

# **Vocabulary Learning Strategies Buriram Rajabhat University Students Use to Deal with New Words in their English Lessons**

Asst.Prof. Dr.Nawamin Prachanant

## **Abstract**

This study aimed to investigate and compare vocabulary learning strategies use by Buriram Rajabhat university students in their English lessons. The subjects were 300 students who enrolled in the course “English for communication and study skills (1500103)” for the 2<sup>nd</sup> semester in academic year 2006, Buriram Rajabhat University. These subjects were randomly selected from each faculty using the 20% technique developed by Krejcie & Morgan. The collected data were analyzed by using percentage, means, standard deviation, t-test and one way ANOVA.

The findings revealed that the students’ perceptions of vocabulary learning strategies were at moderate level. In terms of students’ faculties, gender and English proficiency levels, it found that there was no significant difference of perceptions in employing vocabulary learning strategies.

The implication suggests that English teachers should promote differently favorable vocabulary learning strategies for their English courses as they find suitable strategies for their learning habits, that is, vocabulary learning should be incorporated into overall English classes.

## 1. Statement of the Problem

All second language learners and teachers are virtually aware of the fact that vocabulary plays a significant role in all aspects of foreign or second language learning. This is because vocabulary is viewed as a primordial factor in successful communication (Levelt, 1989), and to a great extent in high-level reading ability and comprehension (Segalowitz, Watson & Segalowitz, 1995). In addition, Aebersold & Field (1997: 138) state “vocabulary learning as being more important to get at the meaning of a text”. This means foreign or second language learners frequently need more vocabulary so that they can understand the meaning of sentences. In vocabulary learning, Nation (1990) mentions that learners of English as a foreign or second language need a productive vocabulary of around 2,000 high-frequency words with strategies to deal with the low-frequency words they meet. Learners with special goals like university students need to acquire a further 1,000 high-frequency words.

However, many learners feel apprehensive when faced with the enormous task of learning new words. Teachers, as well as learners, have always shown a keen interest in finding out the best way to learn vocabulary. Of course, competent learners need to know the lexis of the language, what vocabulary means and how they are used. There are a variety of strategies for learning vocabulary both in direct and indirect learning. In direct vocabulary learning, the strategy is for learners to do exercises and activities that focus on building their vocabulary; whereas learners focuses on learning vocabulary in context for indirect vocabulary learning. When students learn vocabulary in context, they are far more likely to remember the new words than if they learn them as single items (Nation & Coady, 1998). Furthermore, many teachers give little or no classroom attention to vocabulary because they assume that students

will learn new vocabulary incidentally or indirectly through reading texts. In addition, Courtright & Wesolek (2001) note that in many schools students do not have sufficient opportunity to take intensive vocabulary-building classes, so vocabulary learning is usually incorporated in other classes.

This research aims to investigate the vocabulary learning strategies that Buriram Rajabhat University (BRU) students use to deal with new English words in their English lessons. The results from this study will be useful to English Lecturers in BRU in planning a wide variety of activities and exercises to help their students' develop a strong base of vocabulary knowledge in learning English.

## **2. Research Objectives**

In accordance with the stated problems, the present research aimed to study the following aspects:

- 2.1 Investigating vocabulary learning strategies of BRU students use to deal with new English words in their English lessons.
- 2.2 Examining the differences in the vocabulary learning strategies students use to deal with new English words in their English lessons and the three independent variables, namely, students' faculties, gender and English proficiency levels

## **3. Research Questions**

According to the stated objectives, the following four research questions are raised:

- 3.1 What vocabulary learning strategies do BRU students use to deal with new English words in their English lessons?

3.2 What differences in the vocabulary learning strategies BRU students use when dealing with new English words in their English lessons in terms of their gender?

3.3 What differences in the vocabulary learning strategies BRU students use when dealing with new English words in their English lessons in terms of their chosen faculties?

3.4 What differences in the vocabulary learning strategies BRU students use when dealing with new English words in their English lessons in terms of their English proficiency levels of high, moderate, and low (based on their English G.P.A.)?

#### **4. Research Methodology**

The methodology of this study comprised both quantitative and qualitative methods. For the quantitative study, a survey was undertaken to determine the differences in vocabulary learning strategies as used by students. This was administered at the end of their English class. For the qualitative study, a case study using an in-depth interview was conducted after the quantitative session ends.

#### **5. Population**

A sample is considered to be representative, if the analyses made using the researcher's sampling units produce results similar to those that would be obtained had the researcher analyzed the entire population (Frankfort-Nachmias & Nachmias, 1996: 183). Intaraprasert (2002: 55) indicates that "the sample has to be similar to the universe or the population". Furthermore, Cohen & Manion (1994 cited in

Intaraprasert, 2002: 55) also note that “the correct sample size depends on the purpose of the study and the nature of the population under scrutiny”.

Therefore, in selecting the subjects or samples for research, the researcher has to answer these main questions: whether or not the subjects are appropriate for the research questions, whether or not the subjects are representative, and how many subjects should be used in the investigation (Intaraprasert, 2002).

Due to these stated reasons, the population and subjects for this research were: The total potential population were all BRU students who have enrolled in the course “English for Communication and Study Skills (1500103)”, for the first semester of the 2006 academic year.

## **6. Subjects and Selection**

The subjects for this research were selected as follows:

- 1) The actual sample subjects were randomly selected from each faculty using the 20% technique developed by Krejcie & Morgan (Srisa-ard, 1992: 38).
- 2) From each faculty, the subjects were randomly selected and divided into two and three different groups based on their gender and English proficiency levels respectively.
- 3) For qualitative data, six subjects from each faculty (three males and three females as well as two subjects from each English proficiency group) were simply selected at random.

## 7. Research Variables

Frankfort-Nachnias & Nachnias (1996: 55) define a variable as “an empirical property that can take on two or more values”. There are two main kinds of variables that the researcher intends to use for study; independent and dependent variables. Independent variable is the variable that causes a change in the dependent variable; whereas, dependent variable is the variable the researcher wishes to explain. The followings were the variables employed in this current research:

### 7.1 Independent variables

- Students’ Faculties: Education, Humanities & Social Sciences, Sciences, Management Science, Agriculture Technology, and Industrial Technology
- Students’ Gender: Male and female
- Students’ English proficiency levels: high, moderate, and low

### 7.2 Dependent variables

- English vocabulary learning strategies

## 8. Triangulated Methods of Data Collection

In collecting the data for this research, triangulated methods were used. Triangulation refers to “the attempt to get a *true* fix on a situation by combining different ways of looking at it or different finding” (Silverman, 1998: 177) which may involve the use of multiple and different sources, methods, and investigators (Robson, 1993; Davis & Henze, 1998). In addition, Robson (1993) states that triangulation is an indispensable tool in real world enquiry because it provides a means of testing one source of information against other sources. This means triangulation makes the

analysis of data neutralized and prevents bias, which enables the research results to be reliable and valid.

The triangulated methods to be used in this study included a questionnaire and an interview. Noted below were the processes to be used in constructing these instruments and collecting data for this research.

### **8.1 Questionnaire**

Turner & Rob (1971: 130) define a questionnaire as “a series of questions or statements to which individuals are asked to respond”. These questions or statements frequently ask for facts, opinions, attitudes, or preferences of the respondents. Questionnaires are widely used for many reasons including when large numbers of respondents must be reached, when limited time is available as it takes less time to administer when compared with other instruments, and it allows respondents to remain anonymous when they answer the questions (Turner & Rob, 1971).

To investigate how BRU students deal with new English words in their English lessons, a questionnaire with a five rating scale of Likert was used. This instrument was consisted of three main parts: 1) Respondent’s status information; 2) Respondents identification of preferred vocabulary learning strategies; 3) Open-ended questions and comment about the vocabulary learning strategies students use when they deal with new English words in their English lessons.

To validate the efficiency of the questionnaire, the questions and statements of the questionnaire were constructed by the researcher based on the theoretical framework understood from reviewing related literature and examined by three experts in the fields of language learning. In addition, to check the internal consistency, the questionnaire was made by utilizing 40 respondents, BRU English

students who are not of the study population, and analyzing the results by the Coefficient of Cronbach statistical technique in the computerized software SPSS for Windows. Its reliability coefficient alpha was 0.89.

The questionnaire, once proved for validity and reliability, was used to collect data for this research. The researcher collected some of the data himself and so were BRU English Lecturers who teach the 1500103 course. All the student participants were requested to fill out the questionnaire and willingly rate the questions.

## **8.2 Interview**

Robson (1993: 228) defines an interview as “a kind of conversation; conversation with a purpose”. Turner & Rob (1971) mention that an interview provides an opportunity to question thoroughly certain areas of inquiry, permit greater depth of responses, and enables a researcher to get information concerning feelings or emotions in relation to certain questions. Additionally, Nunan (1992) states that an interview can be placed on a continuum ranging from unstructured through semi-structured to structured. Further, Intaraprasert (2002) notes the differences between the three kinds of interviews stating that an unstructured interview is guided by the responses of the interviewee and the interviewer exercises little or no control over the interview; while in a semi-structured interview, the interviewer has a general idea of where he or she wants to interview to go, and what should come out of it; and finally, in a structured interview the agenda is totally predetermined by the interviewer. However, Intaraprasert cautions “whatever type of interview a researcher wants to use as a method for data collection, he or she should consider the nature of the research and the degree of control he or she wishes to exert” (p. 47).



To investigate BRU's students' vocabulary learning strategies, a semi-structured interview was used. The interviews were conducted face-to-face with a good proportion of representatives from the independent variables, i.e. the six different faculties, the two different genders, and the three different English proficiency groups. Each interviewee was interviewed for approximately fifteen minutes regarding the vocabulary learning strategies used when they faced with new English words during English lessons. The semi-structured interview was audio-taped after the questionnaire was distributed. This is because since interview questions are open-ended, they may cover points that are not in the questionnaire or questions that are in the questionnaire but are unclear.

## **9. Statistical Methods for Data Analysis**

The collected data were analyzed using the appropriate statistical methods with the assistance of the SPSS programme as follows:

9.1 The respondent's status of which faculty, gender, or level of English proficiency were analyzed by using the percentage.

9.2 The data from the questionnaire that identifies the vocabulary learning strategies students' use to deal with new English words in their English lessons based on research question No. 1, were analyzed by descriptive statistics including means, standard deviation, and percentage of each questionnaire item.

9.3 Part three of the questionnaire (open-ended questions) were qualitatively interpreted and grouped according to their content for vocabulary learning strategies.

9.4 Referring to research question No. 2, 3, and 4, the data from the various independent variables, based on investigating the differences of vocabulary learning

strategies students' use to deal with new English words in their English lessons, were analyzed and compared using the analysis of variance (one-way ANOVA) for hypothesized testing at .05 significance level.

9.5 The data from the semi-structured interviews were reviewed and interpreted. The responses were then translated and summarized in the research report to support how BRU students deal with new English words in their English lessons.

## **10. Findings**

The present investigation has reported on the research findings of BRU students' reported perceived vocabulary learning strategies as the objectives of the study. The BRU students reported perceiving moderate of the proposed vocabulary learning strategies to be favorable. On other words, they perceived those strategies helpful in enhancing their language learning. In response to the research questions, the further discussions are below:

10.1 What vocabulary learning strategies do BRU students use to deal with new English words in their English lessons?

In response to research question 3.1, the research findings reveal that the BRU students perceived vocabulary learning strategies were at moderate level.

10.2 What differences in the vocabulary learning strategies BRU students use when dealing with new English words in their English lessons in terms of their gender?

In response to research question 3.2, the research findings reveal that there was no significant difference of vocabulary learning strategies employed by the BRU students in terms of their gender.

10.3 What differences in the vocabulary learning strategies BRU students use when dealing with new English words in their English lessons in terms of their chosen faculties?

In response to research question 3.3, the research findings reveal that there was no significant difference of vocabulary learning strategies employed by the BRU students in terms of their faculties.

10.4 What differences in the vocabulary learning strategies BRU students use when dealing with new English words in their English lessons in terms of their English proficiency levels of high, moderate, and low (based on their English G.P.A.)?

In response to research question 3.4, the research findings reveal that there was no significant difference of vocabulary learning strategies employed by the BRU students in terms of their English proficiency.

## **11. Discussion and Conclusions**

As above in response to the research questions, the correlations of perceived vocabulary learning strategies reported by 300 BRU students were not at a statistically significant level. It is worth pointing out that the non-significant points rejects the previously reported studies by those of Mirhassani and Toosi (2000), Zimmerman

(1997), Liu and Shaw (2001), Daalen-Kapteijns, Elshout-Mohr and De Glopper (2001), Swanborn and De Glopper (2002), Qian (2002), Watanabe (1997), Fraser (1999), Viriyasombat (1995) and Subphadoongchone (1999). The findings in the present study may be because the BRU students might rarely have used all the proposed vocabulary learning strategies in the present study, but perceived that those strategies should have been helpful for them. Additionally, the results by the perceived mean scores appear fairly high. The reason is that all lecturers who teach English courses had opportunities to teach them in the same way using the appropriate activities.

From the discussions, it may be inferred that the BRU students as EFL learners have some problems with vocabulary learning. One more obvious point of students' encountered problems is that among their different curricula courses, they had endured different teachers' tasks through the subject. This could be like to affect students' vocabulary learning strategies use in their English learning, though they found these proposed strategies were helpful for them.

## **12. Implication of the Research Findings**

The research findings summarized earlier in response to the objectives that BRU students perceived that overall vocabulary learning strategies were helpful or favorable. However, all vocabulary learning strategies perceived were not found significant differences. Some implications for the teaching and learning of English, and particular Basic English for all BRU students in similar conditions may be drawn as follows:

1) Arising out of the research findings, these BRU students desired a variety of vocabulary learning strategies. It is recommended that English teachers should promote differently favorable vocabulary learning strategies for their English courses as they find suitable strategies for their learning habits. In this aspect, vocabulary learning should be incorporated into overall English classes.

2) Another point which should be noted here in particular English course, the qualitative data indicate that English teachers should concentrate on promoting vocabulary learning strategies. The frequently encountered problems on vocabulary learning strategies use imply the desirable teaching methods, materials, and even curriculum so that there should be various English activities in the lesson plans.

### **13. Suggestions for Future Research**

The research acknowledges that some areas might justify further study as follows:

1) As illustrated in the literature review in Chapter 2, it can be seen that a larger amount of research work on vocabulary learning strategies in both foreign countries and Thailand have been carried out with major EFL students. More research work in this area needs to be carried out with a wider range of population in different contexts.

2) Through the literature reviews, apart from different fields of achievement levels, gender and students' faculties, different learning styles or language learning strategies and teachers' materials used should be investigated. Psychological and cultural factors also need to be examined through various vocabulary learning strategies and language learning materials.

3) Among different vocabulary learning strategies, experimental research could be drawn for research on vocabulary learning to examine the authentic phenomena of how vocabulary learning could be incorporated in different English language classes.

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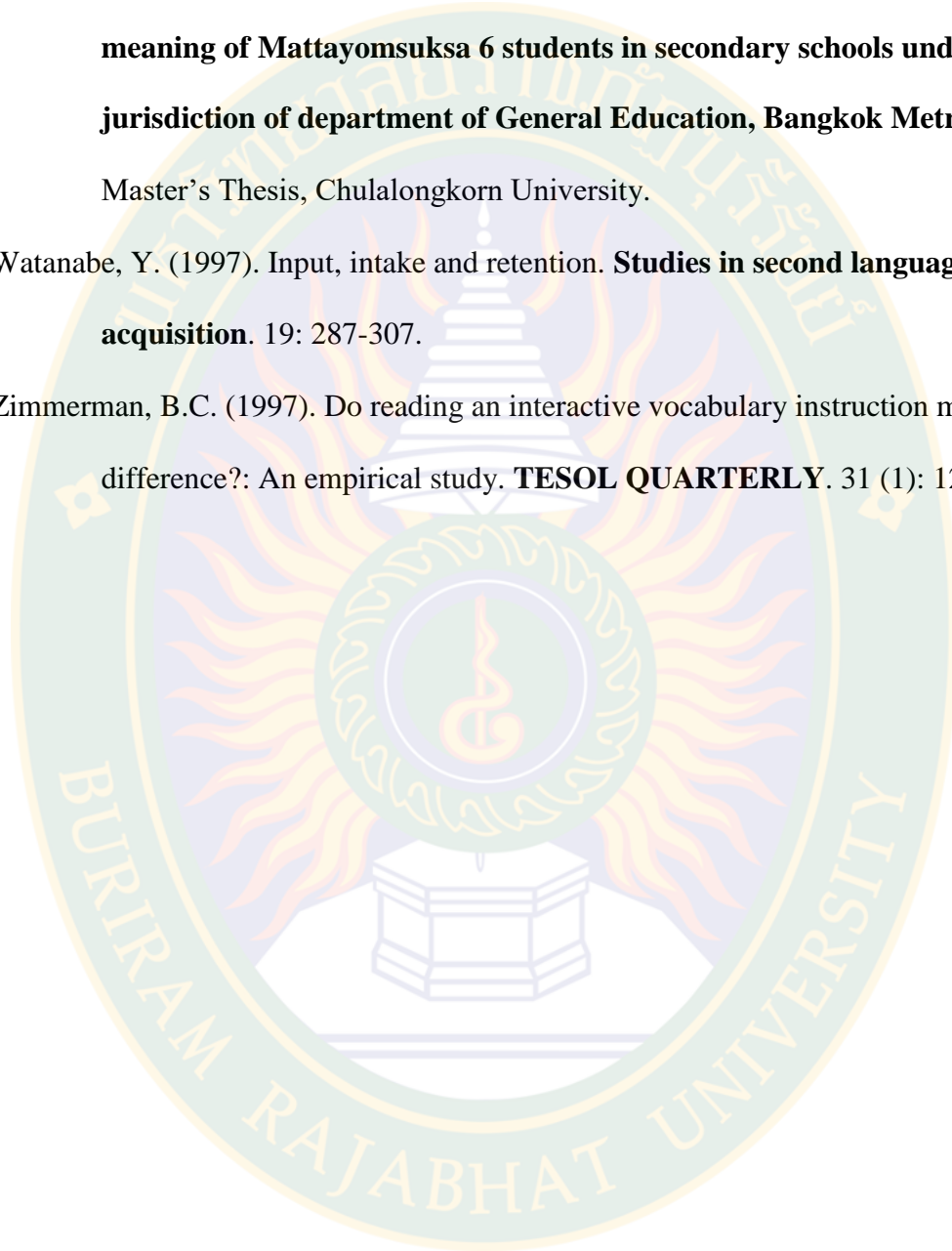
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# CHAPTER 1

## INTRODUCTION

### 1.1 Statement of the Problem

All second language learners and teachers are virtually aware of the fact that vocabulary plays a significant role in all aspects of foreign or second language learning. This is because vocabulary is viewed as a primordial factor in successful communication (Levelt, 1989), and to a great extent in high-level reading ability and comprehension (Segalowitz, Watson & Segalowitz, 1995). In addition, Aebersold & Field (1997: 138) state “vocabulary learning as being more important to get at the meaning of a text”. This means foreign or second language learners frequently need more vocabulary so that they can understand the meaning of sentences. In vocabulary learning, Nation (1990) mentions that learners of English as a foreign or second language need a productive vocabulary of around 2,000 high-frequency words with strategies to deal with the low-frequency words they meet. Learners with special goals like university students need to acquire a further 1,000 high-frequency words.

However, many learners feel apprehensive when faced with the enormous task of learning new words. Teachers, as well as learners, have always shown a keen interest in finding out the best way to learn vocabulary. Of course, competent learners need to know the lexis of the language, what vocabulary means and how they are used. There are a variety of strategies for learning vocabulary both in direct and indirect learning. In direct vocabulary learning, the strategy is for learners to do exercises and

activities that focus on building their vocabulary; whereas learners focuses on learning vocabulary in context for indirect vocabulary learning. When students learn vocabulary in context, they are far more likely to remember the new words than if they learn them as single items (Nation & Coady, 1998). Furthermore, many teachers give little or no classroom attention to vocabulary because they assume that students will learn new vocabulary incidentally or indirectly through reading texts. In addition, Courtright & Wesolek (2001) note that in many schools students do not have sufficient opportunity to take intensive vocabulary-building classes, so vocabulary learning is usually incorporated in other classes.

This research aims to investigate the vocabulary learning strategies that Buriram Rajabhat University (BRU) students use to deal with new English words in their English lessons. The results from this study will be useful to English Lecturers in BRU in planning a wide variety of activities and exercises to help their students' develop a strong base of vocabulary knowledge in learning English.

## **1.2 Research Objectives**

In accordance with the stated problems, the present research aims to study the following aspects:

1.2.1 Investigating vocabulary learning strategies of BRU students use to deal with new English words in their English lessons.

1.2.2 Examining the differences in the vocabulary learning strategies students use to deal with new English words in their English lessons and the three independent variables, namely, students' faculties, gender and English proficiency levels

### **1.3 Research Questions**

According to the stated objectives, the following four research questions are raised:

- 1.3.1 What vocabulary learning strategies do BRU students use to deal with new English words in their English lessons?
- 1.3.2 What differences in the vocabulary learning strategies BRU students use when dealing with new English words in their English lessons in terms of their gender?
- 1.3.3 What differences in the vocabulary learning strategies BRU students use when dealing with new English words in their English lessons in terms of their chosen faculties?
- 1.3.4 What differences in the vocabulary learning strategies BRU students use when dealing with new English words in their English lessons in terms of their English proficiency levels of high, moderate, and low (groups will be based on their English G.P.A.)?

### **1.4 Scope and Limitation of the Study**

This present study is for investigation vocabulary learning strategies use in learning course 1500103 offered to all Buriram Rajabhat University (BRU) students. Thus, the results of this study might not be generalized and applicable to other different settings.

## 1.5 Definitions of Key Terms

1.5.1 “Vocabulary learning strategies” here refers to: 1) incidental learning through extensive reading and listening in language classes; 2) teacher’s strategies in class, such as explicit instruction through words, word lists needed to study, translation of L1 to L2, among others; and 3) independent strategy development of learners themselves by guessing from context, and students use of various dictionary types.

1.5.2 “BRU students” refers to the students who study in Buriram Rajabhat University taking course 1500103 in the 2<sup>nd</sup> semester of Academic year 2006.

1.5.3 “Perception” means the attitudes and feeling that the students got of the vocabulary learning strategies they used for learning English course 1500103 both in an outside classes.

1.5.4 “Low English proficiency student” refers to students who have got a grade point average between 1.80-2.50 from 4.00.

1.5.5 “Moderate English proficiency student” refers to students who have got a grade point average between 2.51-3.20 from 4.00.

1.5.6 “Low English proficiency student” refers to students who have got a grade point average between 3.21- 4.00 from 4.00.

## 1.6 Expected Results

The results from this study will be useful to English lecturers in Buriram Rajabhat University in planning a wide variety of activities and exercises to help their students’ develop a strong base of vocabulary knowledge in learning English.

## 1.7 Summary

This chapter proposed a statement of the problem. There was a description of research objectives, questions, scope and limitation of the study, and definitions of key terms. The next chapter deals with review of the literature relating to vocabulary learning strategies.



## CHAPTER 2

### REVIEW OF THE RELATED LITERATURE

The purpose of this chapter is to provide information pertaining to this research which was obtained from reviewing of the related literature and studies. The first section is concerned with definition of vocabulary, followed by importance and purposes of vocabulary learning. Next, Strategies for Learning Vocabulary will be presented. The last section is devoted to the previous studies related to the vocabulary learning strategies.

#### **2.1 Definitions of Vocabulary**

There are several ways to construe the meaning of the term “vocabulary” as Hornby (1974: 978) demonstrates. His definition is a total number of words with rules for combining them to make up a language. By contrast, Carter (1993: 5) defines vocabulary as words or single items in parts of other words that perform lexical and grammatical functions, including important role-play in the formation of complete spoken and written. Vocabulary also has semantic connections between words that can operate across and between sentences as well as within individual lexical phrases, sets or categories. Additionally, Taylor (1990: 3) indicates that vocabulary exists on various language levels- as a lexical item, and put to use in morphology as a register or a collection containing semantics.

To sum up, vocabulary is the total number of words in lexical and grammatical functions used in the formation of spoken and written context consisting of morphological semantics, register and collection in use.

## **2.2 Importance of Vocabulary Learning**

Language teachers and learners know that vocabulary learning plays a significant role in all communicative language skills. In learning vocabulary concepts, Nation (1990) gives a clear guideline, particularly for learners of English as a second or foreign language. They need a productive vocabulary of around 2,000 high-frequency words with the strategies to deal with the low-frequency words they meet. Learners with special goals, such as study at a university, need to acquire a further 1,000 high-frequency words. Lists of those words are available for teachers and course designers.

For the important need of acquiring new words to comprehend various texts for achieving study goals, learning vocabulary can be based on important assumptions of the word-learning process that Zimmerman (1997: 122) categorizes into three main points: 1) word-learning is a complex task; 2) some word-learning is incidental, a result of context-rich activities like reading; and 3) word knowledge involves a range of skills and learning is facilitated by a variety of approaches that provide exposure to reading, writing, speaking and listening.

The three main points above imply firstly that few students know word meaning to include information such as: parts of speech, pronunciation, register, varying connotations, spelling, grammatical usage and application within context. Therefore, the students do not know exactly how many words they need to know, and

when or how they should learn or remember them. The second point implies that when students read, they encounter many words they need to learn incidentally, because texts contain such large volumes of words in the activity of reading that explicit study of every possible word is impractical. Lastly, if students are to gain widely the word knowledge they need to be fluent in English, they should communicate actively and passively in every possible written and verbal form available to them.

Besides the importance of the mentioned points, Moras and Carlos (2001) point out that advanced learners can generally communicate well, having learned all basic structures of the language, but especially if they possess a wide range of vocabulary to express themselves more clearly and in ways appropriate to various situations. In accordance with this, vocabulary teaching should be part of each syllabus and taught in a well-planned, systematic basis.

All linguists imply that the importance of vocabulary learning lies within its facilitation of reading comprehension, and of all fundamentally communicative language skills-not only in an academic context, but also in real-world situations. Teachers should encourage the students to overcome unknown words not only to meet the requirements as they appear in a syllabus, but also to meet their requirements as people who must react to the challenge of life.

### **2.3 Purposes of Vocabulary Learning**

Foreign language learners certainly know that vocabulary acquisition is a basic factor that constitutes reading skill. They need significant vocabulary so that they can



understand the meaning of texts. Aebersold and Field (1997: 95-112) state the purposes of vocabulary learning as follows:

1) To help learners understand basic grammatical structures, enabling them to understand relationships between new words and their contextual framing, so that learners can derive the new words' meaning.

2) Teachers need to prioritize which words students need to know first, and how to bring those words to the attention of students in meaningful ways. Carter and McCarthy (1991) state that the term "meaningful ways" is satisfied when new word comprehension is attained through context clues and/ or word morphology and if new vocabulary is retained in long-term memory.

3) To enhance vocabulary perception and the actions that are the basic processes that affect language acquisition, including interaction with environment.

4) For gaining more utility of the newly acquired language as effortlessly and quickly as possible to facilitate the storage of information using vocabulary retrieval of situational sets, semantic sets and metaphor sets.

From this discussion, the purposes of vocabulary learning can be summarized. Vocabulary acquisition occupies a vital position in the process of learning, to read- the means by which to achieve the ultimately desired goal of full textual comprehension. Students have the responsibility to equip themselves with strategies related to deciphering unfamiliar words, and teachers have the responsibility to find out how best to lay down plans for providing that equipage. They ought also to help students retain new words and apply them to any situation appropriately.

## 2.4 Strategies for Learning Vocabulary

Learning vocabulary is a vital part of acquiring the language skills of English and language researchers have put a great deal of effort designing the most effective strategies to plan teaching and learning syllabi to activate the power of vocabulary.

As Jenkins, Stein and Wysocki (1984) demonstrate in vocabulary and language teaching that vocabulary through context embeds direct instruction. It is still faulty because some individuals lack word meaning due to sparse contextual experiences. In contrast, Coady (1979) states that the successful ESL reader employs a psycholinguistic guessing approach. That is to say, the reader samples the clues in the text and reconstructs a mental representation of what he or she thinks the text says.

For the sake of practicality, Clarke and Nation (1980: 162-163) suppose two things. Firstly, that the learners are able to follow the ideas in the text they are reading, for they have sufficient command of vocabulary, grammar and reading skills in order to achieve basic comprehension of the text. Secondly, the learners bring some relevant background knowledge to the text. This strategy consists of five steps: 1) finding the part of speech of the unknown word; 2) looking at the immediate context of the unknown word and simplifying this context if necessary; 3) looking at the wider context of the unknown word. This means looking at the relationship between the clause containing the unknown word and surrounding clauses and sentences; 4) guessing the meaning of the unknown word; and 5) checking that the guess is correct.

More current research and practice in teaching vocabulary, Hunt and Beglar (1998) recommend the approaches and principles of vocabulary learning as follows:

1) Incidental learning: Principle 1 providing opportunities for the incidental learning of vocabulary. Incidental

2) Explicit instruction: Principle 2 determining which of the 3,000 most common words the learners study. To know this, Nation (1990) suggests a vocabulary levels tests or a checklist test which requires learners to mark the words on a list that they believe they know; Principle 3 providing opportunities for the intentional learning of vocabulary. This is mainly applied to the case of advanced learners. Explicit instruction is particularly essential for beginners who lack vocabulary for learning; Principle 4 providing opportunities for elaborating word knowledge. For this principle, Nation (1994) identifies various aspects of word knowledge, such as knowing related grammatical patterns, affixes, common lexical sets, typical associations, how to use the word through listening and reading, and through speaking and writing; Principle 5 providing opportunities for developing fluency with known vocabulary. Fluency building activities recycle already known words in familiar grammatical and organizational patterns so that students can focus on recognizing or using words through every communicative skill.

3) Independent strategy development: Principle 6 experimenting with guessing from context. This strategy is a complex and often difficult to carry out successfully because learners need to know some related words previously. The low proficiency learners may possibly have some problems with guessing words. Use the five-step procedure of Nation and Coady (1988) as mentioned previously, or go according to Clarke and Nation (1980); Principle 7 examining different type dictionaries and teach students to use them. Training in the use of bilingual dictionaries is essential for second or foreign language learners. Unfortunately, in most classrooms, very little time is provided. To learn the systems of symbols being used, extra practice to refer to an entry is needed. Finally, teachers should emphasize the importance of checking a

words' original context carefully, and comparing this to the entry chosen because context determines in which sense a word is used.

In conclusion, learning vocabulary through incidental, intentional, and independent approaches requires teachers to plan a wide variety of activities and exercises. These plans will depend on the learners' level and the educational goals of the teacher and the program. Direct teaching of vocabulary is needed for the beginners or low proficiency students. As the learners' vocabulary expands in size and depth, switch emphasis to extensive reading and listening, translation, elaboration and fluency activities, guessing from context, and using dictionaries. All these activities have a significant role in a systematic development of the learner's vocabulary knowledge.

According to the all strategies discussed, students' vocabulary learning can be classified into 3 main types of language acquisition: learning by intentional or the direct teaching approaches of the teachers' program, the second type concerning incidental or indirect approaches that may derive from teachers' text assignment, and the last one containing the students independent strategies by students own previous experiences like guessing strategies.

## **2.5 Related Studies on Vocabulary Learning**

This section discusses related studies in various vocabulary learning approaches such as incidental learning, teachers' explicit instructions, and students' independent strategies. Moreover, the studies of the relationship between vocabulary learning within different contexts were discussed.

For example, Mirhassani and Toosi (2000) studied the impact of word-learning knowledge on reading comprehension, using exercises to make the subjects familiar with the process of word-formation and evaluate its role on reading comprehension. The results are that word-knowledge facilitates the guessing of word meanings. Similarly, Zimmerman (1997) studied the difference between normal reading classes and reading with interactive vocabulary instruction. The results revealed that interactive vocabulary instruction in reading-context assignments can lead the learners to gain in vocabulary knowledge, however, the implications are that the teacher should pay more attention to vocabulary, while choosing the contexts and assignments carefully.

For a survey of English vocabulary knowledge, Nurweni and Read (1999) explored the problem by using tests of word understanding in reading contexts. The result reveal that most students had the usual problems of word knowledge that is the norm with EFL and ESL learners. In addition, Liu and Shaw (2001) investigated learner vocabulary for a possible perspective on learners' qualitative knowledge of words by a contrastive corpus analysis, and observing the uses of the high frequency verb "make" in learner and native writing. The results show that the EFL learners' perception of the word, no matter whether it is "common" or "easy" is different from that of the native speakers. This suggests that L2 vocabulary teaching should be aimed at raising awareness of word potentials so that the researchers can choose a proper approach to investigating learners' qualitative knowledge of vocabulary.

Daalen-Kaptejns, Elshout-Mohr and De Glopper (2001) investigated deriving the meaning of unknown words from multiple contexts by using context activity drills. The study shows the significant differences in the students' skills of high and low

verbal ability. The results contribute to the understanding of processes underlying vocabulary growth in students. It is recommended, however, that the texts provide interesting content for the students, and contain individual guideline.

Similarly, Swanborn and De Glopper (2002) demonstrated that reading texts for different purposes affect the amounts of incidental words learning. The results can be reached that level of reading ability was a significant factor in all conditions of unknown words for text comprehension. This implies that students expand their word learning by motivational aspects and their expectations for their language learning.

Studies on the correlation between vocabulary learning and reading performance have been conducted in various methods. Qian (2002), Fraser (1999) and Watanabe (1997) conducted studies on the relationship between vocabulary or lexical knowledge and academic reading performance, and the results revealed the extent to which vocabulary depth, size and learning strategies could impact performance on academic reading, and confirmed the importance of the vocabulary factor in reading assessments. Besides those mentioned, in Thai research settings, vocabulary acquirement were also studies to find out suitable approaches to facilitate effective learning. Chaowarat (1990) and Oupra (1997) analyzed vocabulary appearing in upper secondary education textbooks and found high frequencies of vocabulary in all textbooks employed synonym, collocation and features common in the semantic fields.

In addition, Tatsanangam (1994) studied the results of vocabulary-card-box technique for word retention, Jangpanich (1999) studied vocabulary achievement and word retention through learning by using semantic field approach, Panthep (1997) implemented the productive approach to enhance vocabulary learning and retention,

Singhaphan (1997) investigated the effective training vocabulary through derivational morphology, and Panprem (1995) practiced vocabulary through double language texts. The results from those Thai related studies revealed that vocabulary learning can be improved effectively through the various teaching techniques or strategies that those researchers studies, and also imply the significant differences between variety of vocabulary learning strategies and normal vocabulary learning. The implication is that the most effective technique is through teacher intervention by any proper approach or strategy whether they are intentional or incidental.

Furthermore, Viriyasombat (1995) and Subphadoongchone (1990) investigated lexical processing using lexical guessing through the reading of scientific context. The results were that most problems of reading in contexts were affected by limited existing vocabulary knowledge. Lexical process and lexical guessing were also related to reading ability.

From the discussions, it can be inferred that EFL and ESL learners have some problems with reading efficiency, depending on vocabulary knowledge and learning strategies to include word formation connections to guess the meaning from context, multiple reading context that focuses on word learning, and how to motivate learners to learn unknown words.

In conclusion, the three strategies of intentional instructions from teachers, incidental learning, and students' independent strategy development are likely to predict learners' reading proficiencies. Consequently, this research expects to find that vocabulary learning strategies may influence in reading, especially in academic reading context.

## 2.6 Summary

To sum up, this chapter describes the definition of, importance, purposes of vocabulary, followed by vocabulary learning strategies and the previous studies related to vocabulary learning. The research methodology will be presented in the next chapter.





## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

This chapter aims to describe how research methodology is adopted for this research. The first section discussed the population and subjects. The second section is about the variables. The third section discusses the research instruments and data collection. The final section is devoted to data analysis with descriptive and statistical techniques according to the data needed.

#### **3.1 Research Design**

The methodology of this study comprised both quantitative and qualitative methods. For the quantitative study, a survey was undertaken to determine the differences in vocabulary learning strategies as used by students. This was administered at the end of their English class. For the qualitative study, a case study using an in-depth interview was conducted after the quantitative session ends.

#### **3.2 Population**

A sample is considered to be representative, if the analyses made using the researcher's sampling units produce results similar to those that would be obtained had the researcher analyzed the entire population (Frankfort-Nachmias & Nachmias, 1996: 183). Intaraprasert (2002: 55) indicates that "the sample has to be similar to the universe or the population". Furthermore, Cohen & Manion (1994 cited in

Intaraprasert, 2002: 55) also note that “the correct sample size depends on the purpose of the study and the nature of the population under scrutiny”.

Therefore, in selecting the subjects or samples for research, the researcher has to answer these main questions: whether or not the subjects are appropriate for the research questions, whether or not the subjects are representative, and how many subjects should be used in the investigation (Intaraprasert, 2002).

Due to these stated reasons, the population and subjects for this research were: The total potential population were all BRU students who have enrolled in the course “English for Communication and Study Skills (1500103)”, for the first semester of the 2006 academic year.

### **3.3 Subjects and Selection**

The subjects for this research were selected as follows:

- 1) The actual sample subjects were randomly selected from each faculty using the 20% technique developed by Krejcie & Morgan (Srisa-ard, 1992: 38).
- 2) From each faculty, the subjects were randomly selected and divided into two and three different groups based on their gender and English proficiency levels, respectively.
- 3) For qualitative data, six subjects from each faculty (three males and three females as well as two subjects from each English proficiency group) were simply selected at random.

### 3.4 Research Variables

Frankfort-Nachnias & Nachnias (1996: 55) define a variable as “an empirical property that can take on two or more values”. There are two main kinds of variables that the researcher intends to use for study; independent and dependent variables. Independent variable is the variable that causes a change in the dependent variable; whereas, dependent variable is the variable the researcher wishes to explain. The followings are the variables employed in this current research:

#### 3.4.1 Independent variables

- Students’ Faculties: Education, Humanities & Social Sciences, Sciences, Management Science, Agriculture Technology, and Industrial Technology
- Students’ Gender: Male and female
- Students’ English proficiency levels: high, moderate, and low

#### 3.4.2 Dependent variables

- English vocabulary learning strategies

### 3.5 Triangulated Methods of Data Collection

In collecting the data for this research, triangulated methods were used. Triangulation refers to “the attempt to get a *true* fix on a situation by combining different ways of looking at it or different findings” (Silverman, 1998: 177) which may involve the use of multiple and different sources, methods, and investigators (Robson, 1993; Davis & Henze, 1998). In addition, Robson (1993) states that triangulation is an indispensable tool in real world enquiry because it provides a means of testing one source of information against other sources. This means triangulation makes the

analysis of data neutralized and prevents bias, which enables the research results to be reliable and valid.

The triangulated methods to be used in this study included a questionnaire and an interview. Noted below were the processes to be used in constructing these instruments and collecting data for this research.

### **3.5.1 Questionnaire**

Turner & Rob (1971: 130) define a questionnaire as “a series of questions or statements to which individuals are asked to respond”. These questions or statements frequently ask for facts, opinions, attitudes, or preferences of the respondents. Questionnaires are widely used for many reasons including when large numbers of respondents must be reached, when limited time is available as it takes less time to administer when compared with other instruments, and it allows respondents to remain anonymous when they answer the questions (Turner & Rob, 1971).

To investigate how BRU students deal with new English words in their English lessons, a questionnaire with a five rating scale of Likert was used. This instrument consisted of three main parts: 1) Respondent’s status information; 2) Respondents identification of preferred vocabulary learning strategies; 3) Open-ended questions and comment about the vocabulary learning strategies students use when they deal with new English words in their English lessons.

To validate the efficiency of the questionnaire, the questions and statements of the questionnaire were constructed by the researcher based on the theoretical framework understood from reviewing related literature and examined by three experts in the fields of language learning. In addition, to check the internal consistency, the questionnaire were made by utilizing 40 respondents, BRU English

students who are not of the study population, and analyzing the results by the Coefficient of Cronbach statistical technique in the computerized software SPSS for Windows. Its reliability coefficient alpha was at .89.

The questionnaire, once proved for validity and reliability, was used to collect data for this research. The researcher collected some of the data himself and so were BRU English Lecturers who teach the 1500103 course. All the student participants were requested to fill out the questionnaire and willingly rate the questions.

### **3.5.2 Interview**

Robson (1993: 228) defines an interview as “a kind of conversation; conversation with a purpose”. Turner & Rob (1971) mention that an interview provides an opportunity to question thoroughly certain areas of inquiry, permit greater depth of responses, and enables a researcher to get information concerning feelings or emotions in relation to certain questions. Additionally, Nunan (1992) states that an interview can be placed on a continuum ranging from unstructured through semi-structured to structured. Further, Intaraprasert (2002) notes the differences between the three kinds of interviews stating that an unstructured interview is guided by the responses of the interviewee and the interviewer exercises little or no control over the interview; while in a semi-structured interview, the interviewer has a general idea of where he or she wants to interview to go, and what should come out of it; and finally, in a structured interview the agenda is totally predetermined by the interviewer. However, Intaraprasert cautions “whatever type of interview a researcher wants to use as a method for data collection, he or she should consider the nature of the research and the degree of control he or she wishes to exert” (p. 47).

To investigate BRU's students' vocabulary learning strategies, a semi-structured interview was used. The interviews were conducted face-to-face with a good proportion of representatives from the independent variables, i.e. the six different faculties, the two different genders, and the three different English proficiency groups. Each interviewee was interviewed for approximately fifteen minutes regarding the vocabulary learning strategies used when they faced with new English words during English lessons. The semi-structured interview was audio-taped after the questionnaire was distributed. This is because since interview questions are open-ended, they may cover points that are not in the questionnaire or questions that are in the questionnaire but are unclear.

### **3.6 Statistical Methods for Data Analysis**

The collected data were analyzed using the appropriate statistical methods with the assistance of the SPSS programme as follows:

3.6.1 The respondent's status of which faculty, gender, or level of English proficiency were analyzed by using the percentage.

3.6.2 The data from the questionnaire that identifies the vocabulary learning strategies students' use to deal with new English words in their English lessons based on research question No. 1, were analyzed by the descriptive statistics including means, standard deviation, and percentage of each questionnaire item.

3.6.3 Part three of the questionnaire (open-ended questions) were qualitatively interpreted and grouped according to their content for vocabulary learning strategies.

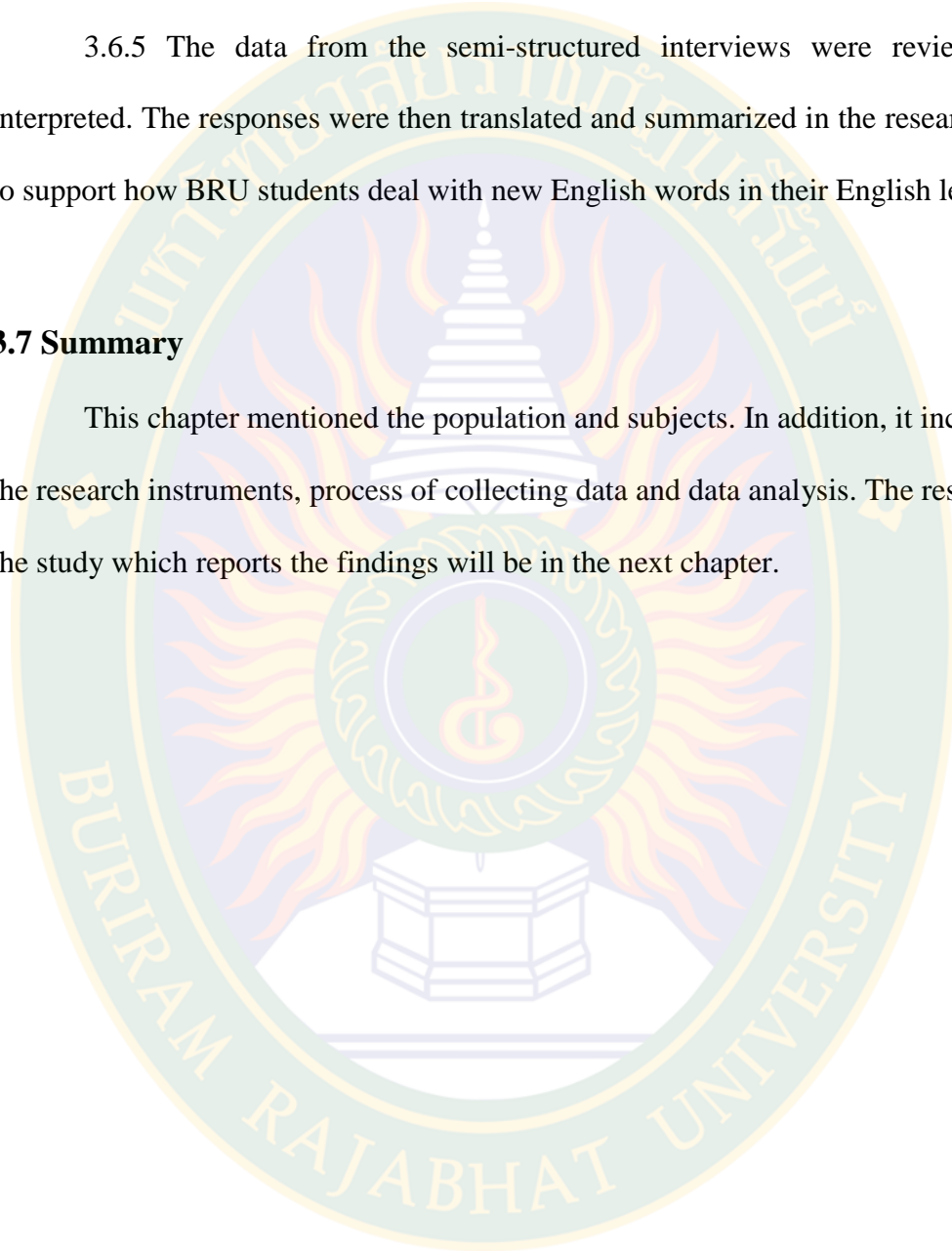
3.6.4 Referring to research question No. 2, 3, and 4, the data from the various independent variables, based on investigating the differences of vocabulary learning

strategies students' use to deal with new English words in their English lessons, were analyzed and compared using the analysis of variance (one-way ANOVA) for hypothesized testing at a 0.05 significance level.

3.6.5 The data from the semi-structured interviews were reviewed and interpreted. The responses were then translated and summarized in the research report to support how BRU students deal with new English words in their English lessons.

### **3.7 Summary**

This chapter mentioned the population and subjects. In addition, it included the research instruments, process of collecting data and data analysis. The results of the study which reports the findings will be in the next chapter.



## CHAPTER 4

### RESULTS

This chapter purposes to describe and discuss the conclusions of this investigation from various viewpoints, which have been related to the research questions. Therefore, this chapter will present the following sections:

4.1 The subjects' information of status

4.2 Vocabulary learning strategies of BRU students

4.3 A comparison of vocabulary learning strategies of BRU students

#### 4.1 The Subjects' Information of Status

This section includes the respondents' information of faculties, gender and G.P.A as shown in Table 4.1

**Table 4.1**

**Details of Respondents' Information of Status**

Information of Status	Variables	Frequency	%
Faculty	Education	45	15.00
	Humanities and Social Sciences	65	21.67
	Sciences	50	16.67
	Management Science	85	28.33
	Agricultural Technology	25	8.33
	Industrial Technology	30	10.00
	Total		300



**Table 4.1****Details of Respondents' Information of Status. (Cont.)**

Information of Status	Variables	Frequency	%
Gender	Male	100	33.33
	Female	200	66.67
	Total	300	100.00
G.P.A.	Low	100	33.33
	Moderate	100	33.33
	High	100	33.33
	Total	300	100.00

As shown in Table 4.1, it reveals that the most respondents were from the Faculty of Management Science (28.33%), followed by the Faculty of Humanities and Social Sciences ( 21.67%) and the Faculty of Sciences (16.67%), respectively. On the other hand, the least respondents were from the Faculty of Agricultural Technology (8.33%).

In terms of gender, it indicates that there were 100 males (33.33%) and 200 females (66.67%)

In terms of Grade Points Average (G.P.A), it shows that there were equal in the numbers of respondents (100 each).

## 4.2 Vocabulary Learning Strategies of BRU Students

This section aims to present the perceptions of BRU students on vocabulary learning strategies used in their English lessons which is illustrated in Table 4.2.

**Table 4.2**

### Opinions toward Vocabulary Learning Strategies Used of BRU Students

Item	Statements	X	S.D.	Level
1	Using your own knowledge and common sense in extensive reading for the meaning of unknown words	3.51	.98	Much
2	Checking the meaning of unknown words against the wider text	3.59	1.06	Much
3	Using the logical development in the context to learn unknown words	3.20	1.16	Moderate
4	Looking for any definitions or paragraphs in the text to help in defining the words	3.09	1.06	Moderate
5	Looking for illustrations provided to attain a general concept of the text to help know the meaning of words	3.06	1.07	Moderate
6	Using a title and sub-headings as sources of information for learning new words	2.64	1.08	Moderate
7	Words are learned in listening lessons	3.11	1.09	Moderate
8	Listening to the news from the radio or TV to learn new vocabulary	2.94	1.05	Moderate
9	When you listen to English songs, you also learn new words	3.08	1.28	Moderate
10	Teachers' assigning the exact number of vocabulary for increasing new words	2.88	1.20	Moderate
11	Vocabulary test to help learn new vocabulary	2.73	1.15	Moderate
12	Teachers' activities in English classes to help you learn new words	2.73	1.24	Moderate

**Table 4.2****Opinions toward Vocabulary Learning Strategies Used of BRU Students (Cont.)**

Item	Statements	X	S.D.	Level
13	Word-pairs in English and Thai words for learning more new vocabulary	2.65	1.29	Moderate
14	Teachers' translation from English to Thai language to help learn new words	2.68	1.25	Moderate
15	A vocabulary list to help you learn more new words	2.76	1.25	Moderate
16	Analyzing the words structure (prefixes, suffixes and roots) when seeking the meaning of words	2.75	.95	Moderate
17	Guess the meaning of words by the part of speech of the unknown words	2.62	.64	Moderate
18	Using different types of dictionary can help you learn unknown words	3.84	.42	Much
19	Knowing how to use a dictionary help you learn more new words	3.20	1.02	Moderate
20	Checking word meaning from the computer program help you learn more new words	3.25	.86	Moderate
21	You learn vocabulary or new words from other materials, such as tapes, CD or video tapes	2.75	.79	Moderate
22	Learning new words by repeating speaking those words for many times to be able to memorize	2.78	.62	Moderate

As shown in Table 4.2, it reveals that there were 22 strategies for learning vocabulary rated by the BRU students. Of these strategies, it found that the three most strategies used were “Using different types of dictionary can help you learn” (X= 3.84), followed by “Checking the meaning of unknown words against the wider text”

( $X=3.59$ ) and “Using your own knowledge and common sense in extensive reading for the meaning of unknown words” ( $X= 3.51$ ), respectively. On the other hand, it revealed that the three least strategies employed were “Guess the meaning of words by the part of speech of the unknown words” ( $X=2.62$ ), followed by “Using a title and sub-headings as sources of information for learning new words” ( $X=2.64$ ) and “Word-pairs in English and Thai words for learning more new vocabulary” ( $X=2.65$ ), respectively.

### **4.3 A Comparison of Vocabulary Learning Strategies of BRU Students**

This section presents the perceptions of the BRU students toward the vocabulary learning strategies. In comparison, this section is divided into three sub-sections as follows:

#### **4.3.1 A Comparison of Vocabulary Learning Strategies of BRU Students in terms of Gender**

Table 4.3 below compares the perceptions toward the vocabulary learning strategies used by BRU students in terms of their gender:

**Table 4.3**

**Perceptions toward Vocabulary Learning Strategies Used by BRU Students in terms of Gender**

Item	Statements	X	S.D.	t
1	Using your own knowledge and common sense in extensive reading for the meaning of unknown words	3.51	.98	1.23
2	Checking the meaning of unknown words against the wider text	3.59	1.06	.59
3	Using the logical development in the context to learn unknown words	3.20	1.16	.95
4	Looking for any definitions or paragraphs in the text to help in defining the words	3.09	1.06	.28
5	Looking for illustrations provided to attain a general concept of the text to help know the meaning of words	3.06	1.07	.47
6	Using a title and sub-headings as sources of information for learning new words	2.64	1.08	.34
7	Words are learned in listening lessons	3.11	1.09	1.14
8	Listening to the news from the radio or TV to learn new vocabulary	2.94	1.05	.86
9	When you listen to English songs, you also learn new words	3.08	1.28	1.71
10	Teachers' assigning the exact number of vocabulary for increasing new words	2.88	1.20	.04
11	Vocabulary test to help learn new vocabulary	2.73	1.15	1.92
12	Teachers' activities in English classes to help you learn new words	2.73	1.24	1.12
13	Word-pairs in English and Thai words for learning more new vocabulary	2.65	1.29	1.02

**Table 4.3**

**Perceptions toward Vocabulary Learning Strategies Used by BRU Students in terms of Gender (Cont.)**

Item	Statements	X	S.D.	t
14	Teachers' translation from English to Thai language to help learn new words	2.68	1.25	.81
15	A vocabulary list to help you learn more new words	2.76	1.25	1.11
16	Analyzing the words structure (prefixes, suffixes and roots) when seeking the meaning of words	2.75	.95	1.13
17	Guess the meaning of words by the part of speech of the unknown words	2.62	.64	.43
18	Using different types of dictionary can help you learn unknown words	3.84	.42	.84
19	Knowing how to use a dictionary help you learn more new words	3.20	1.02	1.53
20	Checking word meaning from the computer program help you learn more new words	3.25	.86	.58
21	You learn vocabulary or new words from other materials, such as tapes, CD or video tapes	2.75	.79	.91
22	Learning new words by repeating speaking those words for many times to be able to memorize	2.78	.62	2.01

As shown in Table 4.3, it revealed that there was no significant difference in vocabulary learning strategies used between male and female. This means that both male and female employ each strategy in similar way.

### 4.3.2 A Comparison of Vocabulary Learning Strategies of BRU Students

#### in terms of Faculty

Table 4.4 below compares the perceptions toward the vocabulary learning strategies used of BRU students in terms of their chosen faculty:

**Table 4.4**

#### Perceptions toward Vocabulary Learning Strategies Used by BRU Students in terms of Faculty

Item	Statements	M.S	S.S.	F
1	Using your own knowledge and common sense in extensive reading for the meaning of unknown words	.28	.57	.29
2	Checking the meaning of unknown words against the wider text	.45	.89	.38
3	Using the logical development in the context to learn unknown words	.75	1.48	.55
4	Looking for any definitions or paragraphs in the text to help in defining the words	.91	1.83	.81
5	Looking for illustrations provided to attain a general concept of the text to help know the meaning of words	1.56	4.96	2.21
6	Using a title and sub-headings as sources of information for learning new words	1.18	2.21	.82
7	Words are learned in listening lessons	.05	.10	.06
8	Listening to the news from the radio or TV to learn new vocabulary	1.48	2.95	1.40
9	When you listen to English songs, you also learn new words	.38	.76	1.38
10	Teachers' assigning the exact number of vocabulary for increasing new words	4.12	8.32	.33
11	Vocabulary test to help learn new vocabulary	3.45	6.92	2.67

**Table 4.4**

**Perceptions toward Vocabulary Learning Strategies Used by BRU Students in terms of Faculty (Cont.)**

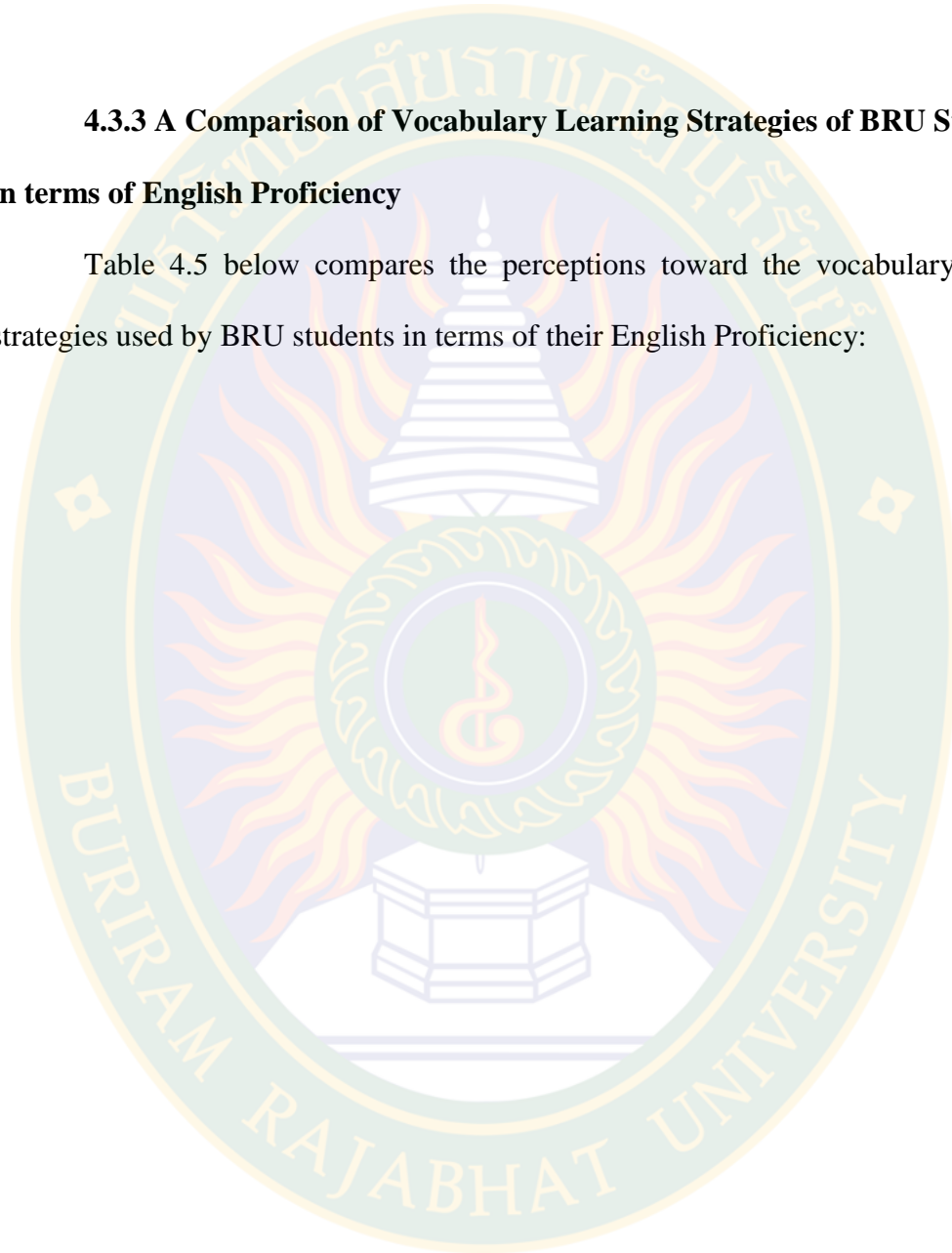
<b>Item</b>	<b>Statements</b>	<b>M.S</b>	<b>S.S.</b>	<b>F</b>
12	Teachers' activities in English classes to help you learn new words	1.19	2.37	2.42
13	Word-pairs in English and Thai words for learning more new vocabulary	1.42	2.93	.94
14	Teachers' translation from English to Thai language to help learn new words	1.46	1.08	1.05
15	A vocabulary list to help you learn more new words	.54	1.81	.92
16	Analyzing the words structure (prefixes, suffixes and roots) when seeking the meaning of words	.83	1.53	.84
17	Guess the meaning of words by the part of speech of the unknown words	.67	1.28	.43
18	Using different types of dictionary can help you learn unknown words	.72	1.16	.75
19	Knowing how to use a dictionary help you learn more new words	.58	1.59	1.29
20	Checking word meaning from the computer program help you learn more new words	.76	1.28	.74
21	You learn vocabulary or new words from other materials, such as tapes, CD or video tapes	3.12	5.58	.85
22	Learning new words by repeating speaking those words for many times to be able to memorize	2.45	6.21	3.12



As shown in Table 4.4, it revealed that there was no significant difference in vocabulary learning strategies used among the faculties. This means that all BRU students employ each strategy in similar way.

#### **4.3.3 A Comparison of Vocabulary Learning Strategies of BRU Students in terms of English Proficiency**

Table 4.5 below compares the perceptions toward the vocabulary learning strategies used by BRU students in terms of their English Proficiency:



**Table 4.5**

**Perceptions toward Vocabulary Learning Strategies Used by BRU Students in terms of English Proficiency**

Item	Statements	M.S	S.S.	F
1	Using your own knowledge and common sense in extensive reading for the meaning of unknown words	2.09	6.27	2.21
2	Checking the meaning of unknown words against the wider text	1.08	3.23	.95
3	Using the logical development in the context to learn unknown words	2.80	8.41	2.13
4	Looking for any definitions or paragraphs in the text to help in defining the words	.76	2.28	.67
5	Looking for illustrations provided to attain a general concept of the text to help know the meaning of words	2.21	6.65	1.98
6	Using a title and sub-headings as sources of information for learning new words	4.08	5.24	2.89
7	Words are learned in listening lessons	1.32	9.25	1.17
8	Listening to the news from the radio or TV to learn new vocabulary	.48	3.95	1.56
9	When you listen to English songs, you also learn new words	1.65	4.92	1.24
10	Teachers' assigning the exact number of vocabulary for increasing new words	.28	.87	.82
11	Vocabulary test to help learn new vocabulary	1.27	3.81	.23
12	Teachers' activities in English classes to help you learn new words	.18	.54	.12
13	Word-pairs in English and Thai words for learning more new vocabulary	5.40	8.43	2.57

**Table 4.5**

**Perceptions toward Vocabulary Learning Strategies Used by BRU Students in terms of English Proficiency (Cont.)**

Item	Statements	M.S	S.S.	F
14	Teachers' translation from English to Thai language to help learn new words	.13	.39	1.45
15	A vocabulary list to help you learn more new words	3.34	10.01	.76
16	Analyzing the words structure (prefixes, suffixes and roots) when seeking the meaning of words	1.92	5.77	1.91
17	Guess the meaning of words by the part of speech of the unknown words	1.28	2.35	1.14
18	Using different types of dictionary can help you learn unknown words	1.54	3.82	1.75
19	Knowing how to use a dictionary help you learn more new words	.59	4.62	2.06
20	Checking word meaning from the computer program help you learn more new words	1.02	.78	.90
21	You learn vocabulary or new words from other materials, such as tapes, CD or video tapes	1.54	3.10	.92
22	Learning new words by repeating speaking those words for many times to be able to memorize	1.03	1.58	1.23

As shown in Table 4.5, it revealed that there was no significant difference in vocabulary learning strategies used among the English proficiency. This means that all BRU students at any English proficiency levels employ each strategy in similar way.

#### 4.4 Summary

To summarize, this chapter presented the findings from the analyses of vocabulary learning strategies used by the BRU students. In the next chapter, the findings presented in chapter four will be discussed.



## **CHAPTER 5**

### **CONCLUSION AND DISCUSSIONS**

This chapter mainly purposes to summarize the principle findings of the present investigation in response to research questions presented earlier in Chapter One. This is followed by a discussion of the implications arising from the research for teaching and learning of English for BRU students. Then, the implication of the research findings is considered. Finally, the suggestions for future research are presented.

#### **5.1 Summary of the Research Findings**

The present investigation has reported on the research findings of BRU students' reported perceived vocabulary learning strategies as the objectives of the study. The BRU students reported perceiving moderate of the proposed vocabulary learning strategies to be favorable. On other words, they perceived those strategies helpful in enhancing their language learning. In response to the research questions, the further discussions are below:

5.1.1 What vocabulary learning strategies do BRU students use to deal with new English words in their English lessons?

In response to research question 1.3.1, the research findings reveal that the BRU students reported in Chapter 4 (Section 4.2) that perceived vocabulary learning strategies were at moderate level.

5.1.2 What differences in the vocabulary learning strategies BRU students use when dealing with new English words in their English lessons in terms of their gender?

In response to research question 1.3.2, the research findings reveal that there was no significant difference of vocabulary learning strategies employed by the BRU students in terms of their gender.

5.1.3 What differences in the vocabulary learning strategies BRU students use when dealing with new English words in their English lessons in terms of their chosen faculties?

In response to research question 1.3.3, the research findings reveal that there was no significant difference of vocabulary learning strategies employed by the BRU students in terms of their faculties.

5.1.4 What differences in the vocabulary learning strategies BRU students use when dealing with new English words in their English lessons in terms of their English proficiency levels of high, moderate, and low (groups will be based on their English G.P.A.)?

In response to research question 1.3.4, the research findings reveal that there was no significant difference of vocabulary learning strategies employed by the BRU students in terms of their English proficiency.

## 5.2 Discussions of the Research Findings

As above in response to the research questions, the correlations of perceived vocabulary learning strategies reported by 300 BRU students were not at a statistically significant level. It is worth pointing out that the non-significant points rejects the previously reported studies by those of Mirhassani and Toosi (2000), Zimmerman (1997), Liu and Shaw (2001), Daalen-Kapteijns, Elshout-Mohr and De Glopper (2001), Swanborn and De Glopper (2002), Qian (2002), Watanabe (1997), Fraser (1999), Viriyasombat (1995) and Subphadoongchone (1999). The findings in the present study may be because the BRU students might rarely have used all the proposed vocabulary learning strategies in the present study, but perceived that those strategies should have been helpful for them. Additionally, the results by the perceived mean scores appear fairly high. The reason is that all lecturers who teach English courses had opportunities to teach them.

From the discussions, it may be inferred that the BRU students as EFL learners have some problems with vocabulary learning. One more obvious point of students' encountered problems is that among their different curricula courses, they had endured different teachers' tasks through the subject. This could be like to affect students' vocabulary learning strategies use in their English learning, though they found these proposed strategies were helpful for them.

### **5.3 Implication of the Research Findings**

The research findings summarized earlier in response to the objectives that BRU students perceived that overall vocabulary learning strategies were helpful or favorable. However, all vocabulary learning strategies perceived were not found significant differences. Some implications for the teaching and learning of English, and particular Basic English for all BRU students in similar conditions may be drawn as follows:

1) Arising out of the research findings, these BRU students desired a variety of vocabulary learning strategies. It is recommended that English teachers should promote differently favorable vocabulary learning strategies for their English courses as they find suitable strategies for their learning habits. In this aspect, vocabulary learning should be incorporated into overall English classes.

2) Another point which should be noted here in particular English course, the qualitative data indicate that English teachers should concentrate on promoting vocabulary learning strategies. The frequently encountered problems on vocabulary learning strategies use imply the desirable teaching methods, materials, and even curriculum so that there should be various English activities in the lesson plans.

### **5.4 Suggestions for Future Research**

The research acknowledges that some areas might justify further study as follows:

1) As illustrated in the literature review in Chapter 2, it can be seen that a larger amount of research work on vocabulary learning strategies in both foreign countries and Thailand have been carried out with major EFL students. More research



work in this area needs to be carried out with a wider range of population in different contexts.

2) Through the literature reviews, apart from different fields of achievement levels, gender and students' faculties, different learning styles or language learning strategies and teachers' materials used should be investigated. Psychological and cultural factors also need to be examined through various vocabulary learning strategies and language learning materials.

3) Among different vocabulary learning strategies, experimental research could be drawn for research on vocabulary learning to examine the authentic phenomena of how vocabulary learning could be incorporated in different English language classes.

## **5.5 Conclusion**

The present investigation has been conducted in a data-based, systematic descriptive manner and qualitative method in terms of concurrent phenomena of language learning, particularly in vocabulary learning. The main contribution of the study has been the results which were reported by the BRU students.

Finally, the present study has suggested some implication arising out of the research findings. Some proposals for future research have also been put forward. The researcher believes that the present investigation can elicit further insight into how students deal with vocabulary learning, and how vocabulary learning are employed by different students in different learning contexts.

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**APPENDIX**

## แบบสอบถาม

### กลวิธีการเรียนรู้คำศัพท์ในบทเรียนของนักศึกษามหาวิทยาลัยราชภัฏบุรีรัมย์

แบบสอบถามฉบับนี้จัดทำขึ้นเพื่อรวบรวมข้อมูลเกี่ยวกับกลวิธีการเรียนรู้คำศัพท์ใหม่ในบทเรียนที่เรียนในห้องเรียนของนักศึกษาระดับปริญญาตรี มหาวิทยาลัยราชภัฏบุรีรัมย์ที่ลงทะเบียนเรียนรายวิชาภาษาอังกฤษเพื่อการสื่อสารและทักษะการเรียนรู้ ในภาคเรียนที่ 2/2549 ผลจากการศึกษาในครั้งนี้จะนำไปใช้เพื่อเป็นแนวทางในการจัดกิจกรรมการเรียนการสอนภาษาอังกฤษให้เกิดประสิทธิภาพสูงสุด

แบบสอบถามนี้แบ่งออกเป็น 3 ตอน คือ

ตอนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

ตอนที่ 2 ความคิดเห็นเกี่ยวกับกลวิธีการเรียนรู้คำศัพท์ใหม่ในบทเรียน

ตอนที่ 3 ข้อเสนอแนะอื่น

**ตอนที่ 1** ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

คำชี้แจง กรุณาทำเครื่องหมาย / ใน ( ) ที่ตรงกับความเป็นจริง

1. เพศ                      ( ) ชาย                      ( ) หญิง
2. สังกัดคณะ  
                                    ( ) ศึกษาศาสตร์                      ( ) มนุษยศาสตร์และสังคมศาสตร์  
                                    ( ) วิทยาศาสตร์                      ( ) เทคโนโลยีการเกษตร  
                                    ( ) วิทยาการจัดการ                      ( ) เทคโนโลยีอุตสาหกรรม
3. ระดับชั้นปี  
                                    ( ) 1                      ( ) 2                      ( ) 3                      ( ) 4
- 4.เกรดเฉลี่ย G.P.A \_\_\_\_\_
5. เกรดที่คาดว่าจะได้ในรายวิชานี้ \_\_\_\_\_

**ตอนที่ 2** ความคิดเห็นเกี่ยวกับกลวิธีการเรียนรู้คำศัพท์ใหม่ในบทเรียน

คำชี้แจง กรุณาทำเครื่องหมาย / ลงในช่องที่ท่านต้องการเพียงข้อละ 1 ช่อง โดยมีค่าคะแนนดังนี้

- |   |         |                   |
|---|---------|-------------------|
| 5 | หมายถึง | ช่วยได้มากที่สุด  |
| 4 | หมายถึง | ช่วยได้มาก        |
| 3 | หมายถึง | ช่วยได้บ้าง       |
| 2 | หมายถึง | ช่วยได้น้อย       |
| 1 | หมายถึง | ช่วยได้น้อยที่สุด |

กลวิธีการเรียนรู้คำศัพท์ใหม่	ระดับความคิดเห็น				
	5	4	3	2	1
1. ใช้ความรู้เดิมในการเดาความหมายของคำศัพท์จากเนื้อเรื่องที่อ่าน					
2. หาความหมายของคำศัพท์ใหม่จากบริบท					
3. หาความหมายของคำศัพท์ใหม่โดยดูจากคำอื่นๆหรือคำอธิบายในบทเรียน					
4. หาความหมายของคำศัพท์ใหม่โดยหาจากคำนิยามในเนื้อเรื่อง					
5. ดูภาพอธิบายประกอบในบทเรียนเพื่อเรียนรู้คำศัพท์ใหม่					
6. ดูหัวข้อเรื่องและหัวข้อรองเพื่อเป็นข้อมูลในการเรียนรู้คำศัพท์ใหม่					
7. เรียนรู้คำศัพท์จากการฟังในบทเรียน					
8. ฟังข่าวจากวิทยุหรือโทรทัศน์เพื่อการเรียนรู้คำศัพท์ใหม่					
9. เรียนรู้คำศัพท์ใหม่จากการฟังเพลงภาษาอังกฤษ					
10. การมอบหมายงานของอาจารย์ผู้สอนช่วยเพิ่มพูนคำศัพท์ใหม่					
11. การทดสอบคำศัพท์เป็นการเรียนรู้และเพิ่มพูนคำศัพท์					
12. กิจกรรมการเรียนในห้องเรียนช่วยให้เรียนรู้คำศัพท์ใหม่					
13. กิจกรรมการจับคู่ระหว่างคำศัพท์ภาษาไทยกับภาษาอังกฤษช่วยให้เรียนรู้คำศัพท์ใหม่					
14. การแปลจากภาษาอังกฤษเป็นภาษาไทยช่วยให้เรียนรู้คำศัพท์ใหม่มากขึ้น					
15. การจัดทำรายการคำศัพท์ช่วยให้เรียนรู้คำศัพท์ใหม่มากขึ้น					
16. ใช้ความรู้เรื่องโครงสร้างของประโยคเพื่อให้ทราบความหมายของคำศัพท์					
17. เรียนรู้ความหมายของคำศัพท์ใหม่โดยดูที่ประเภทของคำศัพท์นั้น (Parts of Speech)					
18. เดาความหมายของคำศัพท์โดยวิเคราะห์รากศัพท์หรือรูปแบบของคำศัพท์นั้น					
19. ใช้พจนานุกรมในการค้นหาความหมายของคำศัพท์ใหม่					
20. ความรู้ในวิธีการใช้พจนานุกรมสามารถช่วยให้เรียนรู้คำศัพท์ใหม่					
21. ดูความหมายของคำศัพท์ใหม่จากโปรแกรมคอมพิวเตอร์					
22. เรียนรู้คำศัพท์ใหม่จากสื่อประเภทต่างๆ เช่น เทป ซีดี หรือวีดีโอเทป					
23. ท่องศัพท์นั้นบ่อยๆเพื่อให้จำได้สามารถช่วยเรียนรู้คำศัพท์ใหม่ได้					
24. อื่นๆ (ระบุ) _____					

ตอนที่ 3 ข้อเสนอแนะอื่นๆ

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