



**An Investigation of English Vocabulary Learning Strategies Used by
First Year Students at Prince of Songkla University,
Hatyai Campus**

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Master of Arts Thesis in Applied Linguistics

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ (1) ศึกษาพฤติกรรมการเรียนรู้คำศัพท์ของนักศึกษาที่มีผลสัมฤทธิ์ทางด้านคำศัพท์สูงและต่ำว่าใช้กลวิธีใดบ้างในการเรียนรู้ศัพท์และใช้ในระดับน้อยเพียงใด (2) ศึกษาถึงความแตกต่างระหว่างการใช้กลวิธีในการเรียนรู้คำศัพท์ภาษาอังกฤษของกลุ่มนักศึกษาที่มีผลสัมฤทธิ์ทางด้านคำศัพท์สูงและต่ำ (3) ศึกษาความสามารถในการใช้บริบทความหมายศัพท์ของกลุ่มตัวอย่างที่ระบุในแบบสอบถามว่าใช้กลวิธีนี้ในระดับสูงว่าได้ใช้เทคนิคนี้ในการเดาความหมายศัพท์จริงหรือไม่

การวิจัยครั้งนี้ได้ทดลองกับกลุ่มตัวอย่างซึ่งเป็นนักศึกษาชั้นปีที่ 1 ในภาคเรียนที่ 1 ปีการศึกษา 2542 มหาวิทยาลัยสงขลานครินทร์ วิทยาเขตหาดใหญ่ จำนวน 70 คน กลุ่มตัวอย่างจำแนกออกเป็น กลุ่มที่มีผลสัมฤทธิ์ทางด้านคำศัพท์สูง (40 คน) และกลุ่มที่มีผลสัมฤทธิ์ทางด้านคำศัพท์ต่ำ (30 คน) โดยใช้คะแนนที่ได้จากข้อสอบคำศัพท์ภาษาอังกฤษเป็นเกณฑ์ในการแบ่ง ในการศึกษากลุ่มตัวอย่างทั้ง 70 คนนี้ตอบแบบสอบถามเกี่ยวกับพฤติกรรมการเรียนรู้คำศัพท์ภาษาอังกฤษเพื่อตรวจสอบถึงระดับการใช้กลวิธีแต่ละกลวิธีว่าอยู่ในระดับที่มากน้อยเพียงใด ในขั้นตอนสุดท้ายกลุ่มตัวอย่างที่ระบุว่าใช้กลวิธีในการเดาศัพท์บ่อยครั้งจำนวน 30 คน (กลุ่มตัวอย่างที่มีผลสัมฤทธิ์ทางด้านคำศัพท์สูง 15 คน และกลุ่มตัวอย่างที่มีผลสัมฤทธิ์ทางด้านคำศัพท์ต่ำ 15 คน) ได้ถูกคัดเลือกมาเพื่อตรวจสอบว่าได้ใช้บริบทในการเดาความหมายของคำศัพท์จริงหรือไม่ โดยให้ทำข้อสอบเกี่ยวกับการใช้บริบทเพื่อหาความหมายของคำศัพท์

ผลของการวิจัยสรุปได้ดังนี้

1. จากการศึกษาค้นคว้ามีพฤติกรรมการเรียนรู้คำศัพท์ที่กลุ่มตัวอย่างใช้จำนวน 27 วิธี ซึ่งแบ่งออกได้เป็น 3 ประเภทใหญ่คือ กลวิธีในด้านการเข้าใจคำศัพท์ 11 วิธี กลวิธีด้านการจดจำคำศัพท์ 10 วิธี กลวิธีการใช้คำศัพท์ 6 วิธี และพบว่าทั้งกลุ่มนักศึกษาที่มีผลสัมฤทธิ์ทางด้านคำศัพท์สูงและกลุ่มนักศึกษาที่มีผลสัมฤทธิ์ทางด้านคำศัพท์ต่ำใช้กลวิธีในด้านการเข้าใจคำศัพท์มากที่สุดเมื่อเปรียบเทียบกับกลวิธีด้านการจดจำและกลวิธีการใช้คำศัพท์

2. จากการศึกษาค้นคว้าความแตกต่างระหว่างการใช้พฤติกรรมการเรียนรู้คำศัพท์พบว่านักศึกษากลุ่มที่มีผลสัมฤทธิ์ทางด้านคำศัพท์สูงมีการใช้พฤติกรรมการเรียนรู้คำศัพท์ภาษาอังกฤษทั้ง 3 อย่างคือ กลวิธีด้านการ

เข้าใจคำศัพท์ กลวิธีการจดจำคำศัพท์และกลวิธีการใช้คำศัพท์บ่อยกว่ากลุ่มที่มีผลสัมฤทธิ์ทางด้านคำศัพท์ต่ำอย่างมีนัยสำคัญที่ ระดับ 0.05

3. เมื่อวิเคราะห์กลวิธีในด้านการเข้าใจคำศัพท์ 11 วิธี พบว่ากลวิธี การเดาความหมายของคำศัพท์จากบริบทเป็นกลวิธีซึ่งนักศึกษากลุ่มที่มีผลสัมฤทธิ์ทางคำศัพท์สูงใช้บ่อยที่สุด ในขณะที่นักศึกษากลุ่มที่มีผลสัมฤทธิ์ทางด้านคำศัพท์ต่ำใช้บ่อย นอกจากนั้นมีกลวิธี 4 วิธีที่ทั้งสองกลุ่มใช้บ่อย และพบว่ามีกลวิธีในด้านการเข้าใจคำศัพท์จำนวน 5 วิธีที่ทั้งสองกลุ่มใช้บ่อยปานกลาง นอกจากนั้นมีกลวิธีการเข้าใจคำศัพท์อีก 1 วิธีซึ่งนักศึกษากลุ่มที่มีผลสัมฤทธิ์ทางด้านคำศัพท์สูงใช้บ่อย แต่นักศึกษากลุ่มที่มีผลสัมฤทธิ์ทางด้านคำศัพท์ต่ำใช้บ่อยปานกลาง ในภาพรวม จากการศึกษพบว่ากลุ่มที่มีผลสัมฤทธิ์ทางด้านคำศัพท์สูงใช้กลวิธีในด้านการเข้าใจคำศัพท์ 2 วิธีจาก 11 วิธีในระดับที่บ่อยกว่ากลุ่มที่มีผลสัมฤทธิ์ทางด้านคำศัพท์ต่ำอย่างมีนัยสำคัญทางสถิติ

4. เมื่อวิเคราะห์กลวิธีในด้านการจดจำคำศัพท์ 10 วิธีพบว่า กลวิธีจำคำศัพท์โดยนึกถึงองค์ประกอบบางส่วนของคำเป็นกลวิธีซึ่งนักศึกษากลุ่มที่มีผลสัมฤทธิ์ทางคำศัพท์สูงใช้บ่อยที่สุด แต่กลุ่มนักศึกษากลุ่มที่มีผลสัมฤทธิ์ทางด้านคำศัพท์ต่ำใช้บ่อยปานกลางเท่านั้น นอกจากนั้นมีกลวิธี 1 วิธีที่ทั้งสองกลุ่มใช้บ่อย และพบว่ามีกลวิธีในด้านการจดจำคำศัพท์จำนวน 5 วิธีที่ทั้งสองกลุ่มใช้บ่อยปานกลาง ส่วนกลวิธีการจดจำคำศัพท์อีก 3 วิธีนั้นพบว่ากลุ่มนักศึกษากลุ่มที่มีผลสัมฤทธิ์ทางด้านคำศัพท์สูงใช้บ่อย แต่นักศึกษากลุ่มที่มีผลสัมฤทธิ์ทางด้านคำศัพท์ต่ำใช้บ่อยปานกลางเท่านั้น ในภาพรวม จากการศึกษพบว่ากลุ่มที่มีผลสัมฤทธิ์ทางด้านคำศัพท์สูงใช้กลวิธีในด้านการจดจำคำศัพท์ 2 วิธีจาก 10 วิธีในระดับที่บ่อยกว่ากลุ่มที่มีผลสัมฤทธิ์ทางด้านคำศัพท์ต่ำอย่างมีนัยสำคัญทางสถิติ

5. เมื่อวิเคราะห์กลวิธีในด้านการใช้คำศัพท์ 6 วิธีพบว่ามีกลวิธี 1 วิธีที่ทั้งสองกลุ่มใช้บ่อย และพบว่ามีกลวิธีในด้านการใช้คำศัพท์จำนวน 3 วิธีที่ทั้งสองกลุ่มใช้บ่อยปานกลาง มีกลวิธีการใช้คำศัพท์ 2 วิธีที่พบว่านักศึกษากลุ่มที่มีผลสัมฤทธิ์ทางด้านคำศัพท์สูงใช้บ่อย แต่นักศึกษากลุ่มที่มีผลสัมฤทธิ์ทางด้านคำศัพท์ต่ำใช้บ่อยปานกลาง ในภาพรวม จากการศึกษพบว่ากลุ่มที่มีผลสัมฤทธิ์ทางด้านคำศัพท์สูงใช้กลวิธีในด้านการใช้คำศัพท์ 2 วิธีจาก 6 วิธีในระดับที่บ่อยกว่ากลุ่มที่มีผลสัมฤทธิ์ทางด้านคำศัพท์ต่ำอย่างมีนัยสำคัญทางสถิติ

6. สำหรับการศึกษาในเรื่องการใช้บริบทเพื่อเดาความหมายศัพท์พบว่านักศึกษากลุ่มที่มีผลสัมฤทธิ์ทางด้านคำศัพท์สูง และนักศึกษากลุ่มที่มีผลสัมฤทธิ์ทางด้านคำศัพท์ต่ำมีความสามารถในการใช้บริบทเพื่อเดาความหมายของคำศัพท์ อย่างไรก็ตามพบว่านักศึกษากลุ่มที่มีผลสัมฤทธิ์ทางด้านคำศัพท์สูงสามารถใช้บริบทเพื่อเดาความหมายของคำศัพท์ได้ดีกว่านักศึกษากลุ่มที่มีผลสัมฤทธิ์ทางด้านคำศัพท์ต่ำอย่างมีนัยสำคัญที่ระดับ 0.05

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ABSTRACT

The purposes of this study were (1) to investigate the vocabulary learning strategies employed by high and low vocabulary achievers (HVAs and LVAs) and the extent to which they used these vocabulary learning strategies, (2) to investigate the differences in terms of the frequency of vocabulary learning strategies used between the HVAs and the LVAs, and (3) to investigate and ascertain if the subjects who rated high in using contextual clues actually applied this technique to determine the meaning of unfamiliar words.

The study was conducted on 70 subjects of the first year students in the first semester of the 1999 academic year at Prince of Songkla University, Hatyai Campus. Based on their scores on the English vocabulary test, the subjects were classified as 40 high vocabulary achievers and 30 low vocabulary achievers. These 70 subjects were asked to complete the questionnaires on vocabulary learning strategies. Finally, the 30 subjects (15 of HVAs and 15 of LVAs) who rated high in using contextual clues for guessing the meaning of the unknown words were selected by random sampling techniques to ascertain if they actually applied this technique by administering the context utility test .

The findings of this study were summarised as follows:

1. There were 27 vocabulary learning strategies which were used by the subjects of this study. These strategies could be categorized into three main categories: 11 vocabulary comprehension strategies, 10 vocabulary storing strategies, and 6 vocabulary production strategies. As compared with vocabulary storing strategies and vocabulary production strategies, the vocabulary comprehension strategies were used most frequently by the HVAs and the LVAs.

2. In investigating the differences in the use of the vocabulary learning strategies, the results showed that the HVAs used all three main categories of vocabulary learning strategies more frequently than the LVAs. There was a significant difference at the confidence level of 0.05.

3. For the 11 vocabulary comprehension strategies, the results showed that the HVAs used the strategy of *guessing the meaning of words from the contextual clues* most frequently while the LVAs used it frequently. There were 4 strategies which both groups used frequently and 5 strategies which they used moderately. There was one vocabulary comprehension strategy which was used frequently by the HVAs, but moderately by the LVAs. In all, the study showed that the HVAs used 2 of the 11 vocabulary comprehension strategies significantly more often than the LVAs.

4. For the 10 vocabulary storing strategies, the results showed that the HVAs used the strategy of *using some parts of a word to remember its meaning* most frequently while the LVAs used this strategy moderately. Besides, there was one vocabulary storing strategy which both groups used frequently and 5 strategies which they used moderately. There were three vocabulary storing strategies which the HVAs used frequently but the LVAs used them moderately. In all, the study showed that the HVAs used 2 of the 10 vocabulary storing strategies significantly more often than the LVAs.

5. For the 6 vocabulary production strategies, the results showed that there was one strategy which the HVAs and the LVAs used frequently and three strategies which both groups used moderately. There were two strategies which the HVAs used frequently while the LVAs used them moderately. In all, the study showed that the HVAs used 2 of the 6 vocabulary production strategies significantly more often than the LVAs.

6. In investigating the use of contextual clues, the results showed that both the HVAs and the LVAs had the ability to use contextual clues. However, the HVAs had significantly higher ability in using contextual clues to discern the meaning of words than the LVAs at the confidence level of 0.05.

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CHAPTER 1

INTRODUCTION

1. Rationale for the Study

New developments in educational psychology in the last twenty years have seen a change from Audiolingualism, mainly based on grammar practice and drill, towards a communicative approach, in which learners take an active role in their own learning (Schmitt and Schmitt, 1993 : 27). This has led to changes in learners' roles. Learners are regarded as being of central importance in language learning. The importance of learners has led to considerable research on learning strategies. In addition, learning strategies, including vocabulary learning strategies, have been proved in many studies to be positively correlated to language acquisition (e.g. O' Malley et al., 1985; Politzer and McGroarty, 1985).

Vocabulary knowledge is a crucial factor in language learning. Krashen and Terrell (1983 : 155-156) claimed that vocabulary took a major role since it developed one's competence in a language. In the same view, Arunee Wiriyachitra (1986 : 130) stated that vocabulary was essential for communication and comprehension.

Furthermore, many studies (e.g. Bang-on Sawangwaroros, 1984; Intira Navasumrit, 1989; Moran, 1991) indicate that one of the factors constantly obstructing non-native English-speaking students in reading English texts is the limitation of vocabulary.

Bang-on Sawangwaroros (1984 : 24-37) reported that Thai EFL learners had a weakness in vocabulary knowledge which made them unable to effectively perform the four language skills, namely listening, speaking, reading, and writing. Similarly, Intira Navasumrit (1989 : 6) indicated that Thai students encountered a major problem in learning EFL because they had insufficient vocabulary knowledge.

Based on the above studies, it is obvious that vocabulary knowledge plays a significant role in language learning and that Thai students have poor vocabulary knowledge. Accordingly, there is a need to learn about the vocabulary learning

strategies used by the Thai students to help them improve their vocabulary knowledge.

Interestingly, studies on vocabulary learning strategies uncover various aspects relating to such strategies. In terms of teaching, Gairns and Redman (1986 : 66-68) stated that most teaching of lexical items was a teacher-centred approach which stressed the teaching product not the process of learning and using the language.

As for learning, Moran (1991 : 392) pointed out that unsuccessful learners had some weaknesses in using strategies for learning vocabulary, resulting in an inability to cope with unfamiliar words. Some of these weaknesses were wrong guessing, false cognates, accessing wrong words in the memory, and choosing the wrong meaning.

Zainee Waemusa (1993 : 108-118) indicated that good language learners generally used three main vocabulary learning strategies namely, comprehension, storing and production strategies more frequently than the poor language learners did.

In addition, Gu and Johnson (1996 : 643-644) found that Chinese learners responded negatively to rote memorization strategies in vocabulary acquisition. The strategies they relied upon were contextual guessing, the use of a dictionary, and note-takings.

Taichi (1997 : 7) found that Japanese students in England were clearly motivated by the use of context and affixes as clues to guess the meaning of unknown words while the Japanese students in Japan appeared not to have any distinction in using contextual clues.

As suggested by Porte (1988 : 169), one way to help unsuccessful language learners to deal with new vocabulary is to make the weak learners aware of the limitation of their strategies by comparing themselves to steps of exercises displayed by teachers. Therefore, it is essential that various strategies used by the poor learners should be first known by their teachers before these learners could be trained to practice certain strategies. The teacher should use exercises asking the questions which guide the weak learners to understand the new vocabulary to make them aware of the limitation of their strategies.

Based on the revealed evidence, the limitation of vocabulary competence is one of the main drawbacks affecting language learning development. Investigations into vocabulary learning strategies of Thai students, particularly at the university level are limited (Bang-on Sawangwaroros, 1984; Intira Navasumrit, 1989; Zainee, Waemusa; 1993). Therefore, it is worthwhile to study what strategies Thai university students employ to learn vocabulary to gain information for further instructional planning for EFL teachers.

Thus, this study attempted to find out the vocabulary learning strategies employed by Thai university students, particularly those at Prince of Songkla University.

2. Statement of the Problem

The question arose why Thai students had low English vocabulary knowledge although they have studied English since Prathom Suksa 5 (fifth grade level) to undergraduate level.

Thus, the vocabulary learning strategies used by the first year students should be investigated to find the extent to which they use each strategy for learning vocabulary in order to gain implications in language teaching and learning.

3. Purposes of the Study

This study investigated the vocabulary learning strategies which were employed by the first year students and aimed to find out to which extent they used these strategies. Thus, this study tried to answer the following questions:

1. What were the particular strategies the high vocabulary achievers (HVAs) and the low vocabulary achievers (LVAs) employed to develop their English vocabulary? And to what extent did they use these strategies?
2. Were there any statistically significant differences in terms of the frequency of strategies used between the HVAs and, the LVAs?

3. Did the HVAs and the LVAs who rated high in using contextual clues actually apply this technique to work out the meanings of unfamiliar words?

4. Significance of the Study

This study investigated vocabulary learning strategies used by the first year students at Prince of Songkla University, Hatyai Campus in the 1999 academic year.

The findings of this research would be beneficial and valuable for the ELT profession. Teachers should encourage their students to be aware of their own vocabulary learning strategies by designing exercises to promote the use of vocabulary learning strategies to make them effectively learn vocabulary. The learners, through the practice of using vocabulary learning strategies, would find for themselves the most efficient strategies for learning vocabulary and they would use them to learn and more effectively acquire vocabulary. In addition, learners could try other strategies which others have successfully used to increase their vocabulary knowledge and to learn more successfully the meaning and the usage of vocabulary.

5. Definition of Terms

1. Vocabulary Learning Strategies refers to a range of actions, techniques, tactics, operations, plans, steps or behaviors used by foreign language learners to learn foreign language vocabulary.

2. Vocabulary Comprehension Strategies refers to strategies which permit learners to understand words.

3. Vocabulary Storing Strategies refers to strategies that help one to store vocabulary and to commit vocabulary to memory.

4. Vocabulary Production Strategies refers to strategies which activate learners' storage by retrieving words from their memories and by using them in appropriate situations.

5. **High Vocabulary Achievers (HVAs)** refers to 40 subjects who scored in the top 40 positions of the vocabulary test.

6. **Low Vocabulary Achievers (LVAs)** refers to 30 subjects who scored in the bottom 30 positions of the vocabulary test.

7. **P.S.U.** refers to Prince of Songkla University, Hatyai Campus

6. Scope of the Study

The study was aimed at the investigation of strategies used in learning English vocabulary. It was limited to the investigation of vocabulary learning strategies used by the first year students at P.S.U., Hatyai Campus in the 1999 academic year, who were the subjects of this study.

7. Basic Assumption

In this study, it was assumed that the first year students at Prince of Songkla University, Hatyai Campus who participated in this study honestly rated all statements and answered all questions on the questionnaire on vocabulary learning strategies.

CHAPTER 2

REVIEW OF LITERATURE AND RELATED RESEARCH

The purpose of this study was to investigate vocabulary learning strategies of the first year students at Prince of Songkla University, Hatyai Campus and to determine to what extent these students used such strategies. It is necessary to gain sufficient background information by reviewing related research. The content in this unit is divided into three main sections as follows:

1. Vocabulary acquisition
2. Vocabulary learning strategies
3. Related research on vocabulary learning strategies
 - 3.1 Research on vocabulary learning strategies
 - 3.2 Research on the effectiveness of vocabulary learning strategies

1. Vocabulary Acquisition

During the past decade, researchers have pointed to vocabulary acquisition as an important factor in language learning (Brown and Perry, 1991; Moran, 1991; Oxford and Scarcella, 1994; Schmitt, 1997). However, vocabulary acquisition may be viewed differently among researchers.

Laufer (1997 : 141) pointed out that knowledge of the following was necessary to know a word:

1. Form: knowing a form of word including knowing how the words pronounce and spell.
2. Word structure includes knowledge of word roots, knowledge of affixes (prefixes and suffixes), and knowledge of inflection such as plural forms.
3. Syntactic pattern of the word in a phrase and sentence such as knowledge of part of speech.
4. Meaning: words can have several meanings: referential, metaphorical, affective and pragmatic meanings; moreover, some words can have

additional meanings which are beyond their surface meanings; and the meaning of words depend on the context in which they appear.

5. Lexical relations of the word with other words (e.g. synonym and antonym)
6. Common collocations: collocation refers to the restrictions on how words can be used together, for example which prepositions are used with which particular verbs.

Moran (1991 : 390-393) claimed that the knowledge which learners used to understand the meaning of words was as follows:

1. The morphology of the words (roots and affixes)
2. Information derived from cognates : a word in one language which is similar in form and meaning to a word in another language because both languages are related. For example English *brother* and German *bruder*.
3. The grammatical class of word (the part of speech of unknown word)
4. The semantic relationships between words (synonym and antonym)
5. Rhetorical relationships : rhetorical discourses are such as words signaling cause and effect relationship, exemplification or definition.
6. Knowledge of the world

Oxford and Scarcella (1994 : 231-233) asserted that knowing a word involved not only an ability to recognize it when it is heard or seen, but also the ability to match it with native language translation. In summary, knowledge of a word included knowledge of form (pronunciation, spelling, and word derivations), grammatical use of a word, function, and meaning.

The literature of vocabulary acquisition reviewed above provides background knowledge on how words are learned, which can serve as the parts of understanding vocabulary learning strategies.

2. Vocabulary Learning Strategies

Many studies have focused on vocabulary learning strategies. However, the researchers in such studies (Nattinger : 1988, Schmitt and Schmitt : 1993, and Ahmed : 1989) defined the term 'vocabulary learning strategies' and categorized it in different ways.

2.1 Nattinger's notion of vocabulary learning strategies

Nattinger (1988 : 62) classified vocabulary learning strategies into two main categories: comprehension and production strategies.

2.1.1 Comprehension strategies

Comprehension strategies are strategies that allow one to understand words, to store them, and to commit them to memory. Comprehension strategies can be divided into three main categories: those which enhance understanding, those which enhance storage of words in memory, and those which enhance perception and action.

2.1.1.1 Strategies which enhance understanding

These strategies help learners understand the meanings of unfamiliar words by using the following strategies:

A. Contextual clues

Dooling and Lachman (1971; cited in Nattinger, 1988 : 63) stated that guessing word meaning from context was the most frequent way to discover the meanings of new words. Clark and Siberstein (1977; cited in Nattinger, 1988 : 63) suggested various types of contexts which could provide the meanings of unfamiliar words. These types of contextual clues were: **synonym in apposition** (e.g. Our uncle was a *nomad*, an incurable wanderer who never could stay in one place), **antonym** (e.g. While the aunt loved Marty deeply, she absolutely *depised* his twin

brother Smarty), **cause and effect** (e.g. By surrounding the protesters with armed policemen, and by arresting the leaders of the movement, the rebellion was effectively *quashed*), **association between an object and its purpose or use** (e.g. The scientist removed the *treatise* from the shelf and began to read), and **description** (e.g. Tom received a new *roadster* for his birthday; It is a sports model, red with white interior and bucket seats, capable of reaching speed of more than 150 mph).

B. Word morphology

Nattinger (1988 : 63) claimed that morphology offered clues for determining word meaning by using the knowledge of stems and affixes.

2.1.1.2 Strategies which enhance storage of words in memory

The following three strategies are strategies which help learners remember words and store words in memory.

A. Loci

Neisser (1976; cited in Nattinger, 1988 : 65) stated that Loci were the world's oldest and best known memory device. Loci were based on the fact that we operated by 'cognitive maps', which were familiar sequences of visual images that could be easily recalled. These images (the Loci) could be objects in a familiar room, events in a well-known story or any other such familiar sequences.

B. Pair associates

Curran (1976; cited in Nattinger, 1988 : 66) stated that this strategy attempted to associate a visual image with a new word. For example, in teaching the word *hard*, the teacher might hold up a rock so that 'hard' would be stored not as an isolated item but as one paired with the image of a rock, and therefore easier to recall.

C. Keyword

Atkinson (1975; cited in Nattinger, 1988 : 66) stated that learners could learn a word in a target language by associating it with its translation in a specific way in the native language. For example, in learning the Spanish word *perro* which means 'dog', one might notice that the first syllable of the new word sounds like 'pear' and would then visualize a large pear-shaped dog waddling down the street.

2.1.1.3 Strategies for perception and action

Perception and action are basic processes that affect language acquisition. The following are 4 strategies which help learners acquire vocabulary.

A. Total physical response

This strategy associates vocabulary with physical action. Stevick (1976; cited in Nattinger, 1988 : 67) claimed that the total physical response could help learners learn vocabulary more effectively than just being passive learners (e.g. do throwing action when studying the word 'throw').

B. Craik's cognitive depth

Craik and Lockhart (1972; cited in Nattinger, 1988 : 67) found that the more the decisions a task forced upon the learner, the better the retention and recall. They gave students the task requiring the students to think deeply when learning a word by asking the following questions.

1. "Is there a word present?"
2. "Is the word printed in capital, or in lower-case letters?"
3. "Does it rhyme with ?"
4. "Is it a member of category?"
5. "Does it fit into the following sentence?"

It was found that answering these questions about the target word could promote the retention and recall of that word.

C. Formal grouping

Francis (1963; cited in Nattinger, 1988 : 68) stated that this strategy grouped the word by considering the form of the words. The knowledge of affixes was useful for grouping words together. For example, these three words: *telephone, telegraph, and television* would be put in the same category.

D. Word families

According to Nattinger (1988 : 69), presenting vocabulary in word 'families' was an extension of the formal groupings. Many similar words with a particular root can be put together to build up word families so that the associations among them can be seen. Although the meaning of these words may be slightly different, clustering them will help learners remember their general meaning. The simple way is to list word families along with the definition of each word, for example, *part, partition, partner, participant, particular, and particle* will be grouped in the same family because each word consists of the word "*part*".

2.1.2 Production strategies

Production strategies concern strategies that activate one's storage of vocabulary by retrieving words from memory, and by using them in appropriate situations. Production strategies can be considered in terms of **vocabulary use** (pidginization) and **vocabulary retrieval** (situational sets, semantic sets, metaphor sets, and collocations).

2.1.2.1 Vocabulary use (a technique that uses the newly stored language as effortlessly and quickly as possible although the language produced is far from standard).

A. Pidginization

Nattinger (1988 : 70) suggested the way to promote vocabulary use by encouraging pidginization which urged students to put languages together as best as they could. For example, students who had the knowledge of affixes but did not know the word "inability" could easily create the word

'unableness' in their own ways. Richards, Platt and Weber (1985) stated that piginization meant a variety of a language use in which the sentence structure and the vocabulary of the original language have been greatly reduced. Generally, elements from another language have been absorbed, either in the form of vocabulary items or in the way the sentences are structured.

2.1.2.2 Vocabulary retrieval (techniques that permit the recall of words that are appropriate for the situation).

A. Situational sets

Situational sets are groups of words that are associated according to the subject of the text, purposes and constructions, or particular situations. For example, conversation about a department store would contain these vocabularies: price, sales, charge, and clothes (Nattinger, 1988 : 72).

B. Semantic sets

Semantic sets are ways of bringing words together by considering the meanings of words (Nattinger, 1988 : 72). Words can be grouped as **synonym, antonym, coordinate, superordinate, subordinate, and stimulus-response pairs**. **Synonym** is a word which has the same or nearly the same meaning as another word (e.g. sofa, couch). **Synonym** can be divided into four subcategories: *formal and informal synonyms* (child, kid), *poetic and non poetic synonyms* (bough, branch), *positive and negative synonyms* (thrifty, stingy), *core and intensifier synonyms* (mad, furious). **Antonym** is a word which is opposite in meaning to another word (thin, fat). **Coordinate** is items which on the same level (roses, orchids). **Superordinate** is a word or group of words which cover the meaning of other words and classify them in the same category (pet/ cats, dogs, fish), pet is the superordinate term. **Subordinate** is words which are subcategories of the superordinates (vehicles/cars, buses , trucks), vehicles is the superordinate term, while cars, buses , trucks are all subordinate terms. **Stimulus-response pairs**: words can be grouped as stimulus-response pairs (ambitions, goals), ambition can provide us with a stimulus to achieve our goals.

C. Metaphor sets

This strategy uses the metaphors for understanding something that is abstract or mysterious by means of using something that is more concrete or familiar.

Lakoff and Johnson (1980; cited in Nattinger, 1988 : 73) gave an example of a metaphor by comparing argument as if it was war, and listed some of the ways of expressing it:

Your claims are *indefensible*.

He *attacked* every weak point in my argument.

He *shot down* all of my agreements.

I never *won* an argument with him.

D. Collocations

Nattinger (1988 : 75) said that collocations taught students expectations about which sorts of language could follow from what had preceded. For example, the adjective *convenient* is only used with an inanimate noun like a convenient situation and a convenient time but not with an animate noun like a convenient person or a convenient cat.

2.2 Schmitt 's notion of vocabulary learning strategies

Schmitt and Schmitt (1993 : 28-30) classified vocabulary learning strategies in a different way. They categorized them into two major areas: **strategies for initial learning of a new word's meaning**, and **strategies for studying and remembering the word's meaning once it is known**. Only categories of vocabulary learning strategies which are related to this study are listed below.

2.2.1 Strategies for initial learning a new word's meaning include these strategies:

2.2.1.1 Using reference materials (bilingual dictionaries and monolingual dictionaries)

2.2.1.2 Asking others for information/work with others

- A. Asking classmates
- B. Asking teacher for English paraphrase or synonym
- C. Asking teacher for translation
- D. Asking teacher for a sentence using the new word
- E. Learning meaning during group work

2.2.1.3 Analyzing words from available information

- A. Looking at pictures or gestures to understand meaning
- B. Checking part of speech of words
- C. Guessing meaning from reading context
- D. Checking prefixes, suffixes, and word roots to discover meaning

2.2.2 Strategies for studying and remembering the word's meaning once it is known include strategies:

2.2.2.1 Repetition (writing and repeating new words to remember them)

2.2.2.2 Studying the formal and grammatical aspects of a word

- A. Studying the way the word sounds
- B. Studying the word's root, prefixes and suffixes

2.2.2.3 Perseverance strategy

Continuing to study the word often over a period of time

2.2.2.4 Manipulation of meaning

Using the new word in a sentence

2.2.2.5 Creating system of associations

- A. Connecting the new word to some mental situations
- B. Associating the word with others in the same topic (furniture: table, chair, bed)

2.2.2.6 Working with others

Studying words with a group of students

In addition, Schmitt (1997 : 207-208) further investigated vocabulary learning strategies and grouped them in a different way, compared with his previous study (Schmitt and Schmitt : 1993). He divided vocabulary learning strategies into two main categories: **discovery strategies** and **consolidation strategies**. Only categories of vocabulary learning strategies related to this present study are listed below.

1. **Discovery strategies** are strategies for the discovery of a new word's meaning. These can be divided into 2 categories.

1.1 **Determination strategies** are strategies which help the learners discover the meaning of unknown words by using the following strategies:

1.1.1 Analyzing affixes and roots

1.1.2 Analyzing any available pictures or gestures

1.1.3 Guessing from textual context

1.1.4 Using a bilingual dictionary

1.2 **Social strategies** are strategies which help the learners discover the meaning of words by asking someone who knows through the following strategies:

1.2.1 Asking teacher for first language translation

1.2.2 Asking teacher for a sentence including the new word

1.2.3 Asking classmates for meaning

2. **Consolidation strategies** are strategies for remembering and using a word. These can be divided into 4 categories.

2.1 **Social strategies** are strategies which the learners use for discovering the meaning of words by learning in a group work.

2.1.1 Studying and practising words' meaning in a group.

2.2 **Memory strategies** are strategies which help the learners store the words in their memories.

2.2.1 Connecting word to a personal experience

2.2.2 Grouping words together to study them

2.2.3 Using new word in sentences

2.2.4 Saying the new word aloud when studying

2.2.5 Remembering affixes and roots.

2.3 Cognitive strategies are strategies which learners use to help them improve their abilities to learn or remember words.

2.3.1 Verbal repetition and Written repetition (writing and repeating new words to remember them).

2.4 Metacognitive strategies are concerned with planning ways of remembering new words.

2.4.1 Study word overtime.

2.3 Ahmed's notion of vocabulary learning strategies

Ahmed (1989 : 10-11) categorized vocabulary learning strategies into two main categories: **macro strategies** (studying general approaches to vocabulary learning) and **micro strategies** (looking at the more detailed, specific learner behaviors). Only categories of vocabulary learning strategies related to this present study are shown here.

| Macro Strategies | Micro Strategies |
|---------------------|--|
| Information sources | Asking classmates Guessing words' meaning Asking teacher Working in a group Asking for L1 equivalent |

| Macro Strategies | Micro Strategies |
|---------------------------------|---|
| Dictionary use | Using a monolingual dictionary Using a bilingual dictionary Looking up meaning |
| Memorization | Looking for example of use Writing and repeating a new word aloud Using L2 synonym |
| Practice | Using L1 equivalent Using new words in real situation Asking others to verify knowledge |
| Note-taking | Organising words by meaning Using first language Using word derivations |
| Preferred source of information | Asking somebody Using a dictionary Working in a group to learn word's meaning |

The different taxonomies of vocabulary learning strategies by the three researchers discussed above provided a general picture of vocabulary learning strategies and were used as background information in constructing the questionnaire on vocabulary learning strategies used in this present study.

3. Related Research on Vocabulary Learning Strategies

3.1 Research on vocabulary learning strategies

Quite a few studies have focused on vocabulary learning strategies. Some related research on vocabulary learning strategies is reviewed below. Four of the studies were conducted in foreign countries and one study was conducted in Thailand.

3.1.1 Studies conducted in foreign countries

Schmitt and Schmitt (1993) studied vocabulary learning strategies rating by Japanese subjects. Six hundred Japanese ranging from high school students to adults were asked to complete the questionnaire asking them to check if they used each vocabulary learning strategy or not and whether or not they thought it helpful. The results indicated that the strategies the Japanese subjects considered to be the most helpful were *continuing, to study the word often over time, saying the new word aloud when studying it, taking notes in class about new words, studying the word's synonyms and antonyms, learning the new words in an idiom at the same time, and studying the way the word sounds*. The strategies the Japanese subjects considered to be the least helpful were *having teacher check word lists and flash cards for correctness, using cognates, associating the word to others which are related to it, using the key word approach, using physical action when studying words, associating the word with others in the same topic, imaging the word form and its mental spelling, making an image of the word's meaning, studying the word's root, prefixes and suffixes, using scales to study gradable adjective sets, and studying words with a group of students*.

Lawson and Hogben (1996) investigated the vocabulary learning strategies of foreign-language students. Lawson and Hogben, using a think-aloud procedure, observed the behavior of 15 university students in Australia with experience in Italian as they attempted to learn a new foreign language (Italian words). The results revealed that the subjects relied on the strategies of repetition of the new words and their meanings. However, they gave little attention to the

grammatical feature of words. Interestingly, the study indicated that using the cues in the sentences to generate possible meanings for the target words did not help students understand the meanings of the words.

Lee Koi Cheng (1993) investigated the vocabulary learning strategies used by successful and less successful Form Four students in national (Type 1) and national (Type 2) schools in Penang, Malaysia. The research was conducted in seven schools with a total of 141 students and seven teachers. Students in each school were categorized into 'good' and 'poor' based on the grades obtained from the SRP (Lower Certificate of Education) and from the most recent school examinations. The findings showed that some vocabulary learning strategies used by successful students were hardly used by less successful students. These strategies were *inferencing*, *mnemonics*, *elaboration*, and *guessing accurately*. Furthermore, there was a significant difference in using the memorization strategy for newly taught words, which was used by most Type 2 successful students but used less by less successful students in Type 1 schools. The study suggested that teachers should teach students effective strategies for vocabulary learning by emphasizing how to learn vocabulary. These strategies make students develop independent study habits and take responsibility for their own learning.

Gu and Johnson (1996) investigated vocabulary learning strategies and language outcomes. They investigated the beliefs and strategies of adult Chinese learners for learning EFL vocabulary. The results showed that Chinese learners did not rely on memorization, and reported using more meaning-oriented strategies than rote strategies in learning vocabulary. This study also examined vocabulary learning beliefs and strategies in relation to both vocabulary size and general English proficiency. The results indicated that these vocabulary learning strategies: *contextual guessing*, *skillful use of dictionaries for learning purposes*, *note-taking*, *paying attention to word formation*, *contextual encoding*, and *intentional activation of new words* all positively correlated with vocabulary size and general English proficiency.

3.1.2 Studies conducted in Thailand

Zainee Waemusa (1993) investigated vocabulary learning strategies used by 82 Mathayom Suksa six students at Sasanupatam School, an Islamic private school. The subjects were divided into two groups: the good and the poor students based on their scores on the English test. The results indicated that the good students occasionally used vocabulary learning strategies. They used vocabulary comprehension strategies most frequently as compared to vocabulary storing strategies and vocabulary production strategies. The strategies which they frequently used were *using Thai to write the meaning of a new word, looking up the word in an English-Thai dictionary, and pronouncing a new word when looking it up in a dictionary or when listening to the teacher*. The poor students used vocabulary comprehension strategies slightly more often than vocabulary storing strategies and vocabulary production strategies. The strategies which they frequently used were *looking up words in an English-Thai dictionary, and using Thai and Arabic to write the meanings of a new word*. There was a significant difference between the good and poor students only in using vocabulary production strategies. However, there was no significant difference in vocabulary comprehension strategies and vocabulary storing strategies. His study suggested that the subjects in this study might be low-proficiency students. They did not use many English vocabulary learning strategies and the usage was in the low level.

3.2 Research on the effectiveness of vocabulary learning strategies

There have been studies which focus on the effectiveness of vocabulary learning strategy. These studies were conducted in foreign countries and in Thailand.

3.2.1 Studies conducted in foreign countries

Tan Siok Hoon (1980) investigated the effectiveness of instruction in the use of contextual clues to infer word meaning. The subjects were divided into two groups: the experimental group and the control group. The experimental group

was given practice in using various types of contextual clues while the control groups was not given any instruction in using contextual clues. The results showed that instruction on the use of contextual clue improved the ability to understand the meanings of unfamiliar words from context, especially for the students who had low ability in using contextual clues.

Visser (1990) examined the effect of using the two different techniques in determining connect meaning of words. The subjects were a class of adult second language learners preparing for English-medium university study. The words in the study were selected from Xue and Nation's University Word List. The subjects were divided into two groups: the experimental group and comparison group. These two groups were given a discussion on meanings of target words with short problem-solving tasks for applying target words. In the experimental group, the subjects were exposed to different meanings of a word and were required to do a task which required them to state the underlying meaning of a word. In the comparison group, the subjects were exposed to a single meaning of a word and they had to do three tasks relating to that meaning. The subjects were then tested to see if they could select the correct meaning of words which had different meanings. The results showed that the experimental group did not outperform the comparison group. However, subjects in the experimental group were significantly more likely to use context clues to determine word meaning.

Van Hell and Candia Mahn (1997) examined the effectiveness of the keyword mnemonics and rote rehearsal in learning abstract and concrete foreign words by experienced and inexperienced foreign language learners. The results indicated that rote learners performed better than key word learners in experienced foreign language learners. In the inexperienced learner groups, rote learners and key word learners recalled the same proportion of words. In addition, key words mnemonic learners recalled fewer foreign words and needed more time to retrieve words than rote rehearsal learners.

Brown and Perry (1991) compared three vocabulary learning strategies for second language learners. These three strategies were keyword, semantic, and keyword-semantic. The results revealed that the key word method facilitated

vocabulary acquisition for students with low proficiency, and the key word-semantic strategies improved retention better than the other two strategies.

3.2.2 Studies conducted in Thailand

Kamolnada Malakul (1980) examined the relationship between the understanding of word-formation, syntactic structure, and vocabulary. Three achievement tests, namely vocabulary test, word-formation test, and syntactic structured test were administered to the subjects to evaluate the understanding in those areas mentioned. One hundred and twenty four English major students from all campuses of Srinakharinwirot University were selected for the study. The results showed that there was a significant correlation between word-formation understanding and vocabulary understanding and there was a significance difference between syntactic structure understanding and vocabulary understanding.

Kamolwat Krutkaeo (1980) investigated whether contextual clues had an effect on speed reading ability. The subjects were 44 Mathayomsuka 4 students at the Demonstration School, Srinakharinwirot University, Prasanmit. They were divided into two equal groups by the split half method. The students in the experimental group did the exercises about using contextual clues which lasted 10-15 minutes a day, five days a week, for a period of four weeks. The control group read freely in the library while the experimental group was having exercises about using contextual clues. It was found that the experimental group which had done exercises in deducing the meaning from contextual clues performed better than the control group in speed reading ability at the 0.05 level of significance.

Intira Navasumrit (1989) studied one specific vocabulary learning: using a dictionary. In her study, she analyzed the use and the problem of using an English-English dictionary. The study tried to find out whether Thai students could select the suitable meaning of words from an English-English dictionary and could use them in the appropriate context. The subjects were 456 Mathayomsuksa 5 students. Her findings showed that 45.26 percent of the students selected correct definition from contexts, and 24.85 percent used an English-English dictionary as a tool for both decoding and encoding purposes. However, some students did not know

how to use an English-English dictionary because they had limited vocabulary knowledge and did not understand the parts of speech of the words.

Pornpun Oranpattanachai (1993) investigated the effectiveness of the semantic mapping technique on the reading achievement of first-year students at Mahidol University. The subjects were divided into two groups: the control group and the experimental group. Each group consisted of 30 students. The control group was taught by the conventional technique (three main stages of teaching reading in a general reading class: presentation, practice, and evaluation). The experimental group was taught with a semantic mapping technique (a technique that shows the relationship between major and minor ideas in the form of circles, rectangles, or squares which contain key words or phrases, and link the ideas to the key words by using lines or arrows). The instruments employed in the study were a pre/post test and a questionnaire. The results indicated that high reading-ability students in the experimental group scored higher than those in the control groups, but the difference between the mean scores of the two groups was not significant. Moreover, the information gained from the questionnaire revealed that students in the experimental groups reported favorable attitudes toward the semantic mapping techniques.

Ngamthip Wimolkasem (1992) compared the effectiveness of two approaches in vocabulary teaching. One approach focused on direct teaching of the individual meanings of the target words; the other emphasized on teaching students to derive word meaning from context. The subjects were 60 first year science students at King Mongkut Institute of Technology North Bangkok (KMITN). The subjects were divided into two groups and treated with two different teaching techniques. The first group was taught through definition of individual words. The other group was taught to derive word meaning from context. The results indicated that both teaching techniques: teaching vocabulary through definition of individual words and deriving meaning through context helped the learners improve vocabulary skill. In addition, using context to discover the meaning of unknown words was a more effective way for vocabulary acquisition.

Based on the above reviewed research on vocabulary learning strategies, many vocabulary learning strategies were found in terms of types and their effectiveness but not many studies focused on the frequency of use of each strategy by different types of learners. Thus, this study attempted to find the extent to which vocabulary learning strategies were used by the first year students at Prince of Songkla University, Hatyai Campus for a better understanding of the vocabulary learning strategies in the hope that the findings would lead to some implications in language teaching and learning in the classrooms.

CHAPTER 3

RESEARCH METHODOLOGY

The study investigated the use of vocabulary learning strategies of the first year students in the 1999 academic year at Prince of Songkla University, Hatyai Campus. This chapter explains the research procedures used in the study. It includes information about the subjects, research instruments, data collection, data analysis, and statistical procedures.

1. Information about the subjects

The subjects of this study were 324 first year students of Prince of Songkla University, Hatyai Campus in the 1999 academic year. They were from eight faculties: Science, Engineering, Management Sciences, Nursing, Pharmaceutical Sciences, Medicine, Natural Resources, and Dentistry. The subjects from each faculty represented 15% of the total number of the students in that faculty. The subjects were selected by random sampling techniques. The number of the subjects in each faculty was as follows:

TABLE 1 Information about the subjects

| Faculty | No. of students |
|-------------------------|-----------------|
| Science | 75 |
| Engineering | 75 |
| Management Sciences | 69 |
| Nursing | 36 |
| Pharmaceutical Sciences | 16 |
| Medicine | 20 |
| Natural Resources | 36 |
| Dentistry | 7 |
| Total | 324 |

The subjects were classified and placed into two groups: high vocabulary achievers and low vocabulary achievers according to their scores on the vocabulary test. The purpose of classifying the subjects into two groups (high vocabulary achievers and low vocabulary achievers) was to investigate to which extent each group used vocabulary learning strategies and to determine if there were significant differences in terms of the frequency of vocabulary learning strategies used between the two groups.

2. Research Instruments

There were three research instruments in this study: an English vocabulary test, a questionnaire and a context utility test.

2.1 English vocabulary test (see Appendix A)

The test consisted of 50 multiple-choiced questions. The objective of using this test was to classify the subjects into two groups: the high vocabulary achievers (HVAs) and the low vocabulary achievers (LVAs).

This test was adapted from Nanta Chiramanee's (1983) measure of vocabulary knowledge. Originally, the researcher constructed an English vocabulary test which consisted of 70 items in multiple choice questions. Then, to find out any defects in the tool, the researcher piloted the first version of the test with 50 first year students who were not involved in the study.

After the pilot study, the items which were too easy or too difficult were deleted. The test items with the difficulty indices ranging between 0.2 - 0.8 and with the discrimination index of each item above 0.2 (Nida Wutthiwai : 1996) were selected to be included in the test. The test then consisted of 50 items after the analysis of the test's difficulty and discrimination power.

To obtain a reliable test, Kuder Richardsons 20 formula was used to measure the reliability of the test. The result showed that the reliability coefficient of the test was 0.95. This indicated that the test was reliable enough to be used as a tool for conducting the research.

2.2 Questionnaire (see Appendix B)

The questionnaire in this study was adapted from Zainee Waemusa (1993). The purpose of using this questionnaire was to elicit the subjects' vocabulary learning strategies.

The adapted questionnaire was designed in Thai, and consisted of two main parts. The first part dealt with subjects' general information. The second part, which was the main instrument of the study, focused on vocabulary learning strategies.

Part I. This part was about the personal background of the subjects: name, surname, age, their faculties, the length of time they have learned English, their attitudes towards learning English, their attitudes towards the importance of vocabulary in learning English, and the opportunities for using four English language skills outside the classroom.

The items assessing the subjects' attitudes towards learning English were in the form of inventories with a three-point scale: 3 = strongly like learning English, 2 = like learning English, 1 = dislike learning English.

The items for the subjects' attitudes towards the importance of vocabulary in learning English were in the form of inventories with a three-point scale: 3 = very important, 2 = important, 1 = unimportant.

The items which asked about opportunities in using English language skills were in the form of inventories with a three-point scale: 3 = frequently used, 2 = moderately used, 1 = rarely used.

Part II. This part of the questionnaire included three categories of vocabulary learning strategies: vocabulary comprehending strategies, vocabulary storing strategies, and vocabulary producing strategies. These three strategies were the form of inventories with a five-point scale: 5 = most frequently used, 4 = frequently used, 3 = moderately used, 2 = slightly used, and 1 = least used.

In addition, there was an open-ended question in Part I. of the questionnaire asking for more information about the subjects' opportunities to use English language skills outside the classroom. There were also open-ended questions in Part II. of the questionnaire asking for other vocabulary learning strategies used by the subjects, which were not covered in the questionnaires.

The researcher piloted the first version of the adapted questionnaire with 57 first-year students who were not involved in the study to find any defects in the tool. After the pilot study, items which were ambiguous were edited, and revised before being used in the main study.

The reliability index of the questionnaire was 0.6 for the first part, and 0.86 for the second part. The reliability index of the entire questionnaire was 0.73. This showed that the questionnaire was reliable enough for conducting the research.

2.3 Context Utility Test (see Appendix C)

The test was taken from Nanta Chiramanee's (1992) measure of ability in using contextual clues. The purpose of using the test in this study was to examine if the subjects who rated that they frequently used contextual clues to work out word meaning (rated above 4 from a five-point scale in Part II. of the questionnaire) actually applied the use of contextual clues when reading.

The test was divided into two parts. The first part was called the context-free vocabulary test (Vocab I. Test.), and the second part the context-provided vocabulary test (Vocab II. Test). Vocab I. Test and Vocab II. Test each consisted of the same 20 words, or set of words. Vocab I. Test consisted of 20 words without context and the subjects had to write the meaning of each item in Thai. Vocab II. Test consisted of 20 words in forms of short texts provided with all necessary clues for the correct guessing, and students had to write the meaning of each item in Thai.

3. Data collection

There are three main steps in collecting data.

Step 1. Administration of the English vocabulary test

The researcher made a random sampling and selected 324 students from the total number of 2,190 P.S.U. first year students at Hat Yai Campus. The 324 subjects were required to take the English vocabulary test. This procedure took place on June 23, 1999. The test which was proctored by the researcher lasted one hour. After the test, the answer sheets were manually scored by the researcher to divide the subjects into two groups. The 27% technique was used because the number of the subjects was quite high. By the 27% techniques (Nida Wutthiwai : 1996), 87 students with the highest scores and another 87 students with the lowest scores were selected to take part in the next step of the study, i.e. completing the questionnaire about vocabulary learning strategies.

However, because of some uncontrollable technical problems, only 40 subjects in the high group and 30 in the low group turned up to do the questionnaire. Therefore, the number of the subjects to complete the questionnaire was inevitably reduced from 174 students to 70 students. Forty subjects in the high group and 30 of the low group would hereafter be referred to the high and low vocabulary achievers in the study.

Step 2. Administration of the questionnaire

Forty high vocabulary achievers (HVAs) and thirty low vocabulary achievers (LVAs) were asked to complete both Part I. and Part II of the questionnaire. The procedure for completing the questionnaire took half an hour and the questionnaire was administered by the researcher.

Step 3. Administration of the context utility test

Although there were a large number of vocabulary learning strategies in Part II. of the questionnaire which the subjects indicated that they employed to learn new vocabulary, the strategy of using context clues to work out word meaning (Item 5, p. 37) was singled out and was further investigated because, compared with other vocabulary learning strategies, it was one of strategies which was more concrete and feasible to investigate if the subjects really applied this strategy. Thirty subjects who rated that they often used contextual clues in guessing the meanings of the unknown words (only those rating above level 4) were selected by random sampling techniques to do the context utility test. Fifteen were the HVAs and the other fifteen were the LVAs. In the test administration, the first part of the test (Vocab I. Test) was distributed first. The subjects had to write the word meaning of each item in Thai. The subjects who finished the first part of the test (Vocab I. Test) were then given the second part (Vocab II. Test) to do. The subjects had to write the meaning of each word in Thai. The researcher proctored the test on August 7, 1999. It took one hour to finish the test.

4. Data Analysis and Statistical Procedures

The data was then collected, computed and analyzed by means of an SPSS/PC program. The statistics required in the study were as follows:

4.1 Arithmetic Means (\bar{x})

The mean value (\bar{x}) which was an average point of the rating scale in each item, revealed the types and frequency of vocabulary learning strategies employed by the subjects. In addition, the mean scores were used for calculating the average ratings in Part I. of the questionnaire, and the average scores of the subjects in the context utility test.

4.2 Test of Significance of the Difference between Two Groups' Mean Scores

To determine whether there were any statistically significant differences in the level of using vocabulary learning strategies between the high and low vocabulary achievers, a T-test of the differences between two independent means was computed for each questionnaire item, each group of the strategies, and the entire set of the strategies.

4.3 Kuder- Richardson 20 Formula

This formula was used for calculating the reliability of the English vocabulary test.

4.4 Reliability Analysis-scale (Alpha)

This formula was used for calculating the reliability of the questionnaire on vocabulary learning strategies.

CHAPTER 4

FINDINGS

This chapter presents the findings of the study, which are divided into two parts. The first part deals with general information of the subjects, their attitudes towards learning English, the importance of vocabulary, opportunities for using English language skills outside the classroom, and the information from the open-ended question about the opportunities for using English outside the classroom. The second part presents the findings according to the main research questions of the study, including the findings from the open-ended questions in the questionnaire.

Part I. General Information and Subjects' Attitudes towards Learning English, the Importance of Vocabulary, and Opportunities for Using English outside the Classroom

The following findings obtained from the first part of the questionnaire which was divided into four main sections. The first section is the general information about the subjects such as number, sex, age, faculty, and the length of time they have been studying English. The second section is about the attitudes of the subjects towards learning English. The third section is about the attitudes of the subjects towards the importance of vocabulary in learning English. The fourth section is about the subjects' opportunities in using English outside the classroom.

1. General Information about the Subjects

The subjects were 70 first year students from eight faculties at Prince of Songkla University, Hatyai Campus, 1999 academic year. Twenty- six of them were males and 44 were females. They were in the ages of 17 to 21 years. Most of them (88.6%) were in the ages of 18 and 19. Forty-five of them have been studying English for 9 years (from Prathom Suksa 5 up), 19 of them have been studying

English for 9 years (from Prathom Suksa 5 up to the studying time), 19 of them have been studying English for 16 years (from kindergarten level up to the studying time), 4 of them have been studying English for 11 year (from Prathom Suksa 3 up to the studying time), and 2 of them have been studying English for 10 years (from Prathom Suksa 4 up to the studying time). Most of them have studied English for 9 years.

2. Attitudes of the Subjects towards Learning English

The purpose of surveying the subjects' attitude towards learning English was to find if the HVAs and the LVAs had positive or negative attitudes towards learning English and if their attitudes toward learning English affected their use of vocabulary learning strategies.

The subjects were asked to express their attitudes towards English learning (Item 5 in the first part of the questionnaire, see Appendix B) to determine what extent they liked learning English. The questionnaire assessing the subjects' attitudes towards learning English was in the form of inventories with a three-point scale: 3 = strongly like learning English, 2 = like learning English, 1 = dislike learning English (see Appendix B).

The mean values (\bar{x}) for discussion of the results were ranked using the following scale :

2.41 - 3.00 = strongly like learning English

1.71 - 2.40 = like learning English

1.00 - 1.70 = dislike learning English

(see No. 1. in Appendix D for the computation of the scale)

The findings for this section are shown in Table 2.

TABLE 2 Attitudes towards Learning English of the HVAs and the LVAs

| Subject | \bar{x} | S.D. | T-Value |
|---------|-----------|------|---------|
| HVAs | 2.48 | 0.75 | 2.49* |
| LVAs | 2.10 | 0.49 | |

* significant at 0.05 level

The mean value of the HVAs was 2.48 and the mean value of the LVAs was 2.10. This indicated that the HVAs **strongly liked** learning English while the LVAs **liked** learning English. There was a significant difference between the two groups in their attitudes towards learning English. That is, the HVAs had the better attitudes towards English learning than the LVAs.

3. Attitudes towards the Importance of Vocabulary in English Learning

The purpose of asking this question was to investigate the subjects' attitudes towards the importance of vocabulary in English learning and whether this affected their use of vocabulary learning strategies.

The subjects were asked to rate their own views about the importance of vocabulary in learning English to see if they thought vocabulary was important for learning English. The questionnaire assessing the subjects' attitudes towards the importance of vocabulary in learning English was in the form of inventories with a three- point scale: 3 = very important, 2 = important, 1 = unimportant (Item 6 in the first part of the questionnaire in Appendix B).

The mean values (\bar{x}) for discussion of the results were ranked using the following scales:

2.41 - 3.00 = very important

1.71 - 2.40 = important

1.00 - 1.70 = unimportant

(see No. 1 in Appendix D for the computation of the scales)

The results are presented in Table 3.

TABLE 3 Attitudes towards the Importance of Vocabulary of the HVAs and the LVAs

| Subject | \bar{x} | S.D. | T-Value |
|---------|-----------|------|---------|
| HVAs | 3.00 | 0.39 | 1.34 |
| LVAs | 2.87 | 0.43 | |

The results showed that the mean value of the HVAs reached the highest level ($\bar{x} = 3$), and that of the LVAs was also very high ($\bar{x} = 2.87$), and there were no significant differences in attitudes towards the importance of vocabulary between the two groups. This suggested that the HVAs and the LVAs agreed that vocabulary was very important and they thought vocabulary was an essential element in learning English.

4. Opportunities for Using English Language Skills outside the Classroom between the HVAs and the LVAs

The purpose of this survey was to investigate if there were differences in using four language skills outside the classroom between the HVAs and the LVAs.

The subjects were asked to give information about their opportunities for using the four language skills (listening, speaking, reading, and writing) outside the classroom (Items 7-10 in the first part of the questionnaire). The questionnaire assessing the subjects' opportunities for using English skills outside the classroom was in the forms of inventories with a three-point scale: 3 = frequently used, 2 = moderately used, 1 = rarely used (see Appendix B).

The mean-values (\bar{x}) were ranked using the following scales:

2.41-3.00 = frequently used

1.71-2.40 = moderately used

1.00-1.70 = rarely used

(see No. 1 in Appendix D for the computation of the scales)

The results are shown in Table 4.

TABLE 4 Opportunities for Using English Language Skills outside the Classroom between the HVAs and the LVAs

| Skill | Subject | \bar{x} | S.D. | T-Value |
|-----------|---------|-----------|------|---------|
| Listening | HVAs | 1.55 | 0.50 | 1.44 |
| | LVAs | 1.37 | 0.56 | |
| Speaking | HVAs | 1.25 | 0.44 | 0.16 |
| | LVAs | 1.23 | 0.43 | |
| Reading | HVAs | 1.98 | 0.62 | 2.08* |
| | LVAs | 1.67 | 0.60 | |
| Writing | HVAs | 1.65 | 0.66 | 1.03 |
| | LVAs | 1.50 | 0.51 | |

* significant at 0.05 level

It was clearly seen that the mean values of the HVAs in using the four language skills (listening, speaking, reading, and writing skills) were higher than those of the LVAs. This meant that the HVAs took more chances in using the four language skills outside the classroom than the LVAs. The HVAs used reading skill moderately ($\bar{x} = 1.98$). However, they used listening, speaking, and writing skills rarely ($\bar{x} = 1.55, 1.25, 1.65$ respectively). The LVAs used listening, speaking, reading, and writing skills rarely ($\bar{x} = 1.37, 1.23, 1.67, 1.50$). Similar to the HVAs, the LVAs used reading skills significantly more frequently than the other three skills. In addition, in comparing the opportunities for using the four language skills outside the classroom between the HVAs and the LVAs, the result showed that there was a significant difference only in the opportunities to use reading skill outside the classroom. This meant that the HVAs had significantly more opportunities for using reading skill outside the classroom than the LVAs.

Among the four language skills, the HVAs used reading skill significantly more often than the other three skills. The LVAs also used reading skill significantly more often than the other three skills (see Table 5).

TABLE 5 The Comparison of English Language Skills Used by the HVAs and the LVAs

| Subject | Language Skills | | | | | | | | F-Test | P-Value |
|-------------|-----------------|------|-----------|------|-----------|------|-----------|------|--------|---------|
| | Listening | | Speaking | | Reading | | Writing | | | |
| | \bar{x} | S.D. | \bar{x} | S.D. | \bar{x} | S.D. | \bar{x} | S.D. | | |
| HVAs | 1.55 | 0.50 | 1.25 | 0.44 | 1.98 | 0.62 | 1.65 | 0.66 | 11.266 | 0.000* |
| LVAs | 1.37 | 0.56 | 1.23 | 0.43 | 1.67 | 0.60 | 1.50 | 0.51 | 3.678 | 0.014* |

* significant at 0.05 level

5. Information from the open-ended question about the opportunities for using English outside the classroom

In addition to the findings presented above, there was an open-ended question asking the subjects about the other opportunities for using English outside the classroom, other than those listed in the questionnaire.

The data gained from this open-ended question revealed that the 40 HVAs subjects took more chances than the 30 LVAs in using English outside the classroom, especially talking with foreigners (see item 4 in Table 6).

TABLE 6 The Comparison of Opportunities for Using English outside the Class between the HVAs and the LVAs

| Opportunities for using English outside the classroom | Subject | No. of respondents | Percentage |
|--|----------------|---------------------------|-------------------|
| 1. Reading English newspapers, articles , textbooks, and magazines | HVAs | 20 | 50% |
| | LVAs | 12 | 40% |
| 2. Listening to songs, cassette tapes, and radio programs in English. | HVAs | 12 | 30% |
| | LVAs | 9 | 30% |
| 3. Watching movies and TV programs (news, and documentaries) in English. | HVAs | 8 | 20% |
| | LVAs | 3 | 10% |
| 4. Talking with foreigners (giving information about places and directions, travelling abroad) | HVAs | 18 | 45% |
| | LVAs | 8 | 27% |
| 5. Talking with friends. | HVAs | 3 | 8% |
| | LVAs | 2 | 7% |
| 6. Using English through internet and computer. | HVAs | 9 | 23% |
| | LVAs | - | - |
| 7. Learning English from tutors. | HVAs | 1 | 3% |
| | LVAs | - | - |
| 8. Practicing speaking English. | HVAs | 1 | 3% |
| | LVAs | - | - |
| 9. Reading messages, notices, and brochures in English. | HVAs | 3 | 8% |
| | LVAs | 3 | 10% |

The results showed that the HVAs took more chances in using English outside the classroom than the LVAs. This might be because they had larger vocabulary which made them try to take chances in learning English.

Part II. Research Findings

This section presents the findings based on the research questions of the study. These findings were based on the data from the second part of the questionnaire about vocabulary learning strategies. The vocabulary learning strategies in the questionnaire were categorized into three main categories: vocabulary comprehension strategies, vocabulary storing strategies, and vocabulary production strategies. The subjects were asked to give information on how often they used vocabulary learning strategies in the form of the inventories with a five-point scale ranging from the most to the least: 5 = most frequently used, 4 = frequently used, 3 = moderately used, 2 = slightly used, 1 = least used.

In this part, the mean values (\bar{x}) for discussion of the results were ranked using the following scales:

4.21 - 5.00 = most frequently used

3.41 - 4.20 = frequently used

2.61 - 3.40 = moderately used

1.81 - 2.60 = slightly used

1.00 - 1.80 = least used

(see No. 2 in Appendix D for the computation of the scales)

Research Question 1

What were the particular strategies the HVAs and the LVAs employed to develop their English vocabulary? And to which extent did they use these strategies?

Findings

In this presentation, the findings of the HVAs will be discussed first, followed by the findings of the LVAs.

1.1 Vocabulary Comprehension Strategies Used by the HVAs

The investigation was focused on 11 items of vocabulary comprehension strategies and the extent to which the HVAs used these strategies is presented in Table 7.

TABLE 7 Levels of Vocabulary Comprehension Strategies Used by the HVAs

| Item | Strategy | \bar{x} | S.D. |
|--------------|--|-------------|-------------|
| 1. | I guess the meanings of unknown words from the actions or expressions of the speakers. | 3.53 | 0.93 |
| 2. | I ask the teacher for the meanings of the unknown words. | 3.38 | 0.87 |
| 3. | I ask my friends or others for the meanings of the unknown words. | 3.73 | 0.78 |
| 4. | I ask my teacher how to use a new word. | 2.88 | 0.94 |
| 5. | I guess the meanings of words from the contextual clues. | 4.25 | 0.63 |
| 6. | I look up words in an English-English dictionary. | 3.18 | 1.17 |
| 7. | I look up words in an English-Thai dictionary. | 4.15 | 1.00 |
| 8. | I study how to use new words in a dictionary or a grammar book. | 3.05 | 0.90 |
| 9. | I pronounce a new word when I look it up in a dictionary. | 2.90 | 1.08 |
| 10. | I pronounce a new word after the teacher introduces it to me. | 3.73 | 0.85 |
| 11. | I use word roots and / or affixes (i.e. prefix, suffix) to guess the meaning of words. For example, unhappiness = un + happy + ness. | 3.58 | 0.85 |
| Total | | 3.48 | 1.01 |

The findings showed that the HVAs used vocabulary comprehension strategies frequently ($\bar{x} = 3.48$).

The strategy which the HVAs used most frequently was *guessing the meaning of words from the contextual clues* ($\bar{x} = 4.25$, item 5).

The strategies which the HVAs used frequently were *guessing the meaning of unknown words from the actions or expression of the speakers* ($\bar{x} = 3.53$, item 1), *asking friends or others for the meaning of unknown words* ($\bar{x} = 3.73$, item 3), *looking up words in an English-Thai dictionary* ($\bar{x} = 4.15$, item 7), *pronouncing a new word after the teacher had introduced it* ($\bar{x} = 3.73$, item 10), and *using word roots and/or affixes to guess the meaning of words* ($\bar{x} = 3.58$, item 11).

The strategies which they used moderately were *asking teachers for the meanings of unknown words* ($\bar{x} = 3.38$, item 2), *asking teachers how to use a new word* ($\bar{x} = 2.88$, item 4), *looking up words in an English-English dictionary* ($\bar{x} = 3.18$, item 6), *studying how to use new words in a dictionary or a grammar book* ($\bar{x} = 3.05$, item 8), and *pronouncing a new word when looking it up in a dictionary* ($\bar{x} = 2.90$, item 9).

1.2 Vocabulary Storing Strategies Used by the HVAs

There were 10 items of vocabulary storing strategies. The extent to which the HVAs used these strategies is presented in Table 8.

TABLE 8 Levels of Vocabulary Storing Strategies Used by the HVAs

| Item | Strategy | \bar{x} | S.D. |
|------|--|-----------|------|
| 1. | I categorize new words by their meanings. For example, grouping words about food together, grouping words about animals together, etc. | 2.65 | 1.03 |
| 2. | I categorize new words in an alphabetical order. | 2.63 | 1.15 |
| 3. | I review words by myself during my free time. | 3.40 | 0.98 |
| 4. | I review words with my friends. | 2.55 | 0.99 |

| Item | Strategy | \bar{x} | S.D. |
|--------------|--|-------------|-------------|
| 5. | I memorize the new words and their meanings. | 3.78 | 1.03 |
| 6. | I set a daily schedule to study and remember words. | 2.18 | 0.84 |
| 7. | I write and repeat new words to remember them. | 3.50 | 0.91 |
| 8. | I remember words because of their unfamiliar pronunciations. | 3.35 | 0.98 |
| 9. | I remember words because of my own impressive experience. For example, I mispronounced the words and mademy friends laugh at me. Then I remember those words and their meanings. | 3.60 | 1.06 |
| 10. | I use some parts of a word to remember its meaning. | 4.25 | 0.81 |
| Total | | 2.90 | 0.89 |

The results indicated that the HVAs used vocabulary storing strategies moderately ($\bar{x} = 2.90$).

The strategy which the HVAs used most frequently was *using a part of a word for remembering its meaning* ($\bar{x} = 4.25$, item 10).

The strategies which they used frequently were *memorizing the words and their meanings* ($\bar{x} = 3.78$, item 5), *writing and repeating new words to remember them* ($\bar{x} = 3.50$, item 7), and *remembering words because of their own impressive experiences* ($\bar{x} = 3.60$, item 9).

The strategies which they used moderately were *categorizing words by their meanings for later review* ($\bar{x} = 2.65$, item 1), *categorizing words in alphabetical order* ($\bar{x} = 2.63$, item 2), *reviewing words by themselves during their free time* ($\bar{x} = 3.40$, item 3), and *remembering words because of their unfamiliar pronunciation* ($\bar{x} = 3.35$, item 8).

The strategies which they used slightly were *reviewing words with their friends* ($\bar{x} = 2.55$, item 4), and *setting a daily schedule to study and remember words* ($\bar{x} = 2.18$, item 6).

1.3 Vocabulary Production Strategies Used by the HVAs

There are 6 items for vocabulary production strategies. The extent to which the HVAs used the strategies is presented in Table 9.

TABLE 9 Levels of Vocabulary Production Strategies Used by the HVAs

| Item | Strategy | \bar{x} | S.D. |
|--------------|--|-------------|-------------|
| 1. | I must be sure about a word's meaning and usage before I use the word. | 3.78 | 1.03 |
| 2. | I try to use a new word in my speaking or writing after having learned it. | 3.45 | 0.81 |
| 3. | I try to say in English the events I see in every day life. | 3.08 | 0.92 |
| 4. | I spend free time playing games to build up vocabulary. | 2.70 | 0.91 |
| 5. | I participate in classroom activities to learn about vocabulary usage. | 3.43 | 0.84 |
| 6. | I try to explain the unknown words in written or spoken English. | 3.95 | 0.99 |
| Total | | 3.40 | 0.92 |

The HVAs **moderately used** vocabulary production strategies ($\bar{x} = 3.40$).

The strategies which the HVAs **used frequently** were *having to be sure about word's meaning and usage before using the word* ($\bar{x} = 3.78$, item 1), *trying to use a new word in speaking or writing after having learned it* ($\bar{x} = 3.45$, item 2), *participating in classroom activities to learn about vocabulary usage* ($\bar{x} = 3.43$, item 5), and *trying to explain the unknown words in written or spoken language* ($\bar{x} = 3.95$, item 6).

The strategies which they **used moderately** were *trying to say in English the events they see in every day life* ($\bar{x} = 3.08$, item 3), and *spending free time playing game to build up vocabulary* ($\bar{x} = 2.70$, item 4).

1.4 Vocabulary Comprehension Strategies Used by the LVAs

There were 11 items for vocabulary comprehension strategies. The extent to which the LVAs used the strategies in each item is presented in Table 10.

Table 10 Levels of Vocabulary Comprehension Strategies Used by the LVAs

| Item | Strategy | \bar{x} | S.D. |
|--------------|---|-------------|-------------|
| 1. | I guess the meaning of unknown words from the actions or expressions of the speakers. | 3.60 | 1.00 |
| 2. | I ask the teacher for the meaning of unknown words. | 3.63 | 0.81 |
| 3. | I ask my friends or others for the meaning of the unknown words. | 2.80 | 1.13 |
| 4. | I ask my teacher how to use a new word. | 3.17 | 0.87 |
| 5. | I guess the meaning of words from the contextual clues. | 3.87 | 0.78 |
| 6. | I look up words in an English-English dictionary. | 2.93 | 0.83 |
| 7. | I look up words in an English-Thai dictionary. | 3.93 | 1.08 |
| 8. | I study how to use new words in a dictionary or a grammar book. | 2.77 | 1.07 |
| 9. | I pronounce a new word when I look it up in a dictionary. | 4.17 | 0.65 |
| 10. | I pronounce a new word after the teacher introduces it to me. | 2.63 | 1.03 |
| 11. | I use word roots and/ or affixes (i. e. prefix, suffix) to guess the meaning of word. For example, unhappiness = un+ happy +ness. | 2.73 | 0.98 |
| Total | | 3.29 | 0.93 |

The results showed that the LVAs **used** vocabulary comprehension strategies ($\bar{x} = 3.29$) **moderately**.

The strategies which the LVAs **used frequently** were *guessing the meaning of unknown words from the actions or expressions of the speakers* ($\bar{x} = 3.60$, item 1), *asking the teacher for the meaning of unknown words* ($\bar{x} = 3.63$, item 2), *guessing the meaning of words from the contextual clues* ($\bar{x} = 3.87$, item 5), *looking up words in an English-Thai dictionary* ($\bar{x} = 3.93$, item 7), and *pronouncing a new word when looking it up in a dictionary* ($\bar{x} = 4.17$, item 9).

The strategies which the LVAs **used moderately** were *asking their friends or others for the meaning of unknown words* ($\bar{x} = 2.80$, item 3.), *asking their teachers how to use a new word* ($\bar{x} = 3.17$, item 4), *looking up words in an English-English dictionary* ($\bar{x} = 2.93$, item 6), *studying how to use new words in a dictionary* ($\bar{x} = 2.77$, item 8), *pronouncing a new word after the teacher introduces it* ($\bar{x} = 2.63$, item 10), and *using word roots and/or affixes to guess its meaning* ($\bar{x} = 2.73$, item 11).

1.5 Vocabulary Storing Strategies Used by the LVAs

There were 10 items for vocabulary storing strategies. The extent to which the LVAs used the strategies is presented in Table 11.

TABLE 11 Levels of Vocabulary Storing Strategies Used by the LVAs

| Item | Strategy | \bar{x} | S.D. |
|------|--|-----------|------|
| 1. | I categorize new words by their meanings. For example, grouping the words about food together, grouping the words about animals together, etc. | 2.30 | 0.99 |
| 2. | I categorize new words in an alphabetical order. | 2.37 | 0.85 |
| 3. | I review words by myself in my free time. | 3.10 | 0.97 |
| 4. | I review words with my friends. | 2.62 | 1.05 |
| 5. | I memorize the words and their meanings. | 3.30 | 0.79 |
| 6. | I set a daily schedule to study and remember words | 2.20 | 0.96 |

| Item | Strategy | \bar{x} | S.D. |
|--------------|---|-----------|------|
| 7. | I write and repeat new words to remember them. | 3.23 | 1.04 |
| 8. | I remember words because of unfamiliar pronunciation. | 3.30 | 0.92 |
| 9. | I remember words because of my own impressive experience. For example, I mispronounced the words and made my friends laugh at me. Then I remember those words and their meanings. | 3.30 | 1.06 |
| 10. | I remember some parts of a word to memorize its meaning | 2.97 | 1.33 |
| Total | | 2.87 | 1.00 |

The findings showed that the LVAs used vocabulary storing strategies moderately ($\bar{x} = 2.87$).

The strategies which the LVAs used moderately were *reviewing words by themselves in their free time* ($\bar{x} = 3.10$, item 3), *reviewing words with their friends* ($\bar{x} = 2.62$, item 4), *memorizing the words and their meanings* ($\bar{x} = 3.30$, item 5), *writing and repeating new words to remember* ($\bar{x} = 3.23$, item 7), *remembering words because of unfamiliar pronunciation* ($\bar{x} = 3.30$, item 8), *remembering words because of their own impressive experiences* ($\bar{x} = 3.30$, item 9), and *using some parts of a word to remember its meaning* ($\bar{x} = 2.97$, item 10).

The strategies which the LVAs used slightly were *categorizing words by their meanings* ($\bar{x} = 2.30$, item 1), *categorizing words in alphabetical order* ($\bar{x} = 2.37$, item 2), and *setting a daily schedule to study and remember words* ($\bar{x} = 2.20$, item 6).

1.6 Vocabulary Production Strategies Used by the LVAs

There were 6 items for vocabulary production strategies. The extent to which LVAs used these strategies is presented in Table 12.

TABLE 12 Levels of Vocabulary Production Strategies Used by the LVAs

| Items | Strategies | \bar{x} | S.D. |
|--------------|---|-------------|-------------|
| 1. | I must be sure about a word's meaning and usage before I use the word. | 3.73 | 0.87 |
| 2. | I try to use a new word in speaking or writing after having learned it. | 3.10 | 0.84 |
| 3. | I try to say in English the events I see in every day life. | 2.93 | 0.94 |
| 4. | I spend free time playing games to build up vocabulary. | 2.67 | 1.12 |
| 5. | I participate in classroom activities to learn about vocabulary usage. | 3.20 | 1.00 |
| 6. | I try to explain the unknown words in written or spoken English. | 3.23 | 1.14 |
| Total | | 3.14 | 0.99 |

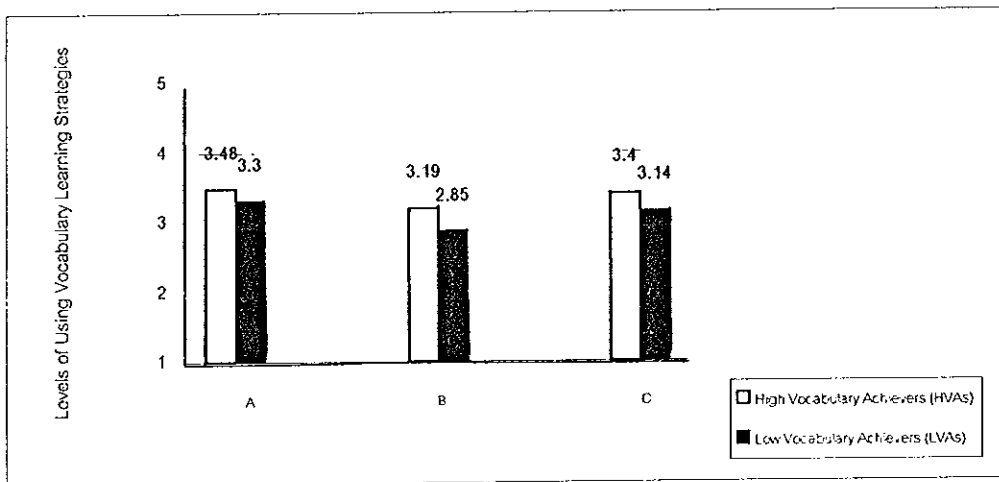
The LVAs used vocabulary production strategies ($\bar{x} = 3.14$) **moderately**.

The strategy which the LVAs used **frequently** was *having to be sure about a word's meaning and usage before they use the word* ($\bar{x} = 3.73$, item 1).

The strategies which the LVAs used **moderately** were *trying to use a new word in writing or speaking after having learned it* ($\bar{x} = 3.10$, item 2), *trying to say in English the events they see in every day life* ($\bar{x} = 2.93$, item 3), *spending free time playing games to build up vocabulary* ($\bar{x} = 2.67$, item 4), *participating in classroom activities to learn about vocabulary usage* ($\bar{x} = 3.20$, item 5), and *trying to explain the unknown words in written or spoken English* ($\bar{x} = 3.23$, item 6).

For a better understanding of the differences in using vocabulary learning strategies between the HVAs and the LVAs, **Figure 1** (p. 48) shows the mean scores of three main kinds of vocabulary learning strategies: vocabulary comprehension strategy, vocabulary storing strategies, and vocabulary production strategies which were used by the HVAs and the LVAs. The results pointed out that the HVAs used three main kinds of vocabulary learning strategies more frequently than the LVAs. That is, vocabulary knowledge was related to the level of using vocabulary learning strategies. The HVAs had a larger vocabulary and this promoted them to use more vocabulary learning strategies than the LVAs.

Figure 1 Comparison of Mean Scores on Vocabulary Learning Strategies Used by the HVAs and the LVAs



4.21-5.00 = most frequently used; 3.41-4.20 = frequently used; 2.61-3.40 = moderately used;
1.81-2.60 = slightly used; 1.00-1.80 = least used (see p. 39)

A = Vocabulary comprehension strategies

B = Vocabulary storing strategies

C = Vocabulary production strategies

Research Question

Were there any statistically significant differences in terms of the frequency of strategies used between the HVAs and the LVAs?

Findings

To answer this question, the comparison of the use of strategies between the high and the low vocabulary achievers was carried out in three categories of vocabulary learning strategies: vocabulary comprehension strategies, vocabulary storing strategies, and vocabulary production strategies. To conduct the comparison, a statistical procedure was involved. The mean scores of each category and each item in the three main categories were analyzed.

It was found that the mean values of the HVAs were significantly higher than the mean values of the LVAs in all categories of strategies as shown in Table 13.

TABLE 13 Three Main Kinds of Vocabulary Learning Strategies Used by the HVAs and the LVAs

| Subject | Strategy | | | | | | F-Test | P-Value |
|---------|-----------------------------------|------|-----------------------------|------|--------------------------------|------|--------|---------|
| | Vocabulary Comprehension Strategy | | Vocabulary Storing Strategy | | Vocabulary Production Strategy | | | |
| | \bar{x} | S.D. | \bar{x} | S.D. | \bar{x} | S.D. | | |
| HVAs | 3.49 | 0.44 | 3.19 | 0.45 | 3.34 | 0.54 | 4.123 | 0.019* |
| LVAs | 3.29 | 0.42 | 2.86 | 0.61 | 3.14 | 0.6 | 4.739 | 0.011* |

* significant at 0.05 level

The results indicated that both the HVAs and the LVAs used three main categories of vocabulary learning strategies: vocabulary comprehension strategies, vocabulary storing strategies, and vocabulary production strategies significantly at the confidence level of 0.05 as presented in Table 13.

In addition, the results showed that there was a significant difference in using the three categories of vocabulary learning strategies between the HVAs and the LVAs. That is, the HVAs used the three categories of vocabulary learning strategies significantly more frequently than the LVAs (see Table 14).

It could be concluded that vocabulary knowledge reflected the frequency of vocabulary learning strategies used by the subjects - the more vocabulary the subjects had, the more frequent they used vocabulary learning strategies.

TABLE 14 Differences in Vocabulary Learning Strategies Used by the HVAs and the LVAs

| Strategy | Subject | \bar{x} | S.D. | T-value |
|--------------------------------------|---------|-----------|------|---------|
| 1. Vocabulary Comprehending Strategy | HVAs | 3.49 | 0.44 | 1.83* |
| | LVAs | 3.30 | 0.42 | |
| 2. Vocabulary Storing Strategy | HVAs | 3.19 | 0.45 | 2.65* |
| | LVAs | 2.86 | 0.61 | |
| 3. Vocabulary Production Strategy | HVAs | 3.40 | 0.54 | 1.84* |
| | LVAs | 3.14 | 0.60 | |

* significant at 0.05 level

2.1 Vocabulary Comprehension Strategies Used by the HVAs and the LVAs

A closer look at the use of each item in vocabulary comprehension strategies (see Table 15) revealed that the HVAs used most of the vocabulary comprehension strategies more frequently than the LVAs. However, there were two strategies which the HVAs used significantly more frequently than the LVAs. These strategies were *studying the usage of new words in a dictionary* (item 8) and *using word roots and /or affixes (i.e. prefix, suffix) to guess the meaning of word* (item 11). Noticeably, there were some strategies which the LVAs used more frequently though there was no significant difference. These strategies were *guessing the meaning of words from the actions or expressions of the speaker* (item 1), *asking friends or others for the*

meanings of unknown words (item 3), asking teachers how to use a new word (item 4), and looking up words in an English-Thai dictionary (item 7).

TABLE 15 Vocabulary Comprehension Strategies Used by the the HVAs and the LVAs

| Item | Strategy | Subject | \bar{x} | S.D. | T-Value |
|------|---|---------|-----------|------|---------|
| 1. | I guess the meaning of words from the actions or expressions of the speaker. | HVAs | 3.53 | 0.93 | -0.32 |
| | | LVAs | 3.60 | 1.00 | |
| 2. | I ask the teacher for the meaning of unknown words. | HVAs | 3.38 | 0.87 | 0.99 |
| | | LVAs | 3.17 | 0.87 | |
| 3. | I ask my friends or others for the meanings of unknown words. | HVAs | 3.73 | 0.78 | -0.75 |
| | | LVAs | 3.87 | 0.78 | |
| 4. | I ask my teacher how to use a new word. | HVAs | 2.88 | 0.93 | -0.27 |
| | | LVAs | 2.93 | 0.83 | |
| 5. | I guess the meaning of words from the context clues. | HVAs | 4.25 | 0.63 | 1.43 |
| | | LVAs | 3.93 | 1.08 | |
| 6. | I look up words in an English-Thai dictionary | HVAs | 3.18 | 1.17 | 1.49 |
| | | LVAs | 2.77 | 1.07 | |
| 7. | I look up words in an English –Thai dictionary. | HVAs | 4.15 | 1.00 | -0.84 |
| | | LVAs | 4.17 | 0.65 | |
| 8. | I study how to use new words in a dictionary or a grammar book. | HVAs | 3.05 | 0.90 | 1.79* |
| | | LVAs | 2.63 | 1.03 | |
| 9. | I pronounce a new word when I look it up in a dictionary. | HVA | 2.90 | 1.08 | 0.67 |
| | | LVA | 2.73 | 0.98 | |
| 10. | I pronounce a new word after the teacher introduces it to me. | HVAs | 3.73 | 0.85 | 0.46 |
| | | LVAs | 3.63 | 0.80 | |
| 11. | I use word roots and/or affixes (i.e. prefix, suffix to guess the meaning of words. For example, unhappiness = un+happy+ness. | HVAs | 3.58 | 1.06 | 2.95* |
| | | LVAs | 2.80 | 1.13 | |

* significant at 0.05 level

2.2 Vocabulary Storing Strategies Used by the HVAs and the LVAs

In the case of vocabulary storing strategies, there were two strategies which the HVAs used significantly more often than the LVAs. These were *memorizing the new words and their meanings* (Item 5), and *using some parts of a word to remember its meaning* (Item 10). Interestingly, it was found that the LVAs used strategies of *reviewing words with friends* and the strategy of *setting a daily schedule to remember words* more often than the HVAs though it was found that there was no significant difference (see Table 16).

TABLE 16 Vocabulary Storing Strategy Used by the HVAs and the LVAs

| Item | Strategy | Subject | \bar{x} | S. D. | T-Value |
|------|---|---------|-----------|-------|---------|
| 1. | I categorized new words by their meanings. For example, grouping the words about food, grouping the Words about animals, etc. | HVAs | 2.65 | 1.03 | 1.43 |
| | | LVAs | 2.30 | 0.99 | |
| 2. | I categorize new words in alphabetical order. | HVAs | 2.63 | 1.15 | 1.04 |
| | | LVAs | 2.37 | 0.85 | |
| 3. | I review words by myself in my free time. | HVAs | 3.40 | 0.98 | 1.13 |
| | | LVAs | 3.13 | 0.97 | |
| 4. | I review words with my friends. | HVAs | 2.55 | 0.99 | -0.29 |
| | | LVAs | 2.62 | 1.05 | |
| 5. | I memorize the new words and their meanings. | HVAs | 3.78 | 1.03 | 2.11* |
| | | LVAs | 3.30 | 0.79 | |
| 6. | I set a daily schedule to remember words. | HVAs | 2.18 | 0.84 | -0.12 |
| | | LVAs | 2.20 | 0.96 | |
| 7. | I write and repeat new words to remember them. | HVAs | 3.50 | 0.91 | 1.14 |
| | | LVAs | 3.23 | 1.04 | |
| 8. | I remember words because of their unfamiliar pronunciation. | HVAs | 3.35 | 0.98 | 0.22 |
| | | LVAs | 3.30 | 0.91 | |

| Item | Strategy | Subject | \bar{x} | S. D. | T-Value |
|------|---|---------|-----------|-------|---------|
| 9. | I remember words because of my own impressive experience. For example, I mispronounced the words and made my friends laugh at me. Then I remember that words and their meanings | HVAs | 3.60 | 1.06 | 1.18 |
| | | LVAs | 3.30 | 1.06 | |
| 10. | I use some parts of a word to remember its meaning. | HVAs | 4.25 | 0.81 | 4.69* |
| | | LVAs | 2.97 | 1.33 | |

- significant at 0.05 level

2.3 Vocabulary Production Strategies Used by HVAs and LVAs

It was found that there was a significant difference between high and low vocabulary achievers in using two vocabulary production strategies. The strategies which the HVAs used significantly more often than the LVAs were *trying to use a new word in speaking or writing after having learned it* (item 2), and *trying to explain the unknown words in written or spoken English* (item 6). However, there were no significant differences in the other strategies (see Table 17).

TABLE 17 Vocabulary Production Strategies Used by HVAs and LVAs

| Item | Strategy | Subject | \bar{x} | S.D. | T-Value |
|------|--|---------|-----------|------|---------|
| 1. | It must be sure for me to know a word's meaning and usage before I use the word. | HVAs | 3.78 | 1.03 | 0.18 |
| | | LVAs | 3.73 | 0.87 | |
| 2. | I try to use a new word in speaking or writing after having learned it. | HVAs | 3.45 | 0.81 | 1.75* |
| | | LVAs | 3.10 | 0.84 | |
| 3. | I try to say in English the actions I see in every day life. | HVAs | 3.07 | 0.91 | 0.63 |
| | | LVAs | 2.93 | 0.94 | |
| 4. | I spend free time playing games to build up vocabulary. | HVAs | 2.70 | 0.91 | 0.14 |
| | | LVAs | 2.67 | 1.12 | |

| Item | Strategy | Subject | \bar{x} | S.D. | T-Value |
|------|--|---------|-----------|------|---------|
| 5. | I participate in classroom activities to learn about vocabulary usage. | HVAs | 3.43 | 0.84 | 1.02 |
| | | LVAs | 3.20 | 1.00 | |
| 6. | I try to explain the unknown words in written or spoken English | HVAs | 3.95 | 0.99 | 2.82* |
| | | LVAs | 3.23 | 1.14 | |

*significant at 0.05 level

Research Question 3

Did the HVAs and the LVAs who rated high in using contextual clues really apply this technique to work out the meanings of unfamiliar words?

Findings

The purpose of this section was to investigate if the HVAs and the LVAs who rated high in using contextual clues actually applied this technique to work out the meanings of unfamiliar words. Thirty subjects (fifteen of them were the HVAs and fifteen of them were the LVAs) who reported a frequent use of using contextual clues (rating above 4 in item 5 of vocabulary comprehension strategies, see Appendix B) were required to do the context utility test (see Appendix C).

Through the T-test, the information from Table 18 below shows that both the HVAs and the LVAs performed significantly better on the context-provided vocabulary test (Vocab II.) than on the context-free test (Vocab I.). In the Vocab I., the HVAs scored 6.73 and the LVAs scored only 2.20 from the total of 20. Obviously, both groups got higher scores in the Vocab II. The HVAs scored 12.47 and the LVAs scored 4.73. This indicated that contextual clues promoted guessing the meaning of unknown words.

The subject's ability in using contextual clues was calculated from the difference in scores between the two tests: Vocab I. and Vocab II. Specifically, the scores obtained from Vocab II minus scores in Vocab I. was the subjects' ability to use contextual clues (Vocab II. – Vocab I. = ability to use contextual clues). The means of the ability to use context clues in inferring the meanings of words were 5.73 for the HVAs and 2.53 for the LVAs. Table 18 below presents these findings.

TABLE 18 Context Utility in Word Meaning Guessing of the HVAs and the LVAs

| Subject | Vocab I. | Vocab II. | Ability in using contextual clues | T-value |
|---------|----------|-----------|-----------------------------------|---------|
| HVAs | 6.73 | 12.47 | 5.73 | *14.89 |
| LVAs | 2.20 | 4.73 | 2.53 | *4.73 |

*significant at 0.05 level

The results indicated that both the HVAs and the LVAs had the ability to use contextual clues in inferring the meanings of words. However, the HVAs had a significantly higher ability to use contextual information to guess meaning of unknown words than the LVAs as presented in Table 19. The subjects who had larger vocabulary had higher ability in using contextual clues. This indicated that the ability in using contextual clues in inferring the meanings of words was related to knowledge of vocabulary .

TABLE 19 The Comparison of the Ability in Using Contextual Clues between the HVAs and the LVAs

| Subject | Vocab I. | Vocab II. | Ability in using contextual clues | T-value |
|---------|----------|-----------|-----------------------------------|---------|
| HVAs | 6.73 | 12.47 | 5.73 | *2.74 |
| LVAs | 2.20 | 4.73 | 2.53 | |

*significant at 0.05 level

4. Information from the open-ended questions

In Part II. of the questionnaire, there were also open-ended questions asking the subjects about other vocabulary learning strategies which were not covered in the questionnaire. The HVAs reported that they used more vocabulary learning strategies than the LVAs (the figures in the parenthesis indicated the percentage of the subjects who used vocabulary learning strategies).

The vocabulary learning strategies used by the HVAs (40 students)

1. Seeing pictures and illustrations to understand vocabulary more easily (2.5%).
2. Trying to remember vocabulary in favorite songs or messages (2.5%).
3. Using unknown words to compose a song (2.5%).
4. Writing new words on a piece of paper, sticking it on the wall, and reciting the words (7.5%).
5. Trying to write unfamiliar words in a notebook and reciting them in free time (2.5%).
6. Competing with friends to remember more vocabulary (2.5%).

The vocabulary learning strategies used by the LVAs (30 students)

1. Writing words in a notebook, looking up their meanings, and remembering them (3.33%).
2. Practicing reading English articles to increase vocabulary (3.33%).
3. Writing new words on a piece of paper, sticking on at the wall, and reciting the words (3.33%).
4. Playing vocabulary games in books or magazines (3.33%).
5. Finding the meanings of words from songs (3.33%).

The HVAs revealed that they used more vocabulary learning strategies than the LVAs but the percentage of subjects who used vocabulary learning strategies from both groups was in the low level. The findings from both groups above showed that the HVAs and the LVAs made a limited effort to learn vocabulary outside the classroom.

CHAPTER 5

SUMMARY, DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

This chapter presents the summary, the conclusion, the discussion, and the interpretations of the findings of the study. The implications for teaching as well as the recommendations for further studies are suggested.

1. Summary of the study

1.1 Purposes of the Study

This study attempted to investigate:

1. the vocabulary learning strategies which were employed by high and low vocabulary achievers and the extent to which they used these vocabulary learning strategies.
2. the differences in terms of the frequency of strategies used between high and low vocabulary achievers.
3. whether high and low vocabulary achievers who rated high in using contextual clues actually applied this technique to work out the meaning of unfamiliar words.

1.2 Subjects

The subjects in this study were 70 first-year students in the 1999 academic year at Prince of Songkla University, Hatyai Campus. They were divided into two groups: the high and the low vocabulary achievers, based on their scores in the English vocabulary test. That is, the subject group consisted of 40 high vocabulary achievers and 30 low vocabulary achievers.

1.3 Research Instruments

Three main types of research instruments were used in this study.

1. The English vocabulary test

This test was adapted from Nanta Palanukulwong (1983). The test was composed of 50 multiple-choice questions. This test was used to divide the subjects into two groups: high and low vocabulary achievers.

2. The questionnaire on vocabulary learning strategies

The questionnaire was adapted from Zainee Waemusa (1993). This questionnaire was employed in the main study to investigate vocabulary learning strategies used by the high and the low vocabulary achievers.

3. The context utility test

The test was taken from Nanta Chiramanee (1992). The purpose of the test was to investigate if the subjects who rated high in using contextual clues (rating above 4 in a 5-scale questionnaire) really applied the use of contextual clue skill when reading.

1.4 Procedures

This study was conducted through the following steps:

1. The English vocabulary test was administered to 324 first-year students at Prince of Songkla University, Hatyai Campus. Their scores on the vocabulary test were used for choosing and classifying the subjects into the high and the low vocabulary achievers. Forty students were classified as the high vocabulary achievers (HVAs) and 30 students were the low vocabulary achievers (LVAs), a total of 70 subjects.

2. In the main study, the questionnaire on vocabulary learning strategies was administered to the 70 subjects (40 of the HVAs and 30 of the LVAs) to investigate the use of vocabulary learning strategies of each group. The questionnaire was divided into two main parts. The first part was about the general information of the subjects which included the subjects' attitudes towards learning English and their perception of the importance of vocabulary in learning English. The purpose of investigating the subjects' attitudes and opportunities in learning English was to investigate the background information and points of view of the subjects in order that the researcher would better understand the subjects in terms of their behaviors in using the vocabulary learning strategies. The second part, which was the main part of the study, was about vocabulary learning strategies.

3. The strategy of using contextual clues to work out word meaning, which was one of vocabulary learning strategies, was selected and further investigated. This particular strategy was chosen because, compared with other vocabulary learning strategies, it was one of the strategies which were concrete and feasible to investigate if the subjects really applied this strategy. Therefore, 30 subjects were selected from the subjects who rated high in using contextual clues to work out word meanings (rated above 4 in a 5-scale questionnaire) for further investigation by a random sampling technique. The context utility test was administered to these 30 subjects (15 of the HVAs and 15 of the LVAs) to determine if they actually applied the technique of using contextual clues for guessing the meaning of the unknown words.

4. Finally, all of the data obtained from the questionnaire and the context utility test were statistically computed through the applications of the arithmetic means, standard deviations and t-tests. The information obtained from the open-ended questions in the questionnaire was qualitatively analysed.

2. Conclusion and Discussion of the Findings

2.1 HVAs and LVAs' attitudes and their opportunities in learning English

In investigating the subjects' attitudes towards learning English, it was found that the HVAs **liked** learning English **strongly** while the LVAs **liked** learning English. In terms of the subjects' attitudes towards the importance of vocabulary, it was clearly seen that the HVAs and the LVAs agreed that vocabulary was **very important**.

In the case of taking opportunities in using English language skills outside the classroom, the results indicated that the HVAs and the LVAs took chances in using the four language skills, especially in using reading skill. It was possible that reading skills was necessary to their fields of study. However, both the HVAs and the LVAs rarely used listening, speaking and writing skills outside the classroom. It could be that Thai students had fewer chances in using speaking and listening outside the classroom because they learned English as a foreign language. The findings that the LVAs took fewer chances in using English outside the classroom might be that the LVAs had limited knowledge of vocabulary, so the degree to which they attempted to use English language skills outside the classroom was low.

The open-ended question at the end of the first part of the questionnaire asking about the subjects' opportunities in using English language skills outside the classroom revealed some interesting information. The subjects used English outside the classroom through reading English newspapers, listening to English songs, watching English movies, talking with foreigners, talking with friends, using English through internet and computer, learning English from tutors, practicing speaking English, and reading the message, notices, and brochures in English. Although both the HVAs and the LVAs used English outside the classroom in the low level, the HVAs took more chances in using English outside the classroom than the LVAs, especially speaking with foreigners (see Table 5, p.37). Maybe the HVAs tried to communicate and used English whenever they had chances. This notion was shared by Rubin (1979), who stated that the good language learners (can be compared to the HVAs in this study) had strong drives to communicate in English. The findings that

the LVAs took fewer chances in using English language skills than the HVAs could be accounted for the fact that the LVAs had limited vocabulary, so they lacked confidence in using the language. This made them choose not to take chances they had in using English. This was in accordance with Jiraporn Dhanarattigannon (1990), who stated that poor language learners (can be compared to the LVAs in this study) tended to be embarrassed when they used English and made mistakes.

2.2 Vocabulary learning strategies

It was found that the subjects used 27 vocabulary learning strategies which were categorized into three main categories: 11 vocabulary comprehension strategies, 10 vocabulary storing strategies, and 6 vocabulary production strategies. The 11 strategies classified as vocabulary comprehension strategies were *guessing the meaning of words from the contextual clues, looking up words in an English-Thai dictionary, pronouncing the new words after the teacher introduces it, using word roots to guess the meaning of words, asking friends or others for the meaning of the unknown words, guessing the meaning of unknown words from the actions or expression of the speakers, looking up words in an English-English dictionary, studying how to use a new word in a dictionary or a grammar book, pronouncing a new word when looking it up in a dictionary, pronouncing the new words after the teacher introduces them, and asking the teacher how to use a new word.* The 10 strategies classified as vocabulary storing strategies were *using some parts of a word to remember its meaning, memorizing words and the meanings, remembering words because of impressive experience, writing and repeating new words to remember them, reviewing words during free time, remembering new words because of unfamiliar pronunciation, categorizing new words by the meanings, categorizing new words in an alphabetical order, reviewing words with friends, and setting a daily schedule to study and remember words.* The 6 strategies classified as vocabulary production strategies were *trying to explain the unknown words in written or spoken language, having to be sure about a word's meaning and its usage before using the word, trying to use a new words in speaking or writing after learning it, participating in classroom activities to learn about vocabulary usage, trying to say in English the events seen in daily life, and spending free time playing games to build up vocabulary.*

The results showed that there was a significant difference in using the three categories of vocabulary learning strategies between the HVAs and the LVAs. That is, the HVAs used the three categories of vocabulary learning strategies significantly more frequently than the LVAs (see Table 14, p.50). In terms of vocabulary comprehension strategies, the findings revealed that there were two strategies which the HVAs significantly used more frequently than the LVAs (see Table 15, p. 51). These strategies were *studying the usage of new words in a dictionary*, and *using word roots to guess the meanings of words*. In case of the vocabulary storing strategies, there were two strategies which the HVAs used significantly more often than the LVAs (see Table 16, p.52). These strategies were *memorizing the new words and their meanings*, and *using some parts of a word to remember its meaning*. It was found that there was a significant difference between the HVAs and the LVAs in using two vocabulary production strategies (see Table 17, p.53). These strategies were *trying to use a new word in speaking or writing after having learned it*, and *trying to explain the unknown words in written or spoken English*.

The findings of the HVAs will be discussed in detail first and followed by those of the LVAs. The results of the study were summarized and discussed as follows.

2.2.1 Vocabulary learning strategies used by the HVAs

2.2.1.1 Vocabulary comprehension strategies

The results showed that the HVAs used the vocabulary comprehension strategies frequently (see Figure 1 in Chapter 4, p. 48). Among the three main categories of vocabulary learning strategies, the HVAs used the vocabulary comprehension strategies more frequently and significantly than the other two vocabulary learning strategies: vocabulary storing strategies and vocabulary production strategies (see Table 13, p. 49). This finding was in accordance with Zainee Waemusa (1993) who found that his good Mathayom Suksa six subjects used vocabulary comprehension strategies more frequently than vocabulary storing strategies and vocabulary production strategies. The reason might be that some of vocabulary comprehension strategies such as *guessing the meanings of unknown*

words from the context, and looking up the meaning of unknown words in a dictionary were useful strategies which could help the students understand the words' meaning.

Among the 11 items classified under vocabulary comprehension strategies, the strategy which the HVAs study **used most frequently** was *guessing the meaning of words from the contextual clues*. Perhaps, the use of contextual clues could bring about improvement in the ability to infer the meanings of unfamiliar words, and this strategy enabled the readers to improve reading comprehension (Tan Siok Hoon : 1980).

The strategies which the HVAs **used frequently** were *guessing the meaning of unknown words from the actions or expression of the speakers, asking friends or others for the meaning of unknown words, looking up words in an English-Thai dictionary, pronouncing a new word after the teacher had introduced it, and using word roots and or affixes to guess the meaning of words*. The reason why they **used** these strategies **frequently** might be that the HVAs had good attitudes towards learning English (see Table 2, p.34). This led them to learn English actively from other sources and to try to learn the meanings of words from the surrounding contexts such as *guessing the meaning of unknown words from the actions or expression of the speakers, consulting a dictionary or asking their friends, pronouncing a new word after the teacher had introduced it*. In addition, the HVAs had larger vocabulary knowledge; they could apply their vocabulary knowledge to understand new words effectively. This was supported by Kamolnrad (1980), who showed that there was a significant difference between word-formation (prefix and suffix) and vocabulary understanding.

The vocabulary comprehension strategies which the HVAs **used moderately** were *asking their teachers for the meaning of unknown words, asking the teacher how to use a new word, looking up words in an English-English dictionary, studying how to use new words in a dictionary or a grammar book, and pronouncing a new word when looking it up in a dictionary*. Perhaps, the HVAs liked learning English strongly which made them eager to learn English vocabulary by using the strategies mentioned above. The findings that the HVAs used an English-English dictionary moderately might be because they had problems in using the English-English dictionaries. This is supported by Intira Navasumrit (1989) who stated that

some students did not know how to use the English-English dictionaries because they had limited vocabulary and did not understand parts of speech of the words.

In conclusion, the HVAs used vocabulary comprehension strategies ranging from the scales 3-5 (3 = moderately used, 4 = frequently used, 5 = most frequently used).

2.2.1.2 Vocabulary storing strategies

The HVAs used vocabulary storing strategies **moderately** (see Figure 1 in Chapter 4, p. 48). Among the total 10 vocabulary storing strategies, the HVAs used strategies of *using some parts of a word for memorizing its meaning most frequently*. Possibly, the HVAs could apply the knowledge of word roots and affixes to analyse the words which could help them memorize the words more easily and efficiently.

The strategies which the HVAs used **frequently** were *memorizing the words and their meanings, writing and repeating new words to remember, and remembering words because of their own impressive experiences*. This might be attributed to the fact that these strategies helped them memorize words more easily and efficiently by matching the words with its meaning, their own experiences, and through out practice. Another reason was that these strategies were common in words learning, so this made the HVAs use these three strategies frequently.

The strategies which the HVAs used **slightly** were *reviewing words with their friends, and setting a daily schedule to study and remember words*. The reason why they used these two strategies slightly might be that the former involved other people which made it impossible to do it alone and the latter was quite systematic and needed a lot of effort to accomplish.

In conclusion, the HVAs used vocabulary storing strategies ranging from the scales 2-4 (2 = slightly used, 3 = moderately used, 4 = frequently used).

2.2.1.3 Vocabulary production strategies

The HVAs used **moderately** vocabulary production strategies (see Figure 1 in Chapter 4, p. 48). Among the 6 vocabulary production strategies, they used **frequently** strategies of *having to be sure to know a word's meaning before using the word*, *trying to use a new word in speaking or writing after having learned it*, *participating in classroom activities to learn vocabulary usage*, and *trying to explain the unknown words in written or spoken English*. Maybe, the HVAs liked learning English **strongly** (see Table 2 in Chapter 4, p.34) so they tried to use vocabulary after they learned the new words.

The strategies which the HVAs **moderately used** were *trying to say in English the events they saw in every day life*, and *spending free time playing games to build up vocabulary*. Perhaps, the HVAs took chances in learning words and they tried to use and practise the words they learned whenever they had chances. According to Rubin (1979), good language learners (can be compared to the HVAs in this study) had a strong drive to communicate, and to practise the language.

In conclusion, the HVAs used vocabulary production strategies ranging from the scales 3-4 (3= moderately used, 4 = frequently used).

2.2.2 Vocabulary learning strategies used by LVAs

2.2.2.1 Vocabulary comprehension strategies

Like the HVAs, the LVAs also used the vocabulary comprehension strategies and they used them more frequently than the other two vocabulary learning strategies: vocabulary storing strategies and vocabulary production strategies (see Table 13, p. 49).

The LVAs **used** the vocabulary comprehension strategies **moderately** (see Figure 1 in Chapter 4, p.48). Among the 11 vocabulary comprehension strategies under vocabulary comprehension strategies, the strategies which the LVAs **used frequently** were *guessing the meaning of unknown words from the actions or expression of the speakers, asking the teacher for the meaning of unknown words, guessing the meaning of words from the contextual clues, looking up words in an English-Thai dictionary, and pronouncing a new word when looking it up in a dictionary*. This might be that these strategies were common strategies in learning vocabulary.

Vocabulary comprehension strategies which the LVAs **used moderately** were *asking their friends or others for the meanings of unknown words, asking their teachers how to use a new word, looking up a word in an English-English dictionary, studying how to use new words in a dictionary, pronouncing a new word after the teacher introduces it, and using word roots and/or affixes to guess its meaning*. Possibly, the LVAs liked learning English and knew that vocabulary was important (see Table 2-3, p. 34 -35).

In conclusion, the LVAs used vocabulary comprehension strategies ranging from the scales 3-4 (3= moderately used, 4 = frequently used).

2.2.2.2 Vocabulary storing strategies

The LVAs **used** vocabulary storing strategies **moderately** but they used this strategy least among the three main categories of vocabulary learning strategies (see Figure 1 in Chapter 4, p. 48). Among the 10 vocabulary storing strategies, the strategies which the LVAs **used moderately** were *reviewing new words by themselves during their free time, reviewing words with their friends, remembering the words and their meanings, writing and repeating new words to remember them, remembering words because of their unfamiliar pronunciation, remembering words because of their own impressive experiences, and using some parts of words to remember its meaning*. This might be that some strategies such as *reviewing words in free time, and writing and repeating new words to remember* needed amount of time to learn and store words in a memory.

The strategy of *reviewing words with friends* involved other people and the other strategies such as *using some parts of a word to remember its meaning, remembering words because of unfamiliar pronunciations, and their own impressive experiences* required an extensive vocabulary and experiences. This limitations would lead the LVAs to use these strategies in a moderate level (see Table 10, p. 44).

Vocabulary storing strategies which the LVAs **used slightly** were *categorizing words by their meanings; categorizing words in an alphabetical order, and setting a daily schedule to study and remember words*. Maybe, these strategies were time-consuming and required a lot of effort so the LVAs ignored these strategies. In addition, these strategies mostly relied on memorization which could bore students in acquiring vocabulary.

In conclusion, the LVAs used vocabulary storing strategies ranging from the scales 2-3 (2 = slightly used, 3= moderately used).

2.2.2.3 Vocabulary Production strategies

The LVAs **used** vocabulary production strategies **moderately**. The level they used this strategy was less than vocabulary comprehension strategies but higher than vocabulary storing strategies (See Figure 1 in Chapter 4, p. 48).

Among the 6 vocabulary production strategies, the strategy which the LVAs **used frequently** was *having to be sure about a word's meaning and usage before they use the word*. Perhaps, the LVAs had limited vocabulary which made them shy and took fewer chances in using the language than the HVAs (See Table 12, p.47).

The strategies which the LVAs **used moderately** were *trying to use a new word in writing or speaking after having learned it, trying to say in English the events they see in everyday life, spending free time playing games to build up vocabulary, participating in classroom activities to learn about vocabulary usage, and trying to explain the unknown words in written or spoken English*. It was possible that they had positive attitudes towards English learning and thought that vocabulary was important for English learning (see Table 2-3 in Chapter 4, p. 34 -35).

However, the degree which they paid attention to English language learning was less than that of HVAs, making them use these strategies in a moderate level.

In conclusion, the LVAs used vocabulary production strategies ranging from the scales 3-4 (3= moderately used, 4 = frequently used).

There were the open-ended questions asking for other vocabulary learning strategies not covered in strategies listed in the questionnaire. The results revealed that the HVAs used certain strategies to learn new words such as *trying to remember vocabulary in favorite songs or messages* while the LVAs mentioned using strategies like *playing vocabulary games in books or magazines*. Certain strategies which the HVAs used more frequently than the LVAs were, for example, *writing new words in a piece of paper, sticking the paper on the wall and reciting the words*. Perhaps, the HVAs strongly liked learning English and they tried harder to learn English vocabulary.

2.3 Using contextual clues

The HVAs and the LVAs both had ability to use contextual clues. However, the HVAs had significantly higher ability to use context clues to guess the meanings of unknown words than the LVAs. Possibly, the HVAs had better vocabulary knowledge and they could better apply this knowledge to work out the meaning of unknown words.

In conclusion, the findings of the study were summarized to answer the research questions as follows:

Research Findings 1: There were 27 vocabulary learning strategies in this study and they were categorized into three main categories: 11 vocabulary comprehension strategies, 10 vocabulary storing strategies, and 6 vocabulary production strategies. The vocabulary learning strategies which were used by the HVAs and the LVAs and the extent which these vocabulary learning strategies were used are presented in Table 20.

Table 20 Levels of Vocabulary Learning Strategies Used by the HVAs and the LVAs

| Strategy Category | Vocabulary Learning Strategies | Subject | Level of Using | | | | |
|-------------------------------------|--|--------------|----------------|---|---|---|---|
| | | | 5 | 4 | 3 | 2 | 1 |
| Vocabulary Comprehension Strategies | 1. Guessing the meaning of words from the contextual clues. | HVAs LVAs | √ | | | | |
| | 2. Looking up words in an English - Thai dictionary. | HVAs LVAs | | √ | | | |
| | 3. Pronouncing the new words after the teacher introduces them. | HVAs LVAs | | √ | | | |
| | 4. Guessing the meaning of unknown words from the actions or expressions of the speakers. | HVAs LVAs | | √ | | | |
| | 5. Asking friends or others for the meanings of the unknown words. | HVAs LVAs | | √ | | | |
| | 6. Using word roots and /or affixes (i.e. prefix and suffix) to guess the meanings of words. | HVAs LVAs | | √ | | | |
| | 7. Asking the teacher how to use a new word. | HVAs LVAs | | | √ | | |
| | 8. Looking up words in an English-English dictionary. | HVAs LVAs | | | √ | | |
| | 9. Studying how to use a new word in a dictionary or a grammar book. | HVAs LVAs | | | √ | | |
| | 10. Pronouncing a new word when looking it up in a dictionary. | HVAs LVAs | | | √ | | |
| | 11. Asking the teacher how to use a new word. | HVAs LVAs | | | √ | | |

| Strategy Category | Vocabulary Learning Strategies | Subject | Level of Using | | | | |
|--|--|--------------|----------------|---|---|---|---|
| | | | 5 | 4 | 3 | 2 | 1 |
| Vocabulary Storing Strategies | 1. Using some parts of a word to remember its meaning. | HVAs LVAs | √ | | √ | | |
| | 2. Setting a daily schedule to study and remember words. | HVAs LVAs | | √ | | | |
| | 3. Memorizing words and the meanings. | HVAs LVAs | | √ | √ | | |
| | 4. Writing and repeating new words to remember them | HVAs LVAs | | √ | √ | | |
| | 5. Categorizing new words by the meanings. | HVAs LVAs | | √ | √ | | |
| | 6. Reviewing words during free time. | HVAs LVAs | | | √ | √ | |
| | 7. Reviewing words with friends. | HVAs LVAs | | | √ | √ | |
| | 8. Remembering words because of unfamiliar pronunciation. | HVAs LVAs | | | √ | √ | |
| | 9. Remembering words because of their own impressive experiences. | HVAs LVAs | | | √ | √ | |
| | 10. Categorizing new words in an alphabetical order. | HVAs LVAs | | | √ | √ | |
| Vocabulary Production Strategies | 1. Having to be sure about a word's meaning and its usage before using the word. | HVAs LVAs | | √ | | | |
| | 2. Trying to explain the unknown words in written or spoken language. | HVAs LVAs | | √ | √ | | |
| | 3. Participating in classroom activities to learn vocabulary usage. | HVAs LVAs | | √ | √ | | |

| Strategy Category | Vocabulary Learning Strategies | Subject | Level of Using | | | | |
|--|---|---------|----------------|---|---|---|---|
| | | | 5 | 4 | 3 | 2 | 1 |
| Vocabulary Production Strategies | 4. Trying to use a new word in speaking or writing after learning it. | HVAs | | | √ | | |
| | | LVAs | | | √ | | |
| | 5. Trying to say in English the events seen in daily life. | HVAs | | | √ | | |
| | | LVAs | | | √ | | |
| | 6. Spending free time playing games to build up vocabulary. | HVAs | | | √ | | |
| | | LVAs | | | √ | | |

Research Findings 2: There were significant differences in using these three main categories of vocabulary learning strategies (vocabulary comprehension strategies, vocabulary storing strategies and vocabulary production strategies) between the HVAs and the LVAs. That is, the HVAs used these three categories significantly more often than the LVAs. This is because the HVAs had better vocabulary knowledge, better attitudes towards learning English and they took more chances in learning words. In addition, the findings from the first part of the questionnaire indicated that most of the HVAs started learning English longer than the LVAs. This seems to suggest that there was a relationship between the length of time of studying English and the level of vocabulary knowledge, which, in turn, led to different vocabulary learning strategies. This might lead the HVAs to use vocabulary learning strategies more often than the LVAs.

Research Findings 3: Both the HVAs and the LVAs had ability to use contextual clues. However, the HVAs had higher ability in using contextual clues to work out word meanings than the LVAs. Possibly, the HVAs had better vocabulary knowledge and they could better apply this knowledge of words to work out the meanings of unknown words.

3. Implications for Teaching

Data obtained from the study provided some useful implications for teaching as follows:

1. Some useful vocabulary learning strategies such as *guessing the meaning of unknown words, studying the usage of new word in a dictionary or a grammar book, and using some parts of a word to remember its meaning* should be taught to help learners understand the meaning of words more effectively.

2. The findings from this study showed that the high and the low vocabulary achievers used an English-English dictionary moderately. Therefore, teachers should increase their levels of using this strategy by training the learners how to use an English-English dictionary because an English-English dictionary can provide much more details of words than an English-Thai dictionary (e.g. fundamental knowledge about words: roots, pronunciation, derivation, infection, and word formation).

3. Teachers should assign learners outside classroom activities such as reading English newspapers or magazines, watching English programs or listening to the radio in order that learners can better use vocabulary learning strategies independently in their real life.

4. Recommendations for Further Studies

According to the findings in this study, the followings are suggested for further research.

1. The information in this study was obtained from the questionnaire and tests. Therefore, other methods such as interviews and observation should be included in further investigations to investigate if the results are the same.

2. Further investigations on vocabulary learning strategies of high and low vocabulary achievers should be conducted on other subject groups in other universities for a better understanding of the use of vocabulary learning strategies in Thailand and for language learning improvement.

3. For a better understanding of using vocabulary learning strategies in the Thai situation, further experimental research should be conducted to observe how

effective vocabulary learning strategies are when the Thai students are trained to use these strategies.

4. Further research should include other factors of the subjects to investigate the relationship of these factors to vocabulary learning strategies. These factors might be: levels of education, sex, age, the fields of study, and institution.

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Appendix A

The English Vocabulary Test

Name Student's code Faculty

Part A. Choose the most appropriate meaning of the underlined word in each item given below.

1. He has spoken out courageously on several occasions.

| | |
|---------------|-------------|
| a) kindly | b) honestly |
| c) faithfully | d) bravely |

2. It is with deep regret that I have to announce the closure of the factory.

| | |
|----------------|---------------|
| a) pain | b) sorrow |
| c) willingness | d) hesitation |

3. Can you identify your umbrella among these?

| | |
|-------------|--------------|
| a) remember | b) recognize |
| c) see | d) follow |

4. After John had tried five different ways, his effort to deal with the problem was finally successful.

| | |
|-------------|------------|
| a) trial | b) skill |
| c) solution | d) attempt |

5. Is money essential to happiness?

| | |
|----------------|--------------|
| a) influential | b) useful |
| c) important | d) necessary |

6. Giving up smoking reduces the risks of heart disease.

| | |
|--------------|--------------|
| a) cures | b) relieves |
| c) increases | d) decreases |

7. Wild animals are starving to death because the forests, which are their habitats and food supplied are destroyed.

| | |
|--------------------------|----------------------------|
| a) dying of hunger | b) dying of flood |
| c) dying of some disease | d) dying through neglected |

8. During her career, she met many famous people.

| | |
|-------------|---------------|
| a) study | b) life |
| c) ambition | d) profession |

9. I had no opportunity to discuss this topic with her.
a) time
b) confidence
c) affair
d) chance
10. Strawberries are abundant in the winter.
a) plentiful
b) vast
c) fresh
d) available
11. It seems probable that he is a murderer.
a) certain
b) likely
c) relevant
d) steady
12. Somchai listened patiently to his advisor's comment.
a) contentedly
b) boredly
c) uncomplainingly
d) steadily
13. The children were severely punished for stealing their parents' money.
a) painfully
b) violently
c) logically
d) reasonably
14. I said *hello* to her, but she completely ignored me.
a) announced
b) rejected
c) overlooked
d) neglected
15. Did you deliver my message to my father?
a) distribute
b) contribute
c) address
d) dictate
16. The committee consists of ten members.
a) is made of
b) is defined as
c) is classified into
d) is made up of
17. Our product needs an image that people can relate to .
a) base on
b) assume by
c) associate with
d) result in
18. The microphone was cunningly concealed in a bunch of flowers.
a) shown
b) hidden
c) put
d) stuck

19. They abandoned the sinking ship.
 a) left
 b) followed
 c) damaged
 d) forgot
20. He broke into the house to commit a burglary.
 a) perform
 b) plan
 c) look into
 d) take up
21. The residents of the town are proud of its park.
 a) inhabitants
 b) immigrants
 c) owners
 d) workers
22. The government proclaimed a state of emergency.
 a) replied
 b) announced
 c) declined
 d) encouraged
23. The police prohibited parking on Main Street.
 a) hated
 b) forbade
 c) postponed
 d) approved of
24. The two bombs exploded simultaneously.
 a) all of a sudden
 b) right away
 c) in a great hurry
 d) at the same time
25. They say the government is subsidizing the steel industry.
 a) supporting
 b) increasing
 c) maintaining
 d) reducing

Part B Choose the most appropriate word to complete each item given below.

26. Of the six people in the plane when it crashed, only one _____.
 a) offended
 b) intended
 c) expired
 d) survived
27. The band played a number of songs _____ some of my favorites.
 a) beyond
 b) including
 c) besides
 d) adding
28. She _____ that she is innocent in this case.
 a) confirmed
 b) argued
 c) confessed
 d) suspected

49. Anita has become very popular because she is a _____ entertainer. She can sing, dance, and act equally well.
- | | |
|-------------|--------------|
| a) generous | b) serious |
| c) pretty | d) versatile |
50. Some people follow this _____ every morning: wake up, brush teeth, shower, dress, breakfast, and go to work.
- | | |
|-----------------|--------------|
| a) introduction | b) sequence |
| c) information | d) relevance |
-

Appendix B

A Questionnaire on Vocabulary Learning Strategies

แบบสอบถามเกี่ยวกับกลวิธีหรือเทคนิค ในการเรียนรู้ศัพท์ภาษาอังกฤษ

คำอธิบายแบบสอบถาม

แบบสอบถามนี้ทำขึ้นเพื่อรวบรวมรายละเอียดเกี่ยวกับกลวิธีหรือเทคนิคการเรียนรู้คำศัพท์ภาษาอังกฤษของนักศึกษาชั้นปีที่ 1 มหาวิทยาลัยสงขลานครินทร์ วิทยาเขตหาดใหญ่ ข้อมูลที่ได้จะนำไปประกอบการประเมินผลหาความสัมพันธ์ระหว่างกลวิธีหรือเทคนิคการเรียนรู้คำศัพท์ภาษาอังกฤษกับระดับความรู้เรื่องคำศัพท์ของนักศึกษา ผลสรุปทั้งหมดจะเป็นประโยชน์ในการใช้ปรับปรุงการเรียนการสอนคำศัพท์ภาษาอังกฤษต่อไป

แบบสอบถามนี้แบ่งออกเป็น 2 ตอนคือ

ตอนที่ 1 คำถามและข้อมูลเกี่ยวกับผู้ตอบแบบสอบถาม

ตอนที่ 2 คำถามเกี่ยวกับกลวิธีหรือเทคนิคที่ใช้ในการเรียนรู้คำศัพท์ภาษาอังกฤษของผู้ตอบแบบสอบถาม

ข้าพเจ้าขอรับรองว่าคำตอบของท่านจะเป็นความลับและจะไม่มีผลกับคะแนนวิชา Foundation English II ผลจากการสำรวจจะนำไปใช้ในการศึกษาในครั้งนี้อย่างแน่นอน ข้าพเจ้าหวังเป็นอย่างยิ่งว่าคงจะได้รับความร่วมมือจากท่านและขอขอบคุณที่ท่านได้ให้ความร่วมมือในการตอบแบบสอบถามฉบับนี้มา ณ ที่นี้ด้วย

นายวิสุทธิ์ กระจ่างศิริศิลป์
นักศึกษาระดับปริญญาโท
สาขาภาษาศาสตร์ประยุกต์
ภาควิชาภาษาและภาษาศาสตร์
มหาวิทยาลัยสงขลานครินทร์

| ตอนที่ 1 | สำหรับผู้วิจัย |
|--|---|
| <p>ข้อมูลเกี่ยวกับผู้ตอบแบบสอบถาม</p> <p>คำชี้แจง ให้ท่านเติมข้อความในช่องว่างและใส่เครื่องหมาย ✓ ในช่องวงเล็บข้างล่างตามความเป็นจริงและถูกต้องที่สุด</p> | <p>แบบสอบถามชุดที่ </p> |
| <p>ก. ข้อมูลทั่วไป</p> <p>1. ชื่อ.....นามสกุล .....รหัสนักศึกษา</p> <p>2. เพศ [] ชาย (1) [] หญิง (2) อายุ ปี</p> <p>3. คณะ [] แพทยศาสตร์ (1) [] ทันตแพทยศาสตร์ (5) [] เกษศาสตร์ (2) [] วิทยาศาสตร์ (6) [] ทรัพยากรธรรมชาติ (3) [] วิศวกรรมศาสตร์ (7) [] วิทยาการจัดการ (4) [] พยาบาลศาสตร์ (8)</p> <p>4. ระยะเวลาที่ท่านใช้เรียนภาษาอังกฤษตั้งแต่เริ่มเรียนถึงปัจจุบันคือ [] 16ปี (ตั้งแต่ชั้นอนุบาล) (1) [] 9ปี (ตั้งแต่ ป. 5) (3) [] 13ปี (ตั้งแต่ ป. 1) (2) [] 7ปี (ตั้งแต่ ม. 1) (4) [] อื่นๆ (โปรดระบุ)</p> | <p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3</p> <p><input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6</p> <p><input type="checkbox"/> 7</p> <p><input type="checkbox"/> 8</p> |
| <p>ข. ทักษะคิดและโอกาสในการใช้ภาษาอังกฤษ <u>มาก</u> <u>ปานกลาง</u> <u>น้อย</u></p> <p>5. ท่านชอบเรียนภาษาอังกฤษมากน้อยเพียงใด [] [] [] <input type="checkbox"/> 9</p> <p>6. ท่านคิดว่าคำศัพท์เป็นสิ่งจำเป็นในการเรียนรู้ ภาษาอังกฤษมากน้อยเพียงใด [] [] [] <input type="checkbox"/> 10</p> <p>7. ท่านได้ใช้ภาษาอังกฤษในการฟังนอก ห้องเรียนเพียงใด [] [] [] <input type="checkbox"/> 11</p> <p>8. ท่านได้ใช้ภาษาอังกฤษในการพูดนอก ห้องเรียนเพียงใด [] [] [] <input type="checkbox"/> 12</p> <p>9. ท่านได้ใช้ภาษาอังกฤษในการอ่านนอก ห้องเรียนเพียงใด [] [] [] <input type="checkbox"/> 13</p> <p>10. ท่านได้ใช้ภาษาอังกฤษในการเขียนนอก ห้องเรียนเพียงใด [] [] [] <input type="checkbox"/> 14</p> <p>11. โอกาสที่ท่านได้ใช้ภาษาอังกฤษนอกห้องเรียนได้แก่ (โปรดตอบเป็นข้อๆ) </p> | |

ตอนที่ 2

คำถามเกี่ยวกับกลวิธีหรือเทคนิคในการเรียนรู้ศัพท์ภาษาอังกฤษของผู้ตอบแบบสอบถาม
คำชี้แจง โปรดใส่เครื่องหมาย ✓ ให้ตรงกับระดับการกระทำของท่านว่า ท่านใช้กลวิธี
 หรือเทคนิคการเรียนรู้ศัพท์ภาษาอังกฤษในแต่ละประเด็นมากน้อยเพียงใด ตัวเลขที่ท่าน
 จะใช้เลือกตอบ มีความหมายดังนี้

- | | | |
|---|---------|---------------|
| 5 | หมายถึง | ใช้บ่อยที่สุด |
| 4 | หมายถึง | ใช้บ่อย |
| 3 | หมายถึง | ใช้ปานกลาง |
| 2 | หมายถึง | ใช้น้อย |
| 1 | หมายถึง | ใช้น้อยที่สุด |

2.1 วิธีการเข้าใจคำศัพท์ใหม่

ในกรณีที่ท่านไม่ทราบความหมาย วิธีใช้และการออกเสียง

คำศัพท์ใหม่ในภาษาอังกฤษ ท่านได้ปฏิบัติตามวิธีการ

ต่อไปนี้มากน้อยเพียงใด

| | 5 | 4 | 3 | 2 | 1 | |
|--|---|---|---|---|---|-----------------------------|
| 1. เดาความหมายของคำศัพท์จากท่าทางหรือการแสดงออกของผู้พูด | | | | | | <input type="checkbox"/> 15 |
| 2. ถามความหมายของคำศัพท์ใหม่ที่ไม่เข้าใจจากผู้สอน | | | | | | <input type="checkbox"/> 16 |
| 3. ถามความหมายของคำศัพท์ใหม่ที่ไม่เข้าใจจากเพื่อนหรือบุคคลอื่น | | | | | | <input type="checkbox"/> 17 |
| 4. ถามผู้สอนเกี่ยวกับวิธีใช้ของคำศัพท์ใหม่นั้น | | | | | | <input type="checkbox"/> 18 |
| 5. อนุมานความหมายของคำศัพท์จากข้อความข้างเคียงคำศัพท์นั้น ภายในประโยคและประโยคใกล้เคียง | | | | | | <input type="checkbox"/> 19 |
| 6. หาความหมายและวิธีใช้ของคำศัพท์ใหม่นั้นจากพจนานุกรม ภาษาอังกฤษ-อังกฤษ | | | | | | <input type="checkbox"/> 20 |
| 7. หาความหมายและวิธีใช้ของคำศัพท์ใหม่นั้นจากพจนานุกรม ภาษาอังกฤษ-ไทย | | | | | | <input type="checkbox"/> 21 |
| 8. ศึกษาตัวอย่างการใช้คำศัพท์ใหม่จากพจนานุกรมหรือตำรา ไวยากรณ์อื่นด้วยตนเอง | | | | | | <input type="checkbox"/> 22 |

| | 5 | 4 | 3 | 2 | 1 | สำหรับผู้จัด |
|--|---|---|---|---|---|-----------------------------|
| 9. พยายามอ่านออกเสียงคำศัพท์ใหม่ตามพจนานุกรม | | | | | | <input type="checkbox"/> 23 |
| 10. พยายามอ่านออกเสียงคำศัพท์ใหม่ตามที่ครูสอน | | | | | | <input type="checkbox"/> 24 |
| 11. หาความหมายของศัพท์นั้น โดยแยกองค์ประกอบของคำศัพท์ ออกเป็นรากศัพท์ (root) หน่วยเติมหน้าศัพท์ (prefix) และ หน่วยเติมหลังศัพท์ (suffix) เช่น unhappiness = un+happy+ ness 'ไม่มีความสุข' 'ไม่' 'สุข' '[นาม]' | | | | | | <input type="checkbox"/> 25 |
| 12. นอกจากวิธีการเข้าใจคำศัพท์ใหม่ที่ได้กล่าวถึงในข้อ 1-11 แล้ว ท่านมีวิธีการทำความเข้าใจคำศัพท์ใหม่วิธีอื่นดังนี้ (โปรดตอบเป็นข้อๆ) | | | | | | |
| | | | | | | |
| | | | | | | |
| 2.2 วิธีการที่ใช้จัดเก็บและจดจำคำศัพท์ | | | | | | |
| ท่านมีวิธีการในการจัดเก็บและจดจำคำศัพท์ | | | | | | |
| ตามวิธีการต่อไปนี้เพียงใด | | | | | | |
| | 5 | 4 | 3 | 2 | 1 | สำหรับผู้จัด |
| 1. จัดเก็บคำศัพท์ใหม่เป็นหมวดหมู่โดยใช้เกณฑ์ทางความหมาย เช่น จัดคำศัพท์หมวดอาหารไว้ด้วยกัน หรือจัดคำศัพท์หมวดสัตว์ไว้ในกลุ่มเดียวกัน เป็นต้น | | | | | | <input type="checkbox"/> 26 |
| 2. จัดเก็บคำศัพท์ใหม่เป็นหมวดหมู่โดยเรียงตามลำดับตัวอักษร ตัวแรกของคำจาก A-Z | | | | | | <input type="checkbox"/> 27 |
| 3. อ่านบททวนคำศัพท์ด้วยตนเองเมื่อมีเวลาว่าง | | | | | | <input type="checkbox"/> 28 |
| 4. อ่านบททวนคำศัพท์กับเพื่อนๆเมื่อมีเวลาว่าง | | | | | | <input type="checkbox"/> 29 |
| 5. ท่องจำคำศัพท์เป็นคำๆ พร้อมความหมาย | | | | | | <input type="checkbox"/> 30 |
| 6. พยายามจัดตารางเวลาท่องจำคำศัพท์ในแต่ละวัน | | | | | | <input type="checkbox"/> 31 |
| 7. พยายามพูดหรือเขียนคำศัพท์นั้นหลายๆครั้งเพื่อให้จำคำนั้นได้ | | | | | | <input type="checkbox"/> 32 |
| 8. จำคำศัพท์นั้นได้เพราะคำศัพท์นั้นออกเสียงแปลกสำหรับตนเอง | | | | | | <input type="checkbox"/> 33 |

| | 5 | 4 | 3 | 2 | 1 | สำหรับผู้วิจัย |
|--|---|---|---|---|---|-----------------------------|
| 9. จำคำศัพท์นั้นได้เพราะมีประสบการณ์ฝังใจที่ทำให้จำคำศัพท์นั้น (เช่น อ่านคำศัพท์คำหนึ่งผิด ทำให้เพื่อนหัวเราะ หลังจากนั้นจะจำคำ นั้นได้พร้อมกับความหมาย เป็นต้น) | | | | | | <input type="checkbox"/> 34 |
| 10. จำคำศัพท์โดยนึกถึงองค์ประกอบบางส่วนของคำนั้น เช่น จำคำว่า illegally ได้ เนื่องจากจำส่วน legal มาก่อน เป็นต้น | | | | | | <input type="checkbox"/> 35 |
| 11. นอกจากวิธีการที่ใช้จัดเก็บและจดจำคำศัพท์ที่ได้กล่าวถึงใน ข้อ 1-10 แล้ว ท่านมีวิธีการจัดเก็บและจดจำคำศัพท์แบบอื่นๆ คือ (โปรดตอบเป็นข้อๆ) | | | | | | |

2.3 วิธีการนำคำศัพท์ใหม่ไปใช้

ในกรณีที่ท่านนำคำศัพท์ใหม่ไปใช้ ท่านได้ปฏิบัติตามวิธีการ
ต่อไปนี้เพียงใด

| | 5 | 4 | 3 | 2 | 1 | |
|---|---|---|---|---|---|-----------------------------|
| 1. จะใช้คำศัพท์นั้นมาพูดหรือเขียนก็ต่อเมื่อแน่ใจว่าเข้าใจ ความหมายและที่ใช้ของคำนั้นอย่างถูกต้อง | | | | | | <input type="checkbox"/> 36 |
| 2. พยายามใช้คำศัพท์ที่เพิ่งเรียน ไป มาพูดหรือแต่งประโยค | | | | | | <input type="checkbox"/> 37 |
| 3. พยายามเรียกสิ่งๆที่พบเห็นในชีวิตประจำวันเป็นภาษาอังกฤษ | | | | | | <input type="checkbox"/> 38 |
| 4. เล่นเกมส์ต่างๆที่เกี่ยวกับคำศัพท์ใหม่นั้นๆในเวลาว่าง | | | | | | <input type="checkbox"/> 39 |
| 5. ร่วมทำกิจกรรมเกี่ยวกับการใช้ศัพท์ภาษาอังกฤษในห้องเรียน | | | | | | <input type="checkbox"/> 40 |
| 6. เมื่อนึกคำศัพท์ไม่ได้จะพยายามใช้ถ้อยคำอื่นในภาษาอังกฤษมา ใช้แทนคำศัพท์ที่นึกไม่ได้นั้น | | | | | | <input type="checkbox"/> 41 |
| 7. นอกจากวิธีการนำคำศัพท์ใหม่ไปใช้ดังที่ได้กล่าวถึงในข้อ 1-6 ข้างบนนี้แล้ว ท่านมีวิธีการนำคำศัพท์ใหม่ไปใช้โดยวิธีการอื่นอีกคือ (โปรดตอบเป็นข้อๆ) | | | | | | |

ขอขอบคุณที่ให้ความร่วมมือ

Appendix C

Context Utility Test

Vocabulary without context (Vocab I. Test)

Name..... Student's code Faculty

Write the meanings of the following words in Thai.

- | | | | |
|-----|---------------|---|-------|
| 1. | to violate | = | ..... |
| 2. | confident | = | ..... |
| 3. | deterioration | = | ..... |
| 4. | to collapse | = | ..... |
| 5. | vast | = | ..... |
| 6. | enormously | = | ..... |
| 7. | to assess | = | ..... |
| 8. | to enforce | = | ..... |
| 9. | offenders | = | ..... |
| 10. | to pool | = | ..... |
| 11. | redundant | = | ..... |
| 12. | dispute | = | ..... |
| 13. | definitely | = | ..... |
| 14. | to favor | = | ..... |
| 15. | neglect | = | ..... |
| 16. | to schedule | = | ..... |
| 17. | to cancel | = | ..... |
| 18. | to adjust | = | ..... |
| 19. | resistance | = | ..... |
| 20. | to extinguish | = | ..... |

Vocabulary in context (Vocab II. Test)

Name.....Student' s code Faculty

Write the meaning of the following words in Thai.

1. This is a land of democracy. Everyone can do and/or say whether he likes as long as it disturbs nobody else and doesn't violate the law.

violate =

2. After the operation, the patient looked well and the doctors were confident that he would recover quickly and soon leave the hospital. But a week later there was a rapid deterioration in his condition which the doctors could do nothing to help. He died peacefully.

confident =

deterioration =

3. As a result of the company's collapse, the workers became unemployed and all its property was sold to pay the debt.

collapse =

4. The rice-growing areas of central Thailand may be considered large but they are small when compared to the vast wheat-growing areas of the USA and Canada.

vast =

5. The price of goods has gone up enormously because of inflation and rapid economic growth. Things now cost three times more than they did before .

enormously =

6. Judging a person by his appearance is not a good way to assess his character. You need to also consider actions and words in order to form a clearer picture of what kind of person he really is.

assess =

7. It is easier to pass laws to prohibit drug-taking and trafficking than to enforce these laws. The number of drug addicts is increasing daily even though there are laws which say that dealing in drug is a national crime.

enforce =

8. The police have taken strong actions against dangerous drivers. Some of the offenders have even been jailed. However, none of these measures have succeeded in reducing the number of road accidents.

offenders =

9. I don't have enough money and neither do any of you, so let's pool all our money together and buy him a gift.

pool =

10. The fourth sentence in your essay is redundant because it repeats the information given in the first sentence.

redundant =

11. The Smiths and Lees family quarreled over the boundary of their adjoining pieces of land. As they could not settle their dispute among themselves, police had to come and settle down the matter.

dispute =

12. She will definitely not be participating in the Asian Games because she has a major operation.

definitely =

13. The boys feel that the teacher favors the girls because the girls are the ones who are always at the top of the class.

favor =

14. You'd better pay more attention to your study because during the past two months you have been concentrating on sports and games and have neglected your study.

neglected =

15. A visit to the local theatre was not scheduled for the Prime Minister of Malaysia. But since the planned visit to the Royal Palace had to be canceled due to heavy rain, he was taken to the local theatre instead.

scheduled =

canceled =

16. Most first-year university students spend an average of three or four months adjusting to university life. They have to make new friends, learn where things are, learn new ways of doing things and so on. But some get used to their new life after a while.

adjusting =

17. Today firemen wear clothes that are heat resistance to protect themselves from extreme heat while extinguishing fires.

resistance =

extinguishing =

Appendix D

The Computation of the Scales

Scales used in the interpretation of the questionnaire

Formula for computing scales = $\frac{(\text{maximum rating scales}) - (\text{minimum rating scales})}{(\text{No. of scales})}$

1. The first part of the questionnaire is in the form of inventories with a three-point scale (1-3).

| | | |
|----------------------|---|-----|
| Maximum rating scale | = | 3 |
| Minimum rating scale | = | 1 |
| No. of scales | = | 3 |
| $\frac{3-1}{3}$ | = | 0.7 |

The scales are as follows:

| | | |
|-----------|---|---|
| 2.41-3.00 | = | Strongly like learning English / very important |
| 1.71-2.40 | = | Like learning English/ important |
| 1.00-1.70 | = | Dislike learning English / unimportant |

2. The second part of the questionnaire is in the form of inventories with a five-point - scale (1-5).

| | | |
|----------------------|---|-----|
| Maximum rating scale | = | 5 |
| Minimum rating scale | = | 1 |
| No. of scales | = | 5 |
| $\frac{5-1}{5}$ | = | 0.8 |

The scales are as follows:

| | | |
|-----------|---|----------------------|
| 4.21-5.00 | = | most frequently used |
| 3.41-4.20 | = | frequently used |
| 2.61-3.40 | = | moderately used |
| 1.81-2.60 | = | slightly used |
| 1.00-1.80 | = | least used |

VITAE

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|--|---|---------------------------|
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