out after the company refused to increase their **<u>wage</u>**.

Part of speech of *wage =*_____

แปล_____

3. Where can I make an international **<u>collect</u>** call to Thailand?

Part of speech of ***collect =***_____

แปล_____

4. A group of teachers **combined** in front of the school to call for their better welfare.

Part of speech of *combine* =_____

แปล_____

5. Uncle Tim is very old so he always uses a **staff** to help him to walk.

Part of speech of *staff* =_____

แปล_____

6. The baby woke up with a **start** and cried.

Part of speech of *start* =_____

แปล_____

7. The cook poured chicken **stock** into the pot.

Part of speech of *stock* =_____

แปล_____

8. It's beautiful here. **Swallows** are flying in the clear sky.

Part of speech of *swallow* =_____

แปล_____

Target words

-content

-decrease

-desert

-excess

Worksheet 11 (Week 9)

Direction: Write down the part of speech of each <u>underlined</u> word and its pronunciation

(in case it is a homograph) in the blank and translate the following sentences

into Thai.

1. Vocabulary is the **<u>content</u>** of foreign language teaching.

Part of speech of ***content*** =_____

แปล_____

2. The Ministry of Public Health made a campaign to **<u>decrease</u>** the number of HIV patients.

 Part of speech of ***decrease*** =_____

แปล_____

3. The boy **<u>deserted</u>** by his parents near my house ten years ago becomes a popular singer.

Part of speech of ***desert*** =_____pronunciation =_____

แปล_____

4. Many students complained that they're tired of the **excess** of their assignments.

Part of speech of *excess* =_____pronunciation =_____

แปล_____

5. My little son looks forward to seeing his sister sitting on a horse **trap** in the parade.

Part of speech of *trap* =_____

แปล_____

6. The protesters have **waged** against the factory owner for his layoff policy.

 Part of speech of *wage* =_____

แปล_____

7. The children were **collected** by a young man from school.

Part of speech of *collect* =_____pronunciation =_____

แปล_____

8. The farmer bought a new **combine** to harvest rice and barley.

Part of speech of *combine* =_____pronunciation =_____

แปล_____

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Target words
-excuse
-house
-increase
-insult
```

Worksheet 12 (Week 10)

Direction: Write down the part of speech of each <u>underlined</u> word and its pronunciation in the blank and translate the following sentences into Thai.

1 Please **<u>excuse</u>** me for being so late.

Part of speech of *excuse* =_____pronunciation =_____

แปล_____

2. Why don't you come to my **<u>house</u>** for tea?

Part of speech of *house* =_____ pronunciation =_____

แปล_____

3. My salary **<u>increased</u>** 10% last year.

Part of speech of *increase* =_____ pronunciation =_____

แปล_____

4. The Smiths **insulted** us by ignoring our complaints.

Part of speech of *insult* =_____ pronunciation =_____

แปล_____

5. I feel at peace and **content** with my life today.

Part of speech of *content* =_____pronunciation =_____

แปล_____

6. The graph shows the rapid **decrease** of population in 2011 as a key goal of the government.

Part of speech of *decrease* =_____pronunciation =_____

แปล_____

7. The Sahara **Desert** is one of my destinations to visit.

Part of speech of *desert* =_____ pronunciation =_____

แปล_____

8. If you are travelling with baggage that exceeds your baggage allowance, you have to pay an **excess** baggage charge.

Part of speech of *excess* =_____ pronunciation =_____

แปล_____

<div style="text-align:center;">

Target words

-invite

-moderate

-mouth

-multiply

</div>

Worksheet 13 (Week 11)

Direction: Write down the part of speech of each <u>underlined</u> word and its pronunciation in the blank and translate the following sentences into Thai.

1. Mary received his **<u>invite</u>** for his daughter's wedding reception.

Part of speech of *invite* =_____pronunciation =_____

แปล_____

2. Even **<u>moderate</u>** amounts of alcohol can be dangerous.

Part of speech of *moderate* =_____ pronunciation =_____

แปล_____

3. Malee silently **<u>mouthed</u>** the words 'Good bye' to her mother.

Part of speech of *mouth* =_____ pronunciation =_____

แปล_____

4. It took too much time to make Jim's children understand how to **multiply**.

Part of speech of *multiply* =_____ pronunciation =_____

แปล_____

5. Tim, what's your **excuse** for being late this time?

Part of speech of *excuse* =_____ pronunciation =_____

แปล_____

6. The refugees are being **housed** in temporary accommodation.

Part of speech of *house* =_____ pronunciation =_____

แปล_____

7. Thailand still faces an **increase** in crime rate.

Part of speech of *increase* =_____pronunciation =_____

แปล_____

8. Louder, please. I can't hear you. Two men are shouting **insults** to each other behind my house now.

Part of speech of *insult* =_____ pronunciation =_____

แปล_____

<div style="text-align:center; border:1px solid;">

Target words

-object

-perfect

-permit

-polish

</div>

Worksheet 14 (Week 12)

Direction: Write down the part of speech of each <u>underlined</u> word and its pronunciation

in the blank and translate the following sentences into Thai.

1. If nobody **<u>objects</u>**, we'll have the meeting next Friday.

Part of speech of *object* =_____pronunciation =_____

แปล_____

2. Bancha can speak **<u>perfect</u>** Japanese. He sounds like a native speaker.

Part of speech of *perfect* =_____ pronunciation =_____

แปล_____

3. If you want to have a parking **<u>permit</u>**, you'd better register at the office.

Part of speech of *permit* =_____ pronunciation =_____

แปล_____

4. Winnie **polished** her high heels with a handkerchief.

Part of speech of *polish* =_____ pronunciation =_____

แปล_____

5. His promotion **invites** me to trouble.

 Part of speech of *invite* =_____ pronunciation =_____

แปล_____

6. Calm down, Pete. You have to **moderate** your anger.

Part of speech of *moderate* =_____pronunciation =_____

แปล_____

7. At present, there are still many hungry **mouths** around the world.

Part of speech of *mouth* =_____ pronunciation =_____

แปล_____

8. There are **multiply** talented children in this school.

Part of speech of *multiply* =_____pronunciation =_____

แปล_____

Target words

-present

-progress

-read

-record

Worksheet 15 (Week 13)

Direction: Write down the part of speech of each <u>underlined</u> word and its pronunciation in

the blank and translate the following sentences into Thai.

1. The death of Lucy's son is still **present** in her mind.

Part of speech of *present* =_____pronunciation =_____

แปล_____

2. Peter started his job as an ordinary staff, and finally **progressed** to run his own business.

Part of speech of *progress* =_____ pronunciation =_____

แปล_____

3. George strongly objected to the information he **read** last week.

Part of speech of *read* =_____ pronunciation =_____

แปล_____

4. An American famous runner hit a new world **record** in the 2012 Olympic Games.

Part of speech of *record* =_____ pronunciation =_____

แปล_____

5. David, can you see that small metal **object** on the road?

Part of speech of *object* =_____ pronunciation =_____

แปล_____

6. Mr. Adams tries to help **perfect** his students' English skills.

Part of speech of *perfect* =_____ pronunciation =_____

แปล_____

7. A **permit** is required for an overnight stay in the national park.

Part of speech of *permit* =_____pronunciation =_____

แปล_____

8. A tall **Polish** gave Linda a bouquet of flowers last night on Valentine's Day.

Part of speech of *Polish*=_____ pronunciation =_____

แปล_____

> **Target words**
> -row
> -second
> -separate
> -sow

Worksheet 16 (Week 14)

Direction: Write down the part of speech of each <u>underlined</u> word and its pronunciation in the blank and translate the following sentences into Thai.

1. After we took a walk together in the morning, we **<u>rowed</u>** across the lake.

Part of speech of *row* =_____pronunciation =_____

แปล_____

2. Mathy arrived **<u>second</u>** this morning.

Part of speech of *second* =_____pronunciation =_____

แปล_____

3. Please help me **<u>separate</u>** these oranges into two baskets.

Part of speech of *separate* =_____pronunciation =_____

แปล_____

4. The types of farm may be categorized based on the number of breeding **sows**.

Part of speech of *sow* =_____pronunciation =_____

แปล_____

5. Our neighbor as a suspect may **present** a danger to others.

Part of speech of *present* =_____pronunciation =_____

แปล_____

6. You've made remarkable **progress** in English, so I believe that you can finally get "A" in this course.

Part of speech of *progress* =_____ pronunciation =_____

แปล_____

7. My mother enjoys having a quiet **read** of the magazine.

Part of speech of *read* =_____ pronunciation =_____

แปล_____

8. Paul's father gave him a diary and told him to **record** everything during his journey.

Part of speech of *record* =_____ pronunciation =_____

แปล_____

Target words

-subject

-tear

-upset

-use

Worksheet 17 (week15)

Direction: Identify parts of speech of each <u>underlined</u> word, and translate the following
passages into Thai.

Passage 1

Most people think that the piranha is a deadly creature that swarms through
rivers and creeks of the Amazon rainforest looking for victims to **tear** apart. In fact,
piranhas are a group made up of approximately twelve different species. Each piranha
species occupies its own ecological niche. One type of piranha takes chunks out of the
fins of other fish. Another type eats fruit falling from trees into the river. Does the story
of piranhas still **subject** you to feel **upset**?

part of speech of *tear* =_____

part of speech of *subject* =_____

part of speech of *upset* =_____

_____

_____

_____

_____

_____

_____

_____

Passage 2

The **<u>use</u>** of gold and harder metals can add strength and durability to jewelry. The metals added can also be used to change gold's color, giving it a fashionable rose or white tint, or to lighten or darken the natural yellow tone of pure gold.

part of speech of *use* =_____

_____

_____

_____

_____

Adjusted from http://englishforeveryone.org/Topics/Reading-Comprehension.htm

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Worksheet 18

Identify parts of speech of each <u>underlined </u>word, and translate the following sentences into Thai.

1. Paul has just had a **<u>row</u>** with his wife.

Part of speech of *row* =_____pronunciation =_____

แปล_____

2. Susan arrived just a **<u>second</u>** after me.

Part of speech of *second* =_____pronunciation =_____

แปล_____

3. Bill tries to keep his professional life completely **separate** from his private life.

Part of speech of *separate* =_____ pronunciation =_____

แปล_____

4. Farmers will **sow** the fields with corn in the early spring.

Part of speech of *sow* =_____ pronunciation =_____

แปล_____

VITAE

Name   Mrs. Jitsuda Laongphol

Student ID   5411121040

Educational Attainment

Degree	Name of Institute	Year of Graduation
Bachelor of Arts (English)	Silpakorn University	1996

Scholarship Awards during Enrolment

Scholarship from Yala Rajabhat University

Work-Position and Address

Position	Address	Year
EFL teacher	English Program, Yala Rajabhat University, Yala, Thailand	2011-present