

# CONTENTS

|  | <b>Page</b> |
|--|-------------|
| <b>ABSTRACT</b>  | (3)         |
| <b>ACKNOWLEDGEMENT</b>   | (6)         |
| <b>CONTENTS</b>  | (8)         |
| <b>LIST OF TABLES</b>  | (11)        |
| <b>LIST OF ILLUSTRATIONS</b>   | (13)        |
| <b>ABBREVIATIONS AND SYMBOLS</b>   | (14)        |
| <b>CHAPTER</b>   |             |
| <b>1. INTRODUCTION</b>   |             |
| 1.1 Rationale of the study   | 1           |
| 1.2 Significance of the study  | 1           |
| 1.3 Purpose of the study   | 5           |
| 1.4 Limitations  | 5           |
| <b>2. LITERATURE REVIEW</b>  | 5           |
| 2.1 Passive (receptive) and active (productive) vocabulary knowledge<br>on a continuum | 7           |
| 2.2 Breadth (size), depth and strength   | 7           |
| 2.3 Breadth (size), depth and strength tests   | 8           |
| 2.4 Previous studies   | 9           |
| 2.4.1 Size   | 13          |
| 2.4.2 Size and strength  | 13          |
| 2.4.2.1 Two-modality studies   | 14          |
| <b>CONTENTS (Continued)</b>  | 15          |

2.4.2.2 Three-modality studies

**Page**

(6)

|  |    |
|--|----|
| 2.4.2.3 Four-modality studies  | 15 |
| 2.5 Several explanations why receptive learning and use is easier than productive learning and use | 17 |
| 2.6 The scope of the present study   | 18 |
| <b>3. RESEARCH METHODOLOGY</b>   | 18 |
| 3.1 Research questions   | 20 |
| 3.2 Definitions of terms   | 20 |
| 3.3 Subjects of the study  | 20 |
| 3.4 Research instruments   | 21 |
| 3.4.1 PR test  | 22 |
| 3.4.2 AR test  | 23 |
| 3.4.3 FAW test   | 24 |
| 3.5 Pilot tests for the three instruments  | 24 |
| 3.6 Data collection  | 24 |
| 3.7 Data analysis  | 27 |
| 3.7.1 Scoring method of PR and AR tests  | 27 |
| 3.7.2 Calculation formula of PR and AR vocabulary sizes  | 27 |
| 3.7.3 Scoring method of the FAW test   | 28 |
| 3.8 Overview of the study  | 29 |
| <b>4. RESULTS AND DISCUSSION</b>   | 30 |
| 4.1 Results  | 32 |
| 4.2 A summary of the findings of the four research questions                                       | 32 |
|  | 51 |

### **CONTENTS (Continued)**

|  |             |
|--|-------------|
| 4.3 Discussion   | <b>Page</b> |
| <b>5. IMPLICATIONS AND SUGGESTIONS FOR FURTHER STUDY</b> | 55          |
| 5.1 Pedagogical implications                             |             |
| 5.2 Suggestions for further study                        | 62          |
| <b>REFERENCES</b>  | 62          |

|  |    |
|--|----|
|  | 65 |
|  | 67 |
| <b>APPENDIX</b>  | 70 |
| A. Thai version of passive recognition Vocabulary Levels Test    | 71 |
| B. Thai version of active recall Vocabulary Levels Test          | 76 |
| C. Thai version of the free active writing test                  | 79 |
| D. Chinese version of passive recognition Vocabulary Levels Test | 81 |
| E. Chinese version of active recall Vocabulary Levels Test       | 86 |
| F. Chinese version of the free active writing test               | 88 |
| <b>VITAE</b>   | 90 |

## **LIST OF TABLES**

| <b>Table</b>   | <b>Page</b> |
|--|-------------|
| 1.1 Comparison of English language teaching and learning situations<br>in Thailand and China | 1           |
| 1.2 Comparison of English language teaching and learning situations<br>at PSU and SCAU       | 2           |
| 2.1 The development of the English Version VLTs  | 10          |
| 3.1 Information about the subjects at PSU and SCAU   | 22          |
| 3.2 Reliability coefficients of PR test and AR test  | 26          |
| 3.3 The design of the present study  | 30          |
| 4.1 Means of three vocabulary scores of all the PSU and SCAU subjects                        | 34          |
| 4.2 Descriptive statistics for the parallel groups of PSU and SCAU learners                  | 35          |

|      |   |    |
|------|---|----|
| 4.3  | Correlations among the three types of vocabulary scores of PSU and SCAU parallel groups                   | 35 |
| 4.4  | Means and standard deviations for the vocabulary scores of the PSU and SCAU parallel groups               | 37 |
| 4.5  | Means of raw scores of PR and AR vocabularies at the 2,000 word frequency level for PSU and SCAU students | 38 |
| 4.6  | Comparison of PR, AR and FAW scores between the low, middle and high groups of PSU and SCAU students      | 40 |
| 4.7  | Comparison of the test scores between the low, middle and high groups of PSU and SCAU students            | 42 |
| 4.8  | The means of FAW vocabularies of PSU and SCAU parallel groups   | 43 |
| 4.9  | The means of FAW vocabularies of PSU and SCAU parallel groups   | 45 |
| 4.10 | Mutually exclusive vocabulary of the PSU and SCAU students  | 46 |

### **LIST OF TABLES (Continued)**

| <b>Table</b> | <b>Page</b>   |    |
|--------------|---|----|
| 4.11         | The vocabulary that was influenced by the culture and geographical position in the texts of PSU and SCAU students | 47 |
| 4.12         | The conjunctions, prepositions and pronouns used by PSU and SCAU students   | 48 |
| 4.13         | Frequency of conjunctions, prepositions and pronouns used by PSU and SCAU students                                | 49 |
| 4.14         | The use of adjectives by PSU and SCAU students  | 50 |
| 4.15         | The frequency of the use of adjectives by PSU and SCAU students   | 51 |

## LIST OF ILLUSTRATIONS

| <b>Figure</b>   | <b>Page</b> |
|---|-------------|
| 3.1 The locations of PSU and SCAU   | 21          |
| 4.1 Means of three vocabulary scores of all the PSU and SCAU subjects                         | 33          |
| 4.2 Means of three vocabulary scores of the PSU and SCAU parallel groups                      | 37          |
| 4.3 Comparison of AR scores between the low, middle and high groups of PSU and SCAU students  | 41          |
| 4.4 Comparison of FAW scores between the low, middle and high groups of PSU and SCAU students | 41          |

## **ABBREVIATIONS AND SYMBOLS**

|              |   |  |
|--------------|---|--|
| <b>AR</b>    | = | active recall  |
| <b>AWL</b>   | = | Academic Word List by Coxhead (2000) with 570 word families  |
| <b>CATSS</b> | = | Computer Adaptive Test of Size and Strength  |
| <b>CET4</b>  | = | National College English Test for non-English majors, Band 4   |
| <b>CET6</b>  | = | National College English Test for non-English majors, Band 6   |
| <b>EAP</b>   | = | English for Academic Purposes  |
| <b>ESP</b>   | = | English for Specific Purposes  |
| <b>FAW</b>   | = | free active written  |
| <b>FE</b>    | = | Foundation English (FEII means the Foundation English II course in the second semester in PSU or SCAU) |
| <b>PSU</b>   | = | Prince of Songkla University, Thailand   |
| <b>PR</b>    | = | passive recognition  |
| <b>RQ</b>    | = | research question  |
| <b>SCAU</b>  | = | South China Agricultural University, China   |
| <b>UWL</b>   | = | University Word List by Xue and Nation (1984) with 836 word families                                   |
| <b>VLT</b>   | = | vocabulary levels test   |