



**EFFECTS OF GUESSING VOCABULARY MEANING THROUGH CONTEXTUAL CLUES
AND BILINGUAL WORD LISTS OF HIGH VOCATIONAL CERTIFICATE STUDENTS**

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**A Thesis Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Arts Program in English**


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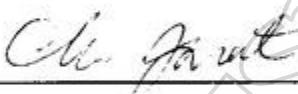


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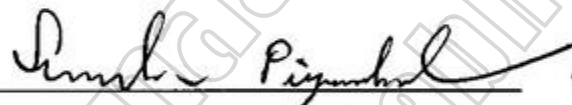
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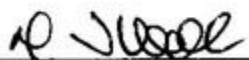


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ชื่อเรื่อง	ผลการใช้กลวิธีการเดาความหมายคำศัพท์โดยใช้บริบทและบัญชีรายการคำศัพท์สองภาษาของนักเรียนระดับประกาศนียบัตรวิชาชีพชั้นสูง	
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บทคัดย่อ

งานวิจัยครั้งนี้มีจุดประสงค์ดังต่อไปนี้ 1) เพื่อเปรียบเทียบประสิทธิภาพของกลวิธีการเดาความหมายคำศัพท์โดยใช้บริบทและบัญชีรายการคำศัพท์สองภาษาของนักเรียนระดับประกาศนียบัตรวิชาชีพชั้นสูง 2) เพื่อศึกษาความพึงพอใจของผู้เรียนและประโยชน์ที่ได้รับจากการใช้กลวิธีทั้งสองแบบ กลุ่มตัวอย่างที่ใช้ในการศึกษาครั้งนี้คือ นักเรียนระดับประกาศนียบัตรวิชาชีพชั้นสูงซึ่งกำลังศึกษาในวิทยาลัยเกษตรและเทคโนโลยีบุรีรัมย์ จำนวน 50 คน เครื่องมือที่ใช้ในการเก็บข้อมูลประกอบด้วย แบบทดสอบความจำและแบบสัมภาษณ์แบบกึ่งโครงสร้างและวิเคราะห์ข้อมูลโดยใช้โปรแกรมคอมพิวเตอร์

ผลการศึกษาพบว่าความคงทนในการจำคำศัพท์จากการเรียน โดยใช้บัญชีรายการคำศัพท์สองภาษามีมากกว่าความคงทนในการจำคำศัพท์จากการเรียน โดยใช้กลวิธีการเดาความหมายคำศัพท์ นักเรียนส่วนใหญ่มีความพึงพอใจในการเรียน โดยใช้บัญชีรายการคำศัพท์สองภาษามากกว่าการเรียน โดยใช้กลวิธีการเดาความหมายคำศัพท์ แต่นักเรียนเห็นด้วยว่าการใช้กลวิธีการเดาความหมายคำศัพท์มีประโยชน์มากในด้านการเรียนรู้คำศัพท์ ความสามารถด้านภาษาและความแตกต่างด้านเพศมีความสัมพันธ์กับผลของความคงทนในการจำคำศัพท์และการรับรู้กลวิธีทั้งสองแบบนี้

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ABSTRACT

The purposes of this study were 1) to compare the effectiveness of the guessing from context and the bilingual word lists method in terms of vocabulary retention, and 2) to explore the learners' preference and perceived usefulness towards these two methods. The samples were 50 high vocational certificate students studying at Buriram College of Agriculture and Technology. The research instruments consisted of two cycles of instructions: recall tests and semi-structured interviews. The collected data were analyzed by using computer programs.

The findings from this study showed that a superiority of retention of words learned by bilingual words lists was higher than by guessing from context. Most students preferred the bilingual word lists method to the guessing from context method, but considered the guessing from context method more useful for vocabulary learning. Also, language proficiency and gender seemed to positively correlate with the retention outcomes and the perceptions towards these two methods.

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TABLE OF CONTENTS

	Page
ABSTRACT IN THAI.....	I
ABSTRACT IN ENGLISH.....	II
ACKNOWLEDGEMENTS.....	III
..	
TABLE OF CONTENTS.....	IV
LIST OF TABLES.....	IX
LIST OF ABBREVIATIONS.....	X
 CHAPTER	
1 INTRODUCTION.....	1
1.1 Background of the Research.....	1
1.2 Purposes of the Study.....	4
1.3 Research Questions.....	4
1.4 Contributions of the Research.....	4
1.5 Scope and Limitations of the Research.....	5
1.6 Definitions of Key Terms.....	6
1.7 The Overviews of the Research.....	8
1.8 Summary of the Chapter.....	8

TABLE OF CONTENTS (CONTINUED)

2	LITERATURE REVIEW	10
2.1	How should Vocabulary be Learned?.....	12
2.2	What Makes a Good Vocabulary Learner?.....	14
2.3	How Many Words do Learners Need to Know?.....	17
2.4	What Kinds of Vocabulary Learning Strategies are Available?.....	20
2.4.1	Determination Strategies.....	20
2.4.2	Social Strategies.....	22
2.4.3	Memory Strategies.....	23
2.4.4	Cognitive strategies.....	24
2.4.5	Metacognitive Strategies.....	25
2.5	Vocabulary Retention.....	26
2.6	Learner's Perceptions towards Vocabulary Learning Strategies.....	28
2.7	Language Proficiency and Gender	30
2.8	Previous Studies on Guessing Vocabulary Meaning Using Contextual Clues	30
2.9	Summary of the Chapter.....	43
3	RESEARCH METHODOLOGY	44
3.1	Participants of the Study.....	44
3.2	Research Instruments.....	45
3.2.1	Teaching Sessions.....	45

3.2.2 Recall Tests.....	47
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TABLE OF CONTENTS (CONTINUED)

3.2.3 Interviews.....	48
3.3 Data Collection Procedures.....	49
3.3.1 Preparation (Consent Forms and Unknown Word Test).....	50
3.3.2 Cycle 1: Instructions – Recall Tests – Interviews.....	50
3.3.2.1 Teaching Vocabulary by Bilingual Word Lists (DC)...	51
3.3.2.2 Teaching Vocabulary by Guessing from Context (CC)	52
3.3.2.3 Recall Test 1.....	53
3.3.2.4 Small-group Interviews.....	53
3.3.3 Cycle 2: Instructions – Recall Tests – Interviews.....	54
3.3.3.1 Instructions and Recall Tests.....	54
3.3.3.2 Small-group Interviews.....	54
3.3.3.3 Recall Test 2.....	55
3.4 Data Analyses and Statistical Procedures.....	55
3.4.1 Scoring and Analysis of Recall Test 1.....	55
3.4.2 Scoring and analysis of Recall Test 2.....	56
3.4.3 Scoring and Analysis of Interview Data.....	56
4 RESULTS.....	57
4.1 Research Question One.....	57
4.1.1 Results from Students' Recall Tests.....	57
4.1.1.1 Students' Recall Test 1.....	58

1) Recall Test 1 for Reader 1.....	58
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TABLE OF CONTENTS (CONTINUED)

2) Recall Test 1 for Reader 2.....	59
4.1.1.2 Recall Test 2.....	61
4.1.1.3 Recall Tests and English Proficiency.....	63
4.1.1.4 Recall Tests and Gender.....	64
4.2 Research Question Two.....	65
4.2.1 Preference of Guessing from Context and Bilingual Word Lists.....	66
4.2.2 Perceived Usefulness of Guessing from Context and Bilingual Word Lists.....	68
4.2.3 Preference, Perceived Usefulness and Gender.....	69
5 DISCUSSION AND CONCLUSION.....	71
5.1 Summary of the Major Findings.....	71
5.2 Discussion of the Vocabulary Retention.....	73
5.3 Discussion of the Preference and Perceived Usefulness of the Two Methods.....	74
5.4 Discussion of the Retention, Perceptions and Language Proficiency..	76
5.5 Discussion of the Retention, Perceptions and Gender.....	77
5.6 Pedagogical Implications.....	78
5.7 Suggestions for Future Research.....	81
5.8 Summary of the Chapter.....	81

TABLE OF CONTENTS (CONTINUED)

BIBLIOGRAPHY	83
APPENDICES	93
A The Formal Letter	
The Letter for Asking Permission to Collect the Research Data	94
B Appendix A Formal Letter	
The Letter Asking Permission to Collect the Research Data	95
C Appendix B Letter for Experts	
The Letter Requesting to be Expert for the Research Instruments	96
D Appendix C Student Consent Form	99
E Appendix D Questionnaire Asking Satisfaction towards Guessing Vocabulary Meaning through Contextual Clues of High Vocational Certificate Students	101
CURRICULUM VITAE	108

LIST OF TABLES

Table	Page
2.1 Structured and Unstructured Learner Habits.....	15
2.2 Vocabulary Size and Text Coverage in the Brown Corpus	18
2.3 Text Coverage in Written Academic Text	19
3.1 Time Frame of the Present Study.....	49
4.1 Scores of Recall test 1 of Reader1 'Old Teddy'.....	58
4.2 Scores of Recall Test 1 of Reader 2 'Welcome to Buriram'.....	60
4.3 Summary of Recall Test 1.....	61
4.4 Scores of Recall Test 2 of Reader 1 and Reader 2.....	62
4.5 Summary of Recall Test Two.....	63
4.6 Summary of Recall Test One and Two.....	63
4.7 Results of Recall Tests and Language Proficiency.....	64
4.8 Preference of CC and DC (without comparison)	66
4.9 Comparison between CC and DC.....	67
4.10 Perceived usefulness of CC and DC.....	68
4.11 Preference, Perceived Usefulness and Gender.....	69

LIST OF ABBREVIATIONS

CC	Contextualized Condition
DC	Decontextualized Condition
EFL	English as a Foreign Language
HVCS	High Vocational Certificate Student
L1	First Language
L2	Second Language

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CHAPTER 1

INTRODUCTION

1.1 Background of the Research

Vocabulary forms the biggest part of the meaning of any language, and it is the biggest problem for most learners. Learners will also be more successful if they can develop their own techniques and disciplines (i.e., strategies for vocabulary learning). The notion of successful learners is supported by the increasingly popular learner-centered approach to language teaching, which promotes learners' greater control of their learning.

Children appear to learn words at a rapid rate. First language (L1) acquisition studies estimated that the average 10-year-old children will encounter one million words in text each year, of which approximately 20,000 words will be unfamiliar in their written form (Anderson & Freebody, 1983). They may add as many as 3,000 words per year to their reading vocabulary (Nagy & Herman, 1984), but only 200-300 of these words can be attributed to formal vocabulary instruction (Jenkins & Dixon, 1983). In other words, children learn most L1 new words incidentally through extensive reading. Reading researchers believe that, as discussed by Morrison (1996), L2 readers should develop ways of handling new words similar to those L1 readers use through the incidental learning of vocabulary. Many scholars (Huckin & Coady, 1999, cited in Intaraprasert, 2004) seem to agree that L2 vocabulary learning predominantly occurs through extensive reading, with the learner guessing

the meaning of unknown words. Therefore, it is worthwhile to explore vocabulary learning strategies which may help learners in their rapid encounter of new English words.

However, it is important to note that vocabulary has not, historically, received as much attention from researchers as other aspects in second language learning research (Coady. 1997; Monheimer. 2004). Coady (1997) pointed out teachers' and scholars' general belief that teaching vocabulary is a low-level intellectual activity which does not worth full attention. He further added that, while teachers tend to feel that words are easy to learn, students generally feel that words are very important and are eager to learn them. Hence, the difference in students' and teachers' beliefs makes the role of vocabulary teaching and learning a very interesting issue to investigate. Despite the learners' recognition of the importance of vocabulary, Paribakht and Wesche (1999) found that learners generally ignored unknown words, if there was not any prior training on strategies such as guessing from context.

In the case of Thailand, despite the shift from grammar / translation method to communicative teaching approach, many English classrooms continue to expect learners to learn by memorizing textbook passages and vocabulary, leaving very limited room for learners to choose their own learning strategies. To nurture more autonomous learners, a shift from teacher-centered teaching to learner-centered pedagogy is necessary. In Thailand, because of the tight teaching schedule, there is often insufficient class time for adequate reinforcement of vocabulary. Consequently, the study and reinforcement of vocabulary becomes the responsibility of the students outside the classroom (Grace. 1998, cited in Intaraprasert. 2004). Therefore, it is

worthwhile to explore vocabulary learning strategies used by students and hence help them take greater control of their learning.

Interestingly, while empirical evidence has revealed the relationship between strategy use and a variety of factors such as language proficiency, gender, language tasks, etc. (Morrison. 1996; Gu. 1997; Chamot & El-Dinary. 1999, cited in Sariwan. 2007), very little is related to different age groups. In the past two decades, dozens of studies have been carried out to investigate the strategies employed by tertiary and university students (Sze. 1998; Qian. 1996; Gu & Johnson. 1996; Gu. 2003, cited in Sariwan. 2007) and adult second language learners (Oxford & Scarcella. 1994; Sanaoui. 1995), yet only a few (Jenkins, Matlock & Slocum. 1989; Chamot & El-dinary. 1999; Lan. 2005) focused on young learners. As suggested by Chamot & El-Dinary (1999), children are capable of using a range of strategies to cope with language learning as well as articulating the strategies used. Steinberg (1993: 207) added that “the best age to learn a second language in the typical explication classroom situation is probably that age where the individual retains much of the memory and motor skills of the very young, but where the individual has begun to reason and understand like an adult. That age would probably be somewhere around 10 years”. As very few studies have examined strategies used by high vocational certificate students (HVCSs) at agriculture and technology colleges in the local context, it is worthwhile to explore adult learners’ strategy use and their perceptions of the strategies.

1.2 Purposes of the Study

The fundamental purposes of the study are as follows:

1.2.1 To investigate the influence of two vocabulary instruction methods, namely guessing meaning through contextual clues and bilingual word lists, on vocabulary retention.

1.2.2 To find the correlation between the two instruction methods and genders of the students.

1.3 Research Questions

Based on the purposes of this study, the following research questions are formulated.

1.3.1 Which of the two vocabulary instruction methods, namely guessing from context, and bilingual word lists, is more effective in terms of retention for high vocational certificate students (HVCSs)?

1.3.2 What is the preference and perceived usefulness of the two vocabulary instruction methods in terms of vocabulary learning from the students' point of view?

1.4 The Importance of the Study

The current research is important and useful for both language teachers and learners because it will highlight the use of vocabulary learning strategies, shed light on the conceptions and misconceptions of vocabulary learning, and reflect upon the beliefs or thinking regarding strategies for learning and acquiring vocabulary items.

Language teachers may be able to make use of the findings to improve their vocabulary teaching and they may also be able to help change the misconceptions about vocabulary learning of their students, if any exists at all. Moreover, language learners can consider different vocabulary learning strategies that can appropriately improve their knowledge of vocabulary.

1.5 Scope and Limitations of the Study

As a preliminary investigation into the two vocabulary instruction methods, the sample size is limited only to 50 mixed-gender high vocational certificate English learners in a local school in Buriram Province.

Further, the time allowed for the study is limited to only 6 weeks. Although every attempt has been made to include as many cycles of instruction as possible hoping that the reliability of the study could be enhanced, only two cycles could be arranged. Moreover, discrepancies of young learner's perceived usefulness in this study and those of adult learners in other studies (Fan, 2003; Lok, 2007) are reported. It would be interesting if cross-sectional study comparing these two age groups could be conducted.

"Priming" effect (Grace, 1998) needs more careful attention in similar research studies in future. Subjects may be aware of the possibility that the vocabulary taught by L1 translation would be tested in similar bilingual context. Owing to the awareness of a possible subsequent test, the subjects may be more attentive to the L1 word meanings in class, may check the meaning in dictionary, or may do certain revision at home. Yet consideration of the "priming" effect into research design could not be eliminated.

To conclude, this study has provided interesting insights into strategy choice and perceived usefulness by young learners and effectiveness of the two vocabulary instruction methods, namely guessing from context and bilingual word lists, in terms of retention outcomes, in spite of the limitations discussed above. A combined teaching approach of both methods would be conducive to vocabulary learning by these learners. Further empirical evidence of the effectiveness of such a combined approach is desired.

1.6 Definitions of Key Terms

Here are the explanations and definitions of the key terms used in this study:

1.6.1 High Vocational Certificate Students refers to 50 high vocational certificate students at Buriram College of Agriculture and Technology, Buriram Province, Thailand who study English as foreign language in academic year 2010-2011 in non-English speaking surrounding.

1.6.2 Vocabulary Instruction Method – As compared with Sze's (1998) term "vocabulary presentation method" which merely measured the retention of vocabulary presented in different approaches, the term "vocabulary instruction method" used in this study also involves "instruction" on strategy training for learners. "Vocabulary instruction method" is different from "vocabulary learning strategy" in the sense that the latter is related to learners' voluntary employment of strategies for vocabulary learning, without teaching or training involved.

1.6.3 Learning Strategy refers to the process by which information is obtained, stored, retrieved, and used (Rubin. 1987: 29).

1.6.4 Context (Language Context) refers to the textual or discoursal place in which a particular word or structure can be found (Gu. 2003: 2). It can be as short as a sentence or as long as several paragraphs, and it will usually contain unknown words (Rapaport. 2003).

1.6.5 Guess means to figure out a meaning for a word from context clues. Another similar term “infer” will be used interchangeably in this study. Other terms were also used in related literature, such as “construct”, “deduce”, “derive”, “educe”, “guess”, “infer”, or “predict”. The term “guess” is used here because it is simple in nature and is applicable to the level of the subjects in the study. The “guesses” from the context, as referred in this study are “informed” guesses (Morrison. 1996), i.e. the guesses are based on contextual clues.

1.6.6 Unknown Words refers to a word or a phrase that the learner has either never seen before, or is such that he or she has only the vaguest idea about its meaning (Rapaport, 2003).

1.6.7 (Bilingual) Word Lists refers to bilingual word lists which include a list of target words in the second language (L2) supplemented with their equivalent translations in the learner’s first language (L1). It is different from Fan’s (2003) study, where the term “word lists” refers to the glossary page at the back of books where L1 translations may not be available.

1.6.8 Retention refers to the vocabulary retention. It is usually measured with recall tests (immediate posttests or delayed posttests), to measure the subjects’ short-term, longer-term or long-term memory. The format of recall tests and definitions of ‘retention’ varies in different studies. In the current study, one post-test and one

delayed recall test were administered to measure the short-term and the longer-term memory respectively.

1.7 The Overviews of the Study

This study investigation prominently consists of five main chapters. In this chapter, the background for the study is introduced, the problems are described, the purpose of the study is indicated, and the key terms used in this study are defined. Chapter Two is a review of empirical research conducted on language learning strategies, vocabulary learning strategies with specific focus on guessing from context and bilingual word lists, and vocabulary retention. Chapter Three provides a description of the rationale for the research subjects, instruments, and the procedures involved, including instructions, recall tests, interviews, scoring and data analysis. Chapter Four reports the findings of the recall tests and interviews in the present study, followed by discussion about these findings. Chapter Five presents the summary of the major findings and discussion, pedagogical implications, limitations and recommendations for future studies.

1.8 Summary of the Chapter

In conclusion, this chapter has presented the background of the research, research objectives and research questions. The current research is attempted to identify the scope and limitation of the study of young learners and effectiveness of the two vocabulary instruction methods, namely guessing from context and bilingual word lists, in terms of retention outcomes. This research also provided the definitions

of key terms used to define the research variables and contributions of the research.

In the next chapter, Chapter Two is presented the review of the related literature.

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CHAPTER 2

LITERATURE REVIEW

Generally, this chapter provides an overview of the topic, summary of studies on vocabulary retention and learner's perceptions towards vocabulary learning strategies, and review of related studies.

Vocabulary learning strategies are a component of language learning strategies which in turn are a component of general learning strategies. Gu and Johnson (1996) conducted a study on good learners and found that most successful learners are those who actively choose the most appropriate strategy from a range of available options and decide how to pursue the strategy and when to switch to another strategy. It gives rise to the importance of strategy training at elementary stages of second language learning to equip learners with a wide range of 'options' of learning strategies as well as the skills in using them, in order to accomplish the purpose of learner autonomy.

Among the many available vocabulary learning strategies, guessing from context is often discussed. The notion of guessing from context arose from the analogy between L1 and L2 reading. Reading researchers believe that, as discussed by Morrison (1996), L2 readers should develop similar ways of handling new words that L1 readers use through the incidental learning of vocabulary. The guessing from context strategy is regarded as "the most important of all sources of vocabulary learning" (Nation. 2001: 232, cited in Intaraprasert. 2004). Teaching meanings of

single words out of context does not yield good learning outcomes because of the polysemic nature of words (Twaddell, 1973). Moreover, cognitive psychologists like Craik and Tulving (1975) believe that strategies which involve deeper manipulation of information like guessing from context may yield better retention and therefore are conducive to learning.

While teachers are generally in favor of learning vocabulary in context, learners on the other hand make frequent use of L1 translations in understanding meanings of unknown words (Monsalve, 1999) and often with success (Nation, 1982; Qian, 1996, cited in Sariwan, 2007). Results from a number of studies were in favor of learning words by bilingual pairs or word lists (Prince, 1996; Qian, 1996). Nation (1982) also agrees that word lists are an effective way for learning a great deal of vocabulary in a short time. Even rote repetition can be effective if students are accustomed to using it (O'Malley & Chamot, 1990). However, as Coady (1997) noted, memorization seems to offer the greatest assistance to the most elementary learners but may not be beneficial in the long run. Researchers also point out that word meanings do not have exact equivalents across languages, and the meanings often vary from context to context (Fries, 1945). Therefore, it seems that the guessing from context method is favored over many other vocabulary learning strategies.

Numerous studies have investigated the effect of single use or comparison of guessing word meaning from context and bilingual word pairs in terms of vocabulary retention as well as learners' perceptions towards these strategies. The findings will be discussed in the following sections.

2.1 How should Vocabulary be Learned?

The communicative approach to learning which became popular in the 1970s emphasized a naturalistic, incidental approach to vocabulary learning. Krashen argued that unconscious acquisition, through natural communication, was the only possible way to acquire a language (Sökmen. 1997: 237; Griffiths & Parr. 2001: 249). Word meanings could be understood from context and repeated encounters would help to improve the depth of understanding of each word, as well as aiding retention.

There is much to be said for naturalistic learning which provides a rich diet of comprehensible input. Firstly, this approach closely matches our L1 learning experience, and appeals to our sense of a normal way of learning – there is no memorization of word lists or other rote learning. Furthermore, the sheer number of words to be learned, as well as those with multiple meanings, also suggests a primary role for incidental learning (Nagy. 1997: 71-72). Paribakht and Wesche (1997: 175) note research suggesting that explicit vocabulary instruction cannot hope to cover the same number of forms as incidental learning. The risk with explicit instruction, it is argued that it is difficult to provide a sufficient number of encounters with a word for learning to take place. Nagy (1997: 74) states that there is a likelihood of between one in twenty and one in seven that a word will be learned after just one exposure.

The drawbacks of incidental learning lie in the difficulties of guessing from context. Sökmen (1997: 238) lists several points which suggest a place for other, more intentional, methods of vocabulary instruction. The first point is that while learning from context may provide a huge amount of exposure, it is likely that acquisition rates will be slow. Other concerns include the error-prone nature of

context-guessing, the fact that emphasizing only one method neglects individual learning preferences, and most significantly, that guessing a word successfully does not mean that the word has been acquired. Schmitt (2000: 121) refers to the depth of processing hypothesis, which states that the more one manipulates, thinks about, and uses mental information, the more likely it is that one will retain that information. Hulstijn's later work asserts that it is the quality and frequency of the information processing activities that determine retention of information (Hulstijn. 2001, cited in Read. 2004: 147).

Current thinking seems to point toward a combination of incidental and intentional learning. Time constraints ensure that guessing from context remains among the most valuable skills a learner can possess (Nation. 2001: 232), and the book flood studies by Elley (1991, cited in Nagy. 1997: 76, and Schmitt. 2000: 122) show the benefits of extensive reading, but other studies investigating combinational methods have shown positive results. Paribakht and Wesche's (1997) study showed greater gains for students who completed vocabulary exercises after reading activities than for those who were only given reading work.

Rather than imagining the situation as dichotomous, it may be more helpful to view it as a cline, with different aspects of vocabulary knowledge reacting to varying degrees of incidental or intentional instruction. Schmitt (2000: 122) notes that collocational know-how can only come from extensive reading, yet other aspects, such as spelling and phonological rules are responsive to intentional teaching.

Many researchers today (Nation, Sökmen, Ellis) seem to advocate intentional learning for highly frequent words and the teaching of learning strategies to cope with less frequent ones. Other worthwhile activities include: building a large sight

vocabulary, making use of schema to access encyclopedic knowledge to integrate with new information, using deep-processing techniques, encouraging learner independence, and making use of learning strategies (Sökmen. 1997: 239; Fan. 2003: 223).

2.2 What Makes a Good Vocabulary Learner?

Each individual that begins to learn another language brings with them a unique collection of personal experiences and beliefs that will influence them as learners. By identifying the influences and traits that successful learners have, it is hoped that they can then be taught to those who are less successful.

Sanaoui (1995) studied the vocabulary learning habits of 50 learners over a six-week period and found that they could be divided into those that structured their own learning and those who were either unstructured or reliant on the course to guide them. The key traits that distinguish structured and unstructured learners are shown in Table 2.1.

Table 2.1

Structured and Unstructured Learner Habits

Structured Approach	←————→	Unstructured Approach
Opportunities for Learning Vocabulary		
Self-created; independent study		Reliance on course; minimal independent study
Range of Self-initiated Activities		
Extensive		Restricted
Records of Lexical Items		
Extensive (tend to be systematic)		Minimal (tend to be ad hoc)
Review of Lexical Items		
Extensive		Little or no review
Practice of Lexical Items		
Self-created opportunities; in and outside classroom		Reliance on course

Source: Sanaoui (1995: 24)

It is clear that remarkable variation exists in the vocabulary study habits of learners. In order to examine the consequences of this, Sanaoui correlated the results of French vocabulary tests administered to 74 adult learners with three criteria: the learners' proficiency levels, the style of tuition, and the degree to which learners structured their learning. Of the three criteria, a structured learning approach was the only one shown to correlate positively with vocabulary retention. These results seem to indicate that the most efficient way to improve learners' vocabulary skills is to develop their ability to work in a structured, autonomous manner.

Some learners are capable of autonomous study at the beginning of a course, while others require inculcation on the part of the teacher. In order to successfully transfer this behavior into unstructured learners, the factors which affect it should be

understood. An important recent attempt to provide a framework for such an understanding has been provided by Nation (2001: 394), who identifies three key elements of autonomous learners: attitude, awareness and capability.

Attitude is described by Nation as the most crucial element, yet also the hardest to acquire. It represents the desire to take control of one's own learning. The learners who fall at the structured end of Sanaoui's scale are clearly assuming responsibility for their own learning. In Wenden's (1998: 522) article on the influence of metacognitive knowledge on learning, there is a description of how a learner's attitude to a task will influence the goals adopted for the task. If the learners perceive the task to be beneficial to their learning and consider themselves to be capable of completing the task, then they will set themselves goals for the activity that will enable them to improve. If, however, they view the task as unsuitable for their development or themselves as incapable of completing the task, they will adopt coping strategies to deal with the task as efficiently as possible.

Learners need to be conscious of their own capabilities, as well as having an awareness of learning processes and the opportunities for personal development that they present. Learners who are self-aware will be better able to direct their attention to aspects of learning that will be most beneficial to them. Being aware of strategies that have been taught beforehand, and then applying them to present situations is an element of metacognitive knowledge identified by Wenden (1998: 526) as transfer of learning.

Nation regards capability as "the need for the learner to possess the skills and knowledge to be autonomous in a particular area of study" (2001: 395). Regarding vocabulary acquisition, learners need to be capable of utilizing various learning

strategies, understanding the semantic relationships between new and previously learned words, and ensuring that they regularly review new forms (Schmitt, 2000: 133).

2.3 How Many Words do Learners Need to Know?

Two possible answers to this question are offered. The first is that learners should attempt, as far as possible, to match the vocabulary of native speakers. The second answer is to learn vocabulary in increments, based on the frequency, and therefore likely usefulness, of each group of words.

When estimating the vocabulary size of native speakers, the number of word families known appears to be a commonly accepted measure. A word family is defined as a headword, plus its inflected and derived forms. Recent conservative estimates of the vocabulary size of an educated native speaker have been around 20,000 word families. The growth rate of a native speaker's vocabulary is estimated at approximately 1,000 word families a year during early life (Nation & Waring, 1997: 7). This is a challenging, yet not insurmountable goal for a learner, but it is clearly a long-term goal and as such is of little use to the lower level learner.

A more practical solution for learners would be to make use of frequency information provided by corpora, and in particular to concentrate initially on the most frequent words and then to move on to less frequent items. Table 2.2 shows the percentage of text covered by vocabulary of increasing sizes.

Table 2.2**Vocabulary Size and Text Coverage in the Brown Corpus**

Vocabulary Size	Text Coverage
1,000	72.0%
2,000	79.7%
3,000	84.0%
4,000	86.8%
5,000	88.7%
6,000	89.9%
15,851	97.8%

Source: Taken from Francis & Kucera, 1982, cited in Nation & Waring.1997: 9

As can be seen in the table, each increase in vocabulary size is accompanied by greater text coverage, but at each level, the increase in coverage becomes smaller and smaller. Therefore, it is likely that learners will reach a point in their studies when learning the next 1,000 words would be inefficient; they would benefit more by focusing on vocabulary appropriate to their own likely English needs. The question is of course, how we know when that point has been reached?

In a 1990 study of written academic text, Nation produced the following table of text coverage.

Table 2.3**Text Coverage in Written Academic Text**

Level	Number of words	Text Coverage
High-frequency words	2,000	87%
Academic vocabulary	800	8%
Technical vocabulary	2,000	3%
Low-frequency words	123,200	2%
Total	128,000	100%

Source: Nation. 1990, cited in Nation & Newton. 1997: 239.

Using this data, Nation and Newton suggest that after the 2,000 most frequent words have been learned, students intending to learn English in an academic environment would benefit from mastering the 800-word Academic Word List, rather than the next most frequent 1,000 words in general use (1997: 239).

Laufer (1997: 23) has conducted studies suggesting that the turning point for vocabulary size – when an increase in vocabulary begins to offer less of a benefit for reading comprehension, is around 3,000 word families. This number, which represents around 4,800 lexical items, is termed the ‘threshold vocabulary’. Once this level has been reached, it is proposed that learners will be fully capable of applying context-guessing and other learning strategies, and as such might be considered to have reached the point at which intentional learning has ceased to be an efficient use of class time.

2.4 What Kinds of Vocabulary Learning Strategies are Available?

Since it became apparent that individual effort had a greater influence on vocabulary acquisition than aptitude, researchers have identified a large number of vocabulary learning strategies used by learners (Schmitt, 1997: 199). Nation's (2001: 217) definition of a strategy contains four criteria: that it is one of several options a learner may select, that it involves multiple steps, that it can be improved by training and that it will be of benefit when learning or using vocabulary.

One of the key features of successful learners that have been highlighted by research (Schmitt, 2000: 133) is that they make use of a variety of learning strategies. If strategies are indeed trainable, then they can be taught to less successful learners. It is also likely that learners will be more proficient in certain aspects of vocabulary learning than in others, and so by encouraging the use of different classes of strategy, teachers may be able to target individual weaknesses to improve. Therefore, having a taxonomy of vocabulary learning strategies would enable teachers to select appropriate strategies for learners and instruct them in their use. Schmitt (1997: 207-208) offers a taxonomy that classifies strategies into five groups: determination, social, memory, cognitive, and metacognitive. Each of these will now be examined in turn.

2.4.1 Determination Strategies

One group of determination strategies involves analyzing the unknown word, its constituent elements, or the surrounding context to determine the meaning. Identifying the part of speech will offer some information; the learner might be able to identify the word as an entity, state, action or quality. Inflectional or derivational word parts could also be examined. Due to the limited number of inflections

available in English, learners should encounter and understand them quite rapidly. Derivational affixes are far more numerous, yet they offer tremendous insights into word class and definition. Nation (2001: 264) refers to a study which found that 60% of words containing the prefixes un-, re-, in-, and dis- could be understood if the base word was known.

If the learners' L1 is related to the L2, then cognates may exist which facilitate guessing. Japanese, although unrelated to English, has a rapidly increasing number of kana loanwords that are mostly derived from English. Daulton (1998) presents data showing that 38% of the 2,000 most frequent words and approximately 26% of the University Word List correlate with Japanese loanwords. There is a risk involved in using loanwords as cognates since not all of them are used in the same manner as in English, yet there remains a large number that could assist Japanese learners of English.

Dictionaries, while lacking the depth of processing that comes with guessing strategies, are commonly used by many learners of foreign languages. Although monolingual dictionaries may offer better quality information and also improve learners' ability to paraphrase, Schmitt's (1997: 209-210) survey of attitudes to learning strategies showed a clear preference for bilingual dictionaries. This might be due to the sense of security they provide – Grabe and Stoller (1997: 112) noted a learner's unwillingness to give up his "accuracy anchor".

To achieve the maximum benefit, dictionary skills have to be taught in the same manner as other skills. It is important that learners are taught when not to use dictionaries because they may be overused, resulting in the neglect of other strategies and increasing the length of time taken to complete tasks. Nation (2001: 283-284)

presents a summary of studies carried out on dictionary use, which show a positive effect on vocabulary comprehension for all but high-level learners, but also an increase in completion time. Nation (2001: 239) suggests that inferencing skills should be prioritized, but that following up with dictionaries has a significant impact on retention.

2.4.2 Social Strategies

Some social strategies can be used to determine word definitions. Teachers are a valuable source of information for learners, and they can provide information about L2 vocabulary in several ways. If the teacher understands the learners' L1, then a direct translation is possible. Although this may be the fastest and most appealing method for learners, there are notes of caution to be added. Learners receiving a translation of an L2 word may assume that it carries all of the functional and stylistic properties of its nearest L1 equivalent, and so use it in the same manner as they would in their L1. There is also the attendant risk that learners used to hearing L1 translations will become reliant on them, which is likely to have a negative impact on their ability to hold L2 conversations.

Teachers can also offer L2 paraphrases, synonyms, or example sentences using the unknown word. If the goal of learners is to use the L2 productively, then these methods will be more beneficial than translation. The teacher must, however, consider the knowledge necessary to use each word, while also making an efficient use of class time. Although this information could also be provided by classmates instead of teachers, some learners might feel that information from a teacher is more reliable. However, if classmates all work together at providing information, the whole

class will benefit from improved paraphrasing skills and by becoming less dependent on the teacher.

Social strategies can also be used to consolidate information. Sanaoui's (1995) study highlighted the need for learners to create their own opportunities for language use outside the classroom. Students may make an effort to use the L2 together outside class, or seek opportunities to speak to native speakers, or even their teacher outside class. There are clear benefits to practicing L2 vocabulary in a less academic setting. Firstly, the more opportunities to speak a learner have, the more he or she will be able to experiment with new language. The experience of using the language for genuine communication is also likely to increase learner motivation, as well as active processing (Schmitt, 1997: 211).

2.4.3 Memory Strategies

Researchers have identified a large number of strategies that learners use to aid recall of vocabulary. Schmitt's (1997) taxonomy, for example, lists no less than 27 separate memory strategies. One group of strategies involves using images when learning to form a stronger association with the word and its meaning. These images can be sketched in notebooks, formed in the mind, or even drawn from personal experience. This is a good example of how a deeper level of processing can be achieved without it becoming excessively arduous and thus potentially demotivating. There is another large group of strategies that link or group words together to assist retrieval. There is evidence that the brain stores vocabulary in a 'lexical matrix', with individual words entering into a variety of semantic relationships, including: synonymy, antonymy, hyponymy, and meronymy (Miller & Fellbaum, 1991: 199-204). Using words in sentences can also be considered a memory strategy

because the added context may make retrieval easier. Grouping L1 words spatially has also been shown to improve recollection (Bellezza. 1983, cited in Schmitt. 1997: 213). L1 words arranged into patterns can be recalled easier than when the words are in a list. Schmitt (1997: 213) postulates that the same approach is likely to work for L2 vocabulary.

A final group of memory strategies uses aspects of word knowledge to consolidate meaning. This includes paying special attention to the word's orthographical or phonological form, memorizing affixes and roots, and learning the word class. Matching some words to their corresponding physical action, as is taught in the Total Physical Response Method (Richards & Rogers. 2001: 73-74), will also aid recall (Schmitt. 1997: 215).

2.4.4 Cognitive strategies

Cognitive strategies focus on the mechanical aspects of learning vocabulary. These methods may be required parts of the course, set as homework by the teacher, or the habits of individual learners. Vocabulary notebooks are a valuable way of increasing learner independence. By giving learners the responsibility of choosing the words that they will include, the notebooks help to develop greater self-awareness, and at the same time, remove the teacher from some of the learning process. Schmitt and Schmitt (1995: 139) emphasize the necessity of giving learners the responsibility of selecting vocabulary to increase their sense of discovery. Fowle's (2002: 385) introduction of vocabulary notebooks to a school in Thailand also brought about increased metacognitive knowledge in the form of appropriacy of strategy selection, a better understanding of the demands of vocabulary learning, and a greater tolerance of ambiguity.

One cognitive strategy that was commonly employed by learners in Schmitt's (1997) survey of learning strategies was repetition. In order to improve vocabulary, learners repeat the words either orally or in written form. This method lacks the depth of processing recommended by researchers, and seems to review only a limited amount of the knowledge that is necessary for communicative use. However, both Nation (2001: 383) and Read (2004: 148) have noted that learners in the past have used rote methods to reach high levels of proficiency.

Other examples of cognitive strategies include taking notes and highlighting words, using the vocabulary sections in textbooks, and labeling physical objects. These strategies could all be said to assist noticing, an important first element in bringing an item into conscious attention (Schmidt, 1990). Once an item has been noticed, learners are more likely to focus attention on it, and so the process of acquiring the item has begun.

2.4.5 Metacognitive Strategies

It is imperative that learners develop an awareness of their own learning and how they are able to improve most efficiently. Many of the habits used by successful learners noted by Sanaoui (1995) could be categorized as metacognitive strategies, since they reflect learners' ability to find opportunities to learn and then record and review those experiences.

The first requirement for a learner has to be finding sufficient opportunities to learn. English learners are fortunate in that there are a vast number of commercially produced pedagogic materials available, and the internet and other electronic resources are also easily accessed, thus providing EFL learners with an even wider range of potentially useful material. Once vocabulary has been encountered, it is vital

that it is recorded and reviewed in an organized fashion. Without such a system in place, learning is likely to be haphazard and sporadic, as a number of the studies reviewed earlier in this chapter have shown. Finally, learners should also consider which words most deserve their attention. Since learners usually have a limited amount of time available for study, learning to skip infrequent or obviously technical vocabulary when it is not crucial to overall comprehension will greatly improve efficiency.

2.5 Vocabulary Retention

The Depth of Processing Hypothesis proposed by Craik and Lockhart (1972) suggests that memory trace is related to the “depth of processing” or “degree of stimulus elaboration” (Hulstijn, 2001). Deeper analysis leads to a more persistent trace. In other words, deeper activities enhance better retention of words learnt and ‘depth’ refers to greater degrees of semantic involvement. Many cognitive psychologists believed that activities requiring a deeper, more involved manipulation of information are more conducive to learning and retention of vocabulary meanings (Craik & Tulving, 1975; Brown & Perry, 1991; Hulstijn, 2001). They concluded that deeper encodings took longer time to accomplish and were associated with higher levels of performance on the subsequent recall test.

A number of studies indicated support for the stand that deeper processing leads to better vocabulary retention. Oxford and Scarcella (1994) believed that contextualized learning helps learners grasp the full meaning of a word or phrase and become aware of the linguistic environment in which the word or phrase appears. They argued that vocabulary learning in a discourse context is preferable to the study

of decontextualized words. They observed that decontextualized learning, such as word lists, do not help vocabulary retention, i.e. learners may forget the words learnt rapidly. Haastrup (1991) and Ellis (1994) further pointed out that guessing from context is more conducive for it engages learners in hypothesis formation and testing about word meaning. Assumptions on human memory (Hulstijn, 1992) suggest that “meaning inferred” yielded higher retention than “meaning given”. The assumptions also gave rise to Krashen’s “monitor theory” (1982), which disapproved the use of L1 in L2 learning. Within the ‘depth’ of processing framework, one could predict that words learnt from guessing from the L2 context would result in greater retention than words with L1 meanings provided, because the former enhances deeper processing. Nevertheless, a number of other researchers (Pressley, Levin & McDaniel, 1987; Lawson & Hogben, 1996, cited in Siriwan, 2007) argued that context is helpful to generate possible meanings for unknown words but it alone does not foster retention of meanings. A number of studies also put the claim that guessing from context yields better retention in question (Prince, 1996; Qian, 1996; Grace, 1998; Sze, 1998). Grace’s (1998) study reported longer retention of words learnt by sentence-level L1 translations than by a pure L2 context in CALL. Monheimer (2004) predicts that repeated exposure to L2 vocabulary items with L1 meanings will allow learners to build strong connections to the target words and these connections will result in learners’ learning of the words. It is believed that whether these connections will lead to better retention relies on the quantity and quality of these connections to the target words. Hence, the issue whether guessing from context or L1 translations yields better vocabulary retention remains inconclusive. More empirical evidence is needed: First, which of the two methods leads to better retention? Second, which method is

likely to be beneficial in the short-run and the long-run? Third, is one method better off than another for a particular age group?

2.6 Learner's Perceptions towards Vocabulary Learning Strategies

In addition to the work on retention, learner's preference and perceived usefulness of the strategies also aroused research interests. From the cognitive psychological perspective, strategies requiring more active manipulation of information such as guessing from context seem to be more conducive (Craik & Lockhart. 1972; Craik & Tulving. 1975; Brown & Perry. 1991; Hulstijn. 2001, cited in Intaraprasert. 2004). Nevertheless, a number of studies (Gu & Johnson. 1996; Schmitt. 1997) reported that more mechanical strategies seem to be favored over the more complex ones by Asian learners at various levels. For example, Schmitt (1997) reports that more repetition strategies were acquired by Japanese learners. In another study on Chinese university students (Gu & Johnson. 1996), preference on oral repetition strategies was reported. Qian (1996) thus concludes that Chinese learners have acquired sophisticated memorization skills in learning their L1 and could easily transfer to the learning of L2.

Echoed with the findings of Asian learners, Lok (2007) reveals that Hong Kong secondary school learners preferred immediate understanding of vocabulary meanings rather than through guessing or making use of pictorial cues. Meanwhile, guessing word meanings is perceived to be one of the most effective strategies by these learners. On the contrary, Fan's (2003) findings report another contradictory view between strategy use and perceived usefulness. She reports frequent use of guessing by Hong Kong tertiary learners but a rather low ranking of perceived

usefulness of the strategy. Despite that both studies reported negative perceived usefulness towards mnemonic strategies, there seemed not enough evidence to determine whether Hong Kong learners prefer surface or deep processing strategies. More empirical research may be needed for an in-depth understanding of their perceptions. It is therefore worthwhile to explore that from the learner's point of view, which of the two methods is preferred and considered more useful for learning vocabulary? What reasons contribute to such a belief? Choice of research methods can affect the findings to a certain extent. The most common method for investigating strategy use and perceived usefulness is self-reported questionnaires, as in Fan's (2003) and Lok's (2007) study, which required respondents to generalize their actions across situations rather than focusing on specific learning events (Winne and Perry, 2000). In other words, the questionnaires can only summarize the general behavior and techniques adopted for learning, but not suitable for assessing strategy use in a particular learning situation. Morrison (1996) criticizes that self-reported data may not have given as complete and accurate information as verbalization of thoughts. Moreover, strategy use is driven by mental processes which are not easily assessed by direct observation. Other research methods have also been used including learners' own accounts (Tseng et al., 2006), stimulated recall (Gass & Mackey, 2000), paired think aloud (Morrison, 1996) and interviews (Sze, 1998). Learners' accounts, stimulated recall and think-aloud may not be desirable for young children and elementary learners, since these learners may not be able to verbalize their thoughts autonomously. Therefore, interviews seem to be more appropriate in collecting information from young children.

2.7 Language Proficiency and Gender

Some other factors such as language proficiency and gender also seem to have an influence on the perceptions and the use of vocabulary learning strategies. Prince's (1996) study on adult learners reflected that less proficient learners did as good as proficient learners in learning vocabulary by translation, but were unable to transfer and apply word meaning learnt in L1 into L2 contexts. Moreover, more proficient learners are more successful than other learners in guessing from both immediate and global contextual clues (Morrison. 1996). On the other hand, Gu's (1997) findings reported a gender difference in strategy use and belief. In his study, male learners believed more in memorization strategies while female learners believed more in incidental learning of vocabulary. More frequent use of guessing and contextual clues by female learners was also reported. Therefore, it would be interesting to investigate the influence of language proficiency and gender on strategy use and preference.

2.8 Previous Studies

A number of studies have compared the guessing from context method with L1 translation on retention of word meanings. The related studies will be described in detail and discussed below.

Benchakan (1984) examined the situation of learning and teaching reading English at Silpakorn University. The questionnaire used in this study was formed from the information of the interview. Some sections were adapted from another questionnaire. The questionnaire was divided into two parts: Part A requested biographical information of the respondents in order to obtain an overall picture of their backgrounds. Part B was developed to get an estimate of the Thai students'

English reading ability and opinions regarding the teaching and learning of English reading. The Thai version questionnaire was sent to Thai students randomly selected from Silpakorn University, Thailand. The data from the respondents revealed that in reading passages, students had many linguistic factors that interfered with their comprehension. A majority of the Thai college students perceived the importance of reading English but their insufficient knowledge at the lexical, structural and discourse levels discouraged them from studying reading English. The inability of students to find the theme and the main idea of the story read and the difficulty of students in interpretive and critical reading were the main problems at the discourse level. Most of the students also indicated that they needed motivation in the English class. On the basis of the information from the study, the analysis and synthesis approach in teaching reading was recommended, the ways to raise motivation in the English classroom was suggested. The model program of teaching reading English to Thai university students was formed. Recommendations for further study are: (1) Other skills of English instruction, such as listening, speaking and writing skill should be taken into consideration. (2) Some reading problems for Thai students should be solved, for example, the teaching of vocabulary, i.e., learning vocabulary from contexts, guessing the meaning of unknown vocabulary with the help of affixes. (3) Some grammatical features which cause problems for Thai students should be studied, for example, the use of tenses, articles, prepositions and conditionals.

Bonilaa-Mangual (1994) explored the nature of guessing as a language learning strategy and investigated whether there was a difference in terms of guessing between Puerto Rican college students who received strategy training and those who

did not. Specifically, the characteristics of guessing related to sound, structure, context, and use of references were examined. The study consisted of two parts. For the first part, the data from sixty-eight students who answered a questionnaire on guessing were analyzed using descriptive and inferential statistics. Through the questionnaire, students were identified as high and low guessers. For the second part of the study, three groups of first-year intermediate ESL students were selected. One group had complete strategy training, a second had independent-sentence training, and no training was provided to the third group. Two high and two low guessers were chosen from each group for a total of twelve participants. They worked with two guessing activities using think alouds and were interviewed immediately afterwards. The data from the interviews were analyzed using content analysis. The findings related to the quantitative analysis of the data revealed that seventy-six percent of the students guessed. The quantitative analysis also produced characteristics related to guessing such as: Participants used the sounds of the first and second language to guess the meanings of words; they used abbreviated structures such as words, prefixes, and suffixes to guess; when they worked with contextual analysis they: (a) used pictures, (b) used the words surrounding an unknown word, (c) continued reading even when they did not understand, and (d) used the topic as a basis for guessing. Participants also revealed that they tried to understand without the use of a dictionary. The qualitative analysis revealed similar characteristics to those revealed by the quantitative analysis, in addition to other information. It was found that high guessers used additional strategies and they used them more frequently than low guessers did. The study also revealed that perception of level of difficulty of a reading selection was related to whether participants had strategy training or not. The

study included recommendations for further research.

Sze (1998) compared the influence on retention of three conditions of vocabulary presentation, namely with Chinese (L1) equivalents, with context, and with association, on tertiary students. She reported that the most common method in remembering vocabulary was using Chinese equivalents. Subjects from the L1 translation group remembered significantly more words than the other two groups. She inferred that the reason for the reliance on L1 translations is that students can conceptualize the meanings more easily and can make more associations with their prior knowledge about the concept or the language they are familiar with. However, there are a number of noteworthy points related to her study. First, English explanation of the target words was provided in all three conditions which was not itself a testing variable. It may serve as interference that may affect the outcomes. Second, the three experimental groups may finish the task in different pace as indicated from her pilot study. As Sze recounted, most subjects in the L1 translation group could finish learning in 10 minutes, while the other groups could finish in 20 minutes. Within the limit of 15 minutes, the L1 translation group may have extra time for employing other learning strategies, such as repetition, imagery, analysis on word parts, etc, whereas the other two groups may lack sufficient time for completion of the task. In other words, other interfering variables may involve and affect the validity of her study. In addition to the validity problem, the way the researcher scored the answers would affect the results. Some mistakes in spelling or characters, wrong use of words or vague word meanings may somehow happen. The researcher may wish to clarify the scoring criteria for more valid findings. Finally, though the study aimed at comparing the receptive word knowledge of the three methods, it is doubted that

whether the subjects in the context group could make use of the guessing from context strategy to study word meanings, since they were chosen randomly from the population. Therefore, it seems necessary to conduct formal training sessions for this strategy before similar research is conducted.

Mitchell (1996) addressed the questions of why and how word meaning develops in school-aged children. The critical factors contributing to word meaning development were examined through a study of the word meaning development of two children, D.C. and M.L., over the six-month period of the study. The intent of the study was to compare not the children, but the development of word meanings within the study's different word encounter activities as experienced by the different developmental systems of the two children. The children's uses of the words and responses to inquiries concerning the words are presented and analyzed. The children were interviewed on their understandings of words chosen from six children's books. "Unknown" and "familiar" words were experienced in Written, Oral/Charade, Repeated Word and Pretest Only activities ("Activities"), and the children listened to the readings of the books in which they heard the words within the stories. All the Activities involved hearing and speaking, but the Written and Oral/Charade Activities incorporated different functions--specifically, reading and writing in the Written Activities, and acting out and "watching and guessing" in the Oral/Charade Activities. Verbal interviews, in which the responses were coded as "unknown", "frontier", or "known", provided the data for the pre, post, and post/post tests. For both D.C. and M.L., the development of word meaning in the Written and Oral/Charade Activities was significant, but there was no significant difference in word meaning development between these two Activities. These results suggest that acting out and "watching and

guessing” the word acted out were as effective as reading and writing in enhancing word meaning development. The words encountered within the Written Activities were used in spontaneous speech significantly more often by both children. Word meaning development in the Pretest Only Activities was not significant; whereas, it was within the Repeated Word Activities at different test points in time for both children.

In another study, Qian (1996) worked on two groups of Chinese university students, of which one (n=32) was instructed with guessing from context and another group (n=31) with bilingual word lists. Three recall tests were administered immediately, 1 week and 3 weeks after the instruction. The tests asked the subjects to provide Chinese equivalents of the 15 English words they learnt in the study. The results indicated 75%, 67% and 61% of the words were retained by the group instructed with bilingual word lists, whereas 66%, 58% and 51% of the words were retained by the group instructed with guessing from context respectively. The group taught by bilingual word lists consistently and significantly outperformed those taught by guessing from context. The results were, however, not totally unexpected since the recall test format (translation task) was biased towards learning with bilingual word lists. The guessing from context group may not be able to transfer the word meanings acquired in L2 context to L1 automatically within a limited time in the recall tests. In fact, learners did not really need to translate the words when they were learning and they could learn the L2 words without knowing the exact L1 equivalents. Moreover, Qian did not provide any details of the length of time that the two groups spent on the recall tests, which may be indicators of different “depth” of processing involved in the two strategies. Whether the time was sufficient for the completion of the task

especially by weak learners might need further attention. As a result, a variety of test formats should be introduced to avoid bias against any instruction methods. An advantage in his study was that the instructions of the two methods were conducted by the same teacher which helps eliminate the influence of some undesirable factors such as difference in teacher's attitude and language proficiency. The validity of his study would be further enhanced if the experiments were done on the same group of students in order to eliminate other external factors such as difference in family or education background.

Simultaneously, Prince conducted another study in 1996 comparing the effectiveness of context and translation learning on recalls of newly learnt words. He worked on 48 French ESL university students who voluntarily participated in the experiment. Translation and context learning were conducted separately and followed by 2 recall formats (context and translation) 40 minutes after the instruction. The findings indicated a superiority of translation learning in terms of quantity of words retained than context learning, but an inability for weaker learners to transfer their knowledge into L2 contexts. There were 67% and 49% of words learnt by translation and context respectively recalled.

Prince's study was better than Qian's (1996) in the way that he triangulated the findings with two different recall formats (context and translation). Another noteworthy point is the linguistic distance between L1 and L2. The closer L1 to L2, the easier to employ other strategies, such as word parts analysis or associations, in recalls. English is supposed to be more closely linked to French in Prince's study (1996) as opposed to Chinese in Qian's study (1996). Interestingly, the retention test scores were nonetheless higher in Qian's study. One problem remained in both

studies was that the translation recall restricted expression of meanings of words learnt with context. Some L2 words may not have translation equivalent in L1. As a result, extra processing effort and time may be needed to connect meanings learnt in L2 context to their L1 counterparts. Therefore, restrictions of the recall task could be released, i.e. subjects can write in L1 or L2 as long as they feel comfortable with, if examination of conceptual meanings was the main objective of the recalls.

Abbott (2000) exposed to two contextualized reading conditions on the computer. The first condition, passage only, involved reading passages alone, and the second, passage plus Word Hints, offered passages with the addition of a hypertextual reading aid. This help resource provided both semantic and graphophonic level clues, but glosses and definitions were withheld. Repeated measures ANOVA results showed that a significantly greater number of guesses and more accurate guesses were made in the presence of Word Hints. Repetition of the study showed that this effect increased over time. Behavioral data was analyzed to determine patterns of use with regard to Word Hints. A comparison of computer usage tracking data to lexical guessing data indicated that proficient readers who made the most accurate lexical guesses were also more likely to ignore graphophonic clues and request semantic help more selectively than others. Individuals who used both semantic and graphophonic level help from Word Hints tended to have lower scores. Overall, the data suggests that readers were competent judges of the kind of help they needed, and they also knew when they needed to obtain further clues about the meaning of an unknown word. The study found that it is possible to enhance L2 readers' own inferencing processes through the availability of designed help during contextualized reading. Participants seemed especially capable of exploiting additional semantic clues during

reading, and it appears that helpful contexts are indeed a key factor in second language vocabulary acquisition. Research suggests, however, that several conditions must be met before lexical inferencing should be considered for use as an independent study strategy.

Madkhali (2005) studied with three goals were: 1) to investigate the impact of teaching global and problem solving strategies on preparatory level students' reading comprehension, 2) to compares the impact of teaching global strategies on reading comprehension and that of teaching problem solving strategies on reading comprehension, and 3) to measure how preparatory level students' perception of use of strategies develops after teaching these strategies to the students. There were three groups of preparatory students (beginning) representing two treatment groups and one control group. Each treatment group received training in different strategies. The number of students in the global strategy group was twenty-four, and in the problem solving strategy group it was twenty-two students. Students in the control group numbered twenty-one. Measurements consisted of reading comprehension tests and a questionnaire about reading strategies conducted over pre- and post-training stages. The results obtained from the two measurements lead to three findings. First, the two training groups (global and problem solving) experienced only non-significant improvement in their post-reading comprehension when compared to the control group. This means that reading strategy training did not significantly improve their reading comprehension. Second, there was no significant difference between the two treatment groups in their gain in reading comprehension. This implies that the present study did not show any favor of training students on global strategies over training them on problem solving strategies. Third, there were various results regarding

students perception of using the strategies they were taught. Students mostly showed decrease in their perception of using strategies either significantly or non-significantly except for two strategies which were using context clues and prediction. Students showed more significant awareness of using contextual clues after the treatment. They also revealed an almost significant gain in their perception of using prediction.

Marin (2005) investigated extraversion (E) as a personality variable and its relationship with the use of vocabulary learning strategies (VLS). Similarly, the contribution of not only E, but also vocabulary proficiency (VP), university year of study (Y) and gender (G) to the use of VLS was examined. Further explorations involved the relationship between E and English academic achievement and E and VP. Last but not least, this study aims to provide a picture of the frequency with which L2 learners use VLS regardless of E, VP, Y, and G. The subjects were 150 EFL learners enrolled in a five-year English major at the University of Quintana Roo, Mexico. Personality data were collected via the Eysenck Personality Questionnaire. The strategy data were gathered through a VLS questionnaire emanating from a preliminary study and through semi-structured interviews. Language outcomes were obtained via the Vocabulary Levels Tests (VLT) and end-of-semester English grades. Data analysis included mean frequency ratings, simple correlations and stepwise multiple regression analysis (MR). The results showed that E emerged as a positive predictor of social-discovery, association, and some further-consolidation strategies, suggesting that more extraverted learners tend to use such strategies more frequently than less extraverted learners. Nevertheless, no relationship was found between E and guessing, dictionary use, note-taking, and repetition strategies. The stepwise MR analysis of separate VLS showed that VP emerged as the most frequent predictor of

separate VLS (twenty-five items), followed by Y (thirteen items). E and G were the least frequent predictors of VLS with only eleven items each. Interestingly, MR analysis revealed that E remained as a better predictor of the three afore-mentioned strategy categories. Furthermore, a negative relationship was observed between E and English academic achievement, but no relationship was found between E and VP. All in all, using the dictionary to check meaning(s) was the most frequently used VLS across the whole sample. A similar trend was observed regarding guessing meaning from textual context, looking for opportunities to meet new words, repeating words silently, associating L2 words with L1 words, and writing English definitions. The least frequently used VLS included recording words on audiotapes, keeping notes on electronic devices and using electronic dictionaries. In terms of VLS categories, guessing and dictionary-use strategies were ranked with high frequency, whereas note-taking was the least used category. In sum, although E did not emerge as a strong predictor of VLS use, some pedagogical implications can be drawn. Nonetheless, further research needs to be conducted in this realm.

Nakahara (2005) investigated of two ways to present seventy low English proficiency Japanese high school students with the multiple meanings of forty polysemous words over a ten-class period. In the control condition, the meanings of the words were presented in sentences and in the experimental condition, students were taught the underlying meaning of the polysemous words. This study provides the first empirical support of Nation's proposal that teaching the underlying meaning of polysemous words is effective. The overall ANOVA results showed better retention of the target meanings by the experimental group ($p = .004$), equal effects for different proficiency levels, and a statistically non-significant effect for guessing

the unknown meanings of untaught words in context. The results suggest that (a) reference specification is a generally better strategy than sense selection for low proficiency EFL students, (b) the treatment led the participants to notice the meaning network of the target lexis as a result of decontextualization and to retain much of that lexis as they tried to establish new meaning networks with the word's underlying meaning as a unifying force, (c) explicit teaching accelerates the developmental shift from word association to concept mediation in the L2 mental lexicon, and (d) explicit instruction works well for semantic mediational aspect of vocabulary acquisition.

Robson (2009) examined the effects of four instructional methods - context clues, definition, elaboration technique, or word parts and word families- on the vocabulary growth and acquisition of adults enrolled in a community college developmental reading course. The study investigated whether performance in any or all of the four instructional methods was moderated by age or language. Seventy-three respondents participated in the study. Participants were enrolled in one of five sections of College Reading Preparatory II (REA0002) offered in the Spring of 2009 at Indian River State College in Fort Pierce, Florida. The instruction and tests in all five sections of REA0002 were consistent with the research design which insured continuity and consistency in the use of the four instructional methods. All participants received the same treatment and quizzes. During the course of the study, participants first received a pretest, then the treatment or instruction, followed by an instructional quiz, and a delayed post-test was administered at the end of the study. An analysis of the data, which included the pretest, instructional quizzes with four quizzes independently and then combined for an aggregate score for an immediate post-test, and the delayed post-test, yielded mixed results. The four instructional

quizzes independently showed definition instruction to have the highest positive impact on student learning. In a measure of gains from pretest to instructional quizzes immediately after treatment, significant improvement in student learning was found only with word parts instruction. In a measure of performance from pretest to immediate post-test (aggregate score of instructional quizzes) there was a significant gain in students' vocabulary competence, and from pretest to delayed post-test there was a significant decrement in students' vocabulary competence. Age and language moderated vocabulary competence. Further tests of equivalency were mixed and should be interpreted cautiously, as there were a very small number of students in the group of 25 years or older and non-native English speakers.

In sum, substantial studies worked on young adults' strategy use and the effectiveness on vocabulary retention, while very few worked on young learners in the local context. Empirical research (Sze. 1998; Qian. 1996; Prince. 1996) has shown that learning by young adults of new L2 words with L1 translations leads to better retention compared to guessing word meaning from textual context, in spite of the limitations of their research design. However, the conviction that learning vocabulary in context is still superior to learning vocabulary without a context (by bilingual word pairs, in most cases) is still strong, even though this conviction is not grounded in sufficient empirical evidence (Prince. 1996). It seems that the issue of superiority of learning vocabulary in context versus out of context has not been really settled. Moreover, discrepancies have been found in studies on young adults' strategy use and the perceived usefulness (Fan, 2003; Gu & Johnson. 1996; Schmitt. 1997; Qian, 1996). Therefore, it seems necessary to obtain more empirical data in order to determine which instruction method is more effective on vocabulary retention and

how learners perceive the methods.

2.9 Summary of the Chapter

This chapter provides some background information for understanding this study. First, it reviews the vocabulary retention. Next, it also demonstrates the learner's perceptions towards vocabulary learning strategies. In addition, it explains the language proficiency and gender. Lastly, previous studies on guessing vocabulary meaning using contextual clues are presented. In the next chapter, Chapter Three, the methodological approach and the instruments are discussed.

CHAPTER 3

RESEARCH METHODOLOGY

Fundamentally, this chapter describes the characteristics of the subjects, the research instruments and justifications, followed by a detailed description of the procedures of the current study.

3.1 Population and Participants of the Study

Population of this study were 204 students of high vocational certificate students studying at Buriram College of Agriculture and Technology, Thailand. These students were used to using standard Thai in both written spoken form for note-taking as well as vocabulary learning.

The participants were 50 students of high vocational certificate students studying at Buriram College of Agriculture and Technology, Thailand. These students were used to using standard Thai in both written spoken form for note-taking as well as vocabulary learning. A few of them like drawing pictures beside a vocabulary item while none gives any examples or writes any notes on usage. This was observed through scanning their vocabulary notebooks. The samples were not received any instruction or training on guessing from context or bilingual word lists in college setting, since strategy training was not in the college curriculum. Generally, the current study was designed to explore the vocabulary retention outcomes bring by two specific vocabulary instruction methods: guessing from context, and bilingual word lists, as well as their respective perceived usefulness by this age group.

Regarding the family background, most of them were from low to middle income families. Many students usually did not speak English out of college, except when they were in some English classes. Some students also communicate with their domestic helpers in simple English.

3.2 Research Instruments

The instruments of this study were two recall tests and interviews. Before the recall tests took place, there were teaching sessions in which students received training on the two vocabulary instruction methods, i.e. bilingual word lists and guessing from context. The recall tests were then administered to examine the retention of words learnt by the two methods; whereas, the interviews served to collect data about students' perceptions of the usefulness of the two methods.

3.2.1 Teaching Sessions

Teaching sessions were conducted to introduce the two strategies, guessing from context and bilingual word lists, respectively to the subjects. The bilingual word lists method was taught by pairing up L2 target words with their L1 equivalent meanings. The words were presented in a list with their L1 translations, i.e. standard Thai (the written form), matching the meanings of the words in the texts, for instance, "model"- "รูปแบบ", "ceremony"- "พิธี", etc.

On the other hand, there are two approaches to guessing from context: the inductive (Clarke & Nation. 1980) and the deductive approach (Nation. 2001). The inductive approach starts with decision on the part of speech of the unknown word, then the immediate context, followed by the wider context and finally a guess; whereas, the deductive approach includes guess the meaning of the word, justify the

guess using a variety of clues and finally readjust the guess if necessary. Nation (2001) believes that the latter is more suitable to younger learners who are less analytical; therefore, the deductive approach will be chosen for the current study.

First, the subjects were asked to guess the meaning of the words covered (represented by a blank in this example). Second, the subjects were encouraged to justify their guess with any clues in the text. There was a number of clues available: The word is an action; it is related to the hoop; it is a circular action; doing the action would result in the feeling of dizziness. Third, the subjects could readjust their guess using the clues. Finally, they could check their answers with the model answer given. All target words were covered and replaced with blanks to direct learners' preliminary attention to contextual clues, rather than the word forms and pronunciations of the target words.

Regarding the span of each teaching session, Sze (1998: 41) conducted a series of pilot studies for tertiary students on the appropriate time for instruction and she concluded that 15 minutes is the optimal length of time for vocabulary instruction. Her study used 20 target words for the L1 translation group and another 20 words presented in 6 passages with about 400 words in total. In the current study, 10 target words were taught by bilingual word lists and another 10 by guessing from context present in passages with not more than a total of 200 words. Having considered the ability of the young learners in the current study and the limited time available in class, each teaching session was limited to 15 minutes.

After the introduction of the target words, some practices or learning activities might be necessary for drawing subjects' attention to the target words and their meanings. As suggested by Al-hadlaq (2003), exercises help students pay careful

attention and make deeper mental processing of new words, which may foster learning of the words. Mohammed also stresses that paying attention to the new language is an important prerequisite for language learning. Hence, two separate worksheets with respective extracts of the readers were provided to the subjects for highlighting contextual clues in the text, jotting notes, writing their guesses and checking their answers during the teaching sessions of guessing from context. On the other hand, a rote-learning activity “Pelmanism” was also conducted during the teaching sessions of bilingual word lists. These exercises were designed to draw subjects’ attention to the learning of the target words.

3.2.2 Recall Tests

On the other hand, second language researchers (Hulstijn, 2001; Hulstijn & Laufer, 2001) and psychologists (Craik & Lockhart, 1972; Craik & Tulving, 1975) considered the learning that results from tasks during which learners were not informed of subsequent recall tests, an incidental one. In other words, what distinguishes incidental from intentional learning is whether the learners have prior knowledge that their retention of the materials will be tested later on. Uninformed subsequent recall tests could ensure that the results of the recall tests actually come from the instructions and the materials and are not by revision at home, thus enhancing the validity of this study.

Translation task were chosen as the instrument of the first recall test due to its simple nature and low involvement load. The Involvement Load Hypothesis (Hulstijn & Laufer, 2001) suggested that the retention of newly encountered vocabulary items is affected by need (who has set the task), search (whether the new word has to be searched), and evaluation (whether the new word has to be compared, or combined

with other words). Al-hadlaq (2003) compares different tasks in terms of memory load. Completing a cloze passage, where no words are given, requires subjects to simultaneously employ their higher-level knowledge (content) and lower-level knowledge (language). He infers that multiple-choices with options either of the same part of speech or with close meanings with the target words might impose heavy involvement loads for young children. As Al-hadlaq (2003) describes, translation task poses lower involvement load for the subjects. A task in which the subjects required to provide meanings of the target words in L1 could enhance free expression of ideas. Therefore, it is the most appropriate instrument for the first recall test, which merely examined the retention of single word meanings without any interferences or clues from the text.

Nevertheless, each testing instrument may have its own bias. The translation task in the first recall test may be in favor of the words learnt by bilingual word lists. To counteract the effects, another testing instrument is needed. Instead of having a cloze passage, simplified fill-in-the-blank sentences may be more desirable for young children. These sentences will serve to examine whether the subjects could apply the word meanings learnt in a context. Employment of higher-level knowledge (content and language) is required for the completion of the task. Consequently, a translation task as well as a fill-in-the-blanks task will select as the instruments for the recall tests.

3.2.3 Interviews

Since young learners may not be able to verbalize their thoughts fluently in written form, interviews seem to be more appropriate in gathering information about subjects' perception towards the vocabulary instruction methods. During interviews,

the interviewees can be asked to clarify and elaborate their thoughts which enhances better communication. Small-group interviews are preferred to individual interviews to reduce the possible anxiety brought to the young subjects. All responses from the interviewees will be noted down immediately in the record sheets as the presence of a tape-recorder may result in a certain degree of emotional uneasiness among the subjects. Moreover, small-group interviews also seem to be more feasible under the time constraint of the current study.

3.3 Data Collection Procedures

The time frame of the present study was included one unknown word test, two cycles of “Instructions - Recall Test 1 – Interviews” and the Recall Test 2 is illustrated in Table 3.1 as follows.

Table 3.1 Time Frame of the Present Study

Unknown Word Test		
Instruction on Reader1 (Reader: <i>Old Teddy</i>)	Teaching session – DC Teaching session – CC	Cycle 1
2 Weeks		
Recall Test 1 on Reader1 (Reader: <i>Old Teddy</i>)	Recall Test – DC Recall Test – CC	
Group Interviews		
Instruction on Reader2 (Reader: <i>Welcome to Thailand</i>)	Teaching session – DC Teaching session – CC	Cycle 2
2 Weeks		
Recall Test 1 on Reader2 (Reader: <i>Welcome to Thailand</i>)	Recall Test – DC Recall Test – CC	
Group Interviews		
2 Weeks		
Recall Test 2		

Notice:

CC = Contextualized Condition (target words taught by guessing from context)
DC = Decontextualized Condition (target words taught by bilingual word lists)

3.3.1 Preparation (Consent Forms and Unknown Word Test)

The subjects as well as their parents gave consent forms in both English and Thai before the study. Fifty-seven consent forms were sent and all were collected. All subjects agreed to participate in the study.

The subjects gave two lists of 50 words four days before the teaching sessions. They asked to circle all the unknown words that do not look familiar to them. The lists came from the two readers respectively. Some words in the lists were carefully selected for the subjects may not know their meanings, according to the teachers' judgment; while other words were randomly chosen from the readers as fillers. The students were not be told that they would learn those words at a later stage or even would have tests on them.

The result of the unknown word test was collected and collated. The first ten words in each reader that most subjects circled were chosen as target words in the study. These words were alternately selected down the frequency table for different teaching methods. Half of the words, i.e. five words, were randomly selected for teaching with the guessing from context method, whereas the other five words were taught by bilingual word lists.

There were two cycles of "instructions - recall tests – interviews" designed for the two readers, with one cycle of instruction, recall tests and interviews for Reader 1 followed by another cycle of instruction, recall tests and interviews for Reader 2.

3.3.2 Cycle 1: Instructions – Recall Tests – Interviews

The instructions were comprised two teaching sessions, with one on guessing from context and another on bilingual word lists respectively. The uninformed subsequent recall tests served to compare the outcomes of vocabulary retention

brought about by the two vocabulary instruction methods, whereas the interviews were served to investigate the subjects' perception of the two methods.

The teaching sessions for both strategies were conducted mainly in Thai and supplemented with English when necessary. The teaching sessions was lasted for two consecutive days, with each session lasted for about 15 minutes. In the first session, the target words were taught by bilingual word lists. Instead of the textual context, L1 equivalent meanings were provided in a list.

3.3.2.1 Teaching Vocabulary by Bilingual Word Lists (DC)

The five words introduced in the DC condition came from the reader, "Old Teddy". The teacher began by introducing the vocabulary items and their Thai equivalents in a list, and then read aloud the items one by one. The teacher checked subjects' understanding of the Thai explanations by asking some subjects to mime the actions if necessary. The subjects were required to remember the target words and their L1 equivalents. The teacher then demonstrated the activity "Pelmanism" on the white board. Two sets of word cards, with five target words and their corresponding Thai equivalent meanings, were turned over and placed into two columns on the board, with the target words on the left and their corresponding explanations in L1 on the right. Some subjects were invited to reverse the cards. Two cards were chosen each time. The cards were left opened if they were a pair (the target word and its equivalent). The subjects were then divided into nine groups. Each group was received a set of five English word cards and their equivalent L1 translations. The group members were required to take turn to select cards and continue the activity until all cards are done. All word cards were collected at the end. The activity was merely based on the rote learning of the Thai meanings of the English words.

3.3.2.2 Teaching Vocabulary by Guessing from Context (CC)

The teaching session of the guessing from context strategy was conducted the following day. The words introduced were from the same reader. The subjects were provided a worksheet with extracted texts of not more than 100 words in which the five target words were embedded. The texts were all extracted from the reader without any amendments. The reader "Old Teddy" were scanned and projected as Power Point slides. The teacher began by having picture walk, i.e. displaying the pictures in the reader quickly. She then read aloud the pages in which the target words were embedded. All the target words were covered in the initial page. When the teacher comes across the hidden words, she asked the subjects to infer from the contextual clues by using the deductive procedure suggested by Nation (2001: 259): first, guess the meaning of the word; second, justify the guess using a variety of clues; finally, readjust the guess if necessary. The variety of clues included the pictorial cues, the part of speech of the target words, the immediate context (the sentences in which the words were embedded) of the words and the wider context (the paragraph) of the words. Some rewards were used for motivating the subjects. The slides with the target words highlighted were shown after a number of guesses. The inference procedure continued until all target words will be shown. The teacher was not further explained other details related to the words and their vocabulary knowledge. All worksheets were collected at the end of the teaching session.

The purpose of the teaching sessions is to introduce the "guessing from context" strategy to the subjects and to avoid too much teacher interference in order to preserve the incidental nature of vocabulary learning from context. As the

chronological factor may also be a mediating variable of the outcome, all teaching sessions were deliberately delivered in the morning.

3.3.2.3 Recall Test 1

Two weeks after the instructions, Recall Test 1 for the first reader “Old Teddy” was administered. The recall tests were presented on two pages. One was designed for the target words taught without context while another was for those with context. The subjects required to provide explanations of meanings in either Thai (their L1) or English (the target language). The teacher did not provide any hints or Thai characters for the subjects. The subjects completed Recall Test 1 within 15 minutes.

3.3.2.4 Small-group Interviews

Two small-group interviews were taken place during lunchtime after Recall Test 1 for Reader 1 to investigate subjects’ perceptions towards the two vocabulary instruction methods. The interviews took place immediately after each cycle of experiment for better recall of perceptions towards the strategies taught. Moreover, the target words should not be discussed before the recall tests for the discussion might enhance recycling and better retention.

The participants were randomly chosen for interviews and were randomly arranged into groups of five in the first cycle. Two interviews were conducted in two consecutive days during lunch break. Each interview was last for not more than fifteen minutes. All interviews were conducted in Thai, the interviewees’ mother tongue, for the ease of expression of perception. The interviewers asked a single question and then elicit opinions from the interviewees. Each interview question was composed of two parts; one close-ended question such as “Do you...?” or

“Which...?” and one open-ended question “Why?”. Free discussion and active participation were encouraged in the interviews. The interviewees spoke freely and express their ideas voluntarily. The interviewer avoided any leading questions or comments on any responses provided by the interviewees. A few follow-up questions for clarifying purpose, such as “Do you mean...?”, will be asked. The interview data were noted on a separate record sheet. No recorders were used to avoid feelings of anxiety by learners.

3.3.3 Cycle 2: Instructions – Recall Tests – Interviews

Another cycle of “instructions-recall tests-interviews” was conducted for another ten target words in the second reader “Welcome to Thailand”. The purpose of having the second cycle is to triangulate the results obtained in the first cycle.

3.3.3.1 Instructions and Recall Tests

The teaching materials, the teaching procedures and the recall test instruments were all similar to those in the first cycle. Likewise, all materials were collected at the end.

3.3.3.2 Small-group Interviews

Three small-group interviews, including two groups of five and one group of four, were taken place after Recall Test 1 for Reader 2. Fourteen subjects, with 10 males and 4 females, were chosen for the interview. The subjects were chosen randomly based on the criterion that none of them had participated in the interviews conducted in the first cycle. Three interviews were conducted in three consecutive days during lunch break. The procedures, interview questions and the record sheet were the same as the interviews in the first cycle. There were a total of 24 subjects interviewed in the first and the second cycle; 13 were males and 11 were females.

3.3.3.4 Recall Test 2

The second recall test was administered two weeks after the completion of the two cycles of “Instructions-Recall tests-Interviews”. By that time, it has been 6 weeks after the teaching session of Reader 1, with the target words being revisited in the first recall test four weeks before the second test. Therefore, the subjects were tested on their 6-week retention on Reader 1 vocabulary. On the other hand, it has been 4 weeks after the teaching session of Reader 2, with the target vocabulary being revisited in the first recall test two weeks before the second. Therefore, the subjects were tested on their 4-week retention on Reader 2 vocabulary. In short, the second recall test measured the subjects’ 4-6 week longer-term retention on the 20 target words.

Four out of the five target words from each teaching condition, Reader 1-DC, Reader 1-CC, Reader 2-DC and Reader 2-CC, were randomly chosen. Sixteen fill-in-the-blank sentences, to which the sixteen target words could be applied, were created. All twenty target words were given, mixed-up and tested. The second recall test was also served to assess and compare the usage of the target words learnt by different vocabulary instruction methods.

3.4 Data Analyses and Statistical Procedures

The collected data were input into SPSS for calculation. The details of scoring and analysis of data are described below.

3.4.1 Scoring and Analysis of Recall Test 1

Each accurate word meaning in Recall Test 1 scored 1 point, vague word meaning scored 0.5 point, whereas irrelevant or unattempted answers scored no point. All correct answers were accepted. Mistakes in spelling or characters were ignored in calculation of scores. The results were input into the t-test to see whether difference in scores by the two instruction methods were statistically different. The results of the recall test also correlated with the subjects' English proficiency as well as gender.

3.4.2 Scoring and analysis of Recall Test 2

The sixteen fill-in-the-blank sentences in which the sixteen target words from both readers were numbered randomly in the test paper. Each accurate answer scored 1 point; whereas, wrong or unattempted answers scored no point. Minor mistakes in spelling or characters were ignored in calculation of scores. The results were put into the t-test to see whether the difference in results of Recall Test 2 brought about by the two instruction methods were statistically significant. The results of the recall test also used to correlate with the subjects' English proficiency as well as gender.

3.4.3 Scoring and Analysis of Interview Data

All data collected from the interviews were put into datasheets for analysis. Responses to the close-ended questions such as "Do you...?" or "Which...?" was transformed into quantitative data for comparison with other variables such as gender and English proficiency; whereas, responses to the open-ended questions "Why?" will be translated and summarized for qualitative analysis.

CHAPTER 4

RESULTS

This chapter presents the findings of this study. The results of each research question are described in the following order. The first research question was about the comparison of guessing from context and bilingual word lists method in vocabulary retention while the second was about learners' preference and perceived usefulness of the two methods. A summary of the findings is provided at the end of the chapter.

4.1 Research Question One: Which of the two vocabulary instruction methods, namely guessing from context, and bilingual word lists, is more effective in terms of retention for high vocational certificate students?

The first research question was directed toward identifying the two vocabulary instruction methods reported to be used by high vocational certificate students who participated in this study. To answer this question, the researcher used the recall tests.

4.1.1 Results from Students' Recall Tests

Recall tests of two different formats were administered after the teaching sessions to examine the influence of the two variables, guessing from context and bilingual word lists, on vocabulary retention. The first format required the subjects to provide word meanings in either their first language (Thai), whereas the second format required the subjects to complete sentences with the given target vocabulary items. While both formats attempted to compare and contrast the bilingual word lists

and guessing from context strategy, the former specifically aimed at collecting data about the retention of vocabulary meanings while the latter simultaneously examining the retention of meanings and the use of target vocabulary items in context.

4.1.1.1 Students' Recall Test 1

The first recall test was divided into two sets: Recall Test 1 for Reader 1 and Recall Test 1 for Reader 2, which were designed for testing the target vocabulary in the first and the second reader respectively. In each set, there were two sub-sets of recall test materials, i.e. Recall Test for DC and Recall Test for CC, for testing vocabulary taught by the two teaching instruction methods, bilingual word lists and guessing from context respectively.

1) Recall Test 1 for Reader 1

Recall Test 1 for Reader 1 was used for measuring retention of vocabulary taught by the two instruction methods with the first reader "Old Teddy". Subjects were asked to provide word meanings in the language they felt comfortable with. Almost all word meanings were given in the first language, Thai. The results are presented as follows.

Table 4.1 Scores of Recall test 1 of Reader1 'Old Teddy'

DC words	cuddled	model	snug	mind	float	Mean %	S.D.
Successful recalls (%)	13.5%	37.8	8.1	23.0	35.1	24	4.8
CC words	grabbed	twirl	glad	changed	baths	Mean %	S.D.
Successful recalls (%)	8.1	0	0	29.7	54.1	18	8.6

According to Table 4.1 above, the retention of vocabulary in Reader 1 taught by bilingual word lists (DC) ranged from 8.1% to 37.8%, whereas that by guessing from context (CC) ranged from 0% to 54.1%. There were 24% of successful recalls of words taught by DC and 18% of recalls of words taught by CC on average. The standard deviation of the DC group was 4.8, while that of CC group was 8.64.

The overall results of Recall Test 1 for Reader 1 'Old Teddy' indicated that 24% and 18% of vocabulary meanings taught by the bilingual word lists and guessing from context condition were retained respectively 2 weeks after the teaching sessions. The mean scores of the DC and the CC group were calculated in the t-test and the difference between the two groups was not statistically significant. On the other hand, the standard deviation of the scores of the latter is apparently higher than that of the former, which means a more uneven distribution among the scores of the vocabulary items taught by guessing from context. Some words, for example, 'baths' and 'changed', seemed to be better retained than the others, in spite of similar teaching conditions.

2) Recall Test 1 for Reader 2

Recall Test 1 for Reader 2 was used for measuring the retention of vocabulary taught by the two instruction methods with the second reader "Welcome to Buriram." To establish reliability of results, similar instruction and test procedures were applied to Reader 2. Similar to Recall Test 1 for Reader 1, subjects had to provide meanings of the target words. Answers were scored in the same way as in Recall Test 1 for Reader 1. The results are presented as follows.

Table 4.2 Scores of Recall Test 1 of Reader 2 ‘Welcome to Buriram’

DC words	ceremony	symbol	strength	excitement	tourists	Mean %	S.D.
Successful recalls (%)	56.8	40.5	40.5	52.7	48.6	48	2.7
CC words	participate	paradise	rooftop	thousands	explains	Mean %	S.D.
Successful recalls (%)	0	0	0	32.4	43.2	15	7.8

As shown in Table 4.2, the retention of words in Reader 2 learnt by bilingual word lists (DC) ranged from 40.5% to 56.8%, whereas that of guessing from context (CC) ranged from 0% to 43.2%. There were 48% of successful recalls of words taught by DC and 15% of recalls of words taught by CC on average. The standard deviation of the DC group was 2.7, whereas that of the CC group was 7.8.

Similar patterns can be observed in both tests. The overall results of Recall Test 1 for Reader 2 indicated that 48% and 15% of vocabulary meanings taught by bilingual word lists and guessing from context were retained respectively 2 weeks after the teaching sessions. It is indicated that the vocabulary meanings taught by bilingual word lists seem to be better retained than those taught by guessing from context. The standard deviation of scores of words by guessing from context was again higher than that by bilingual word lists. The findings of Recall Test 1 (Reader 1 and Reader 2) are collectively reported in the following table.

Table 4.3 Summary of Recall Test 1

Reader	Variables	No. of Words	Mean %	S.D.
One and Two	Word Lists (DC)	10	36	6.0
One and Two	Context (CC)	10	17	7.8

The overall results of the first Recall Test for both readers indicated that 36% and 17% of vocabulary meanings taught by bilingual word lists and guessing from context were retained respectively 2 weeks after the teaching sessions. It revealed that the bilingual word lists strategy tended to outperform the guessing from context strategy in terms of vocabulary retention.

4.1.1.2 Recall Test 2

The second recall test was administered two weeks after the completion of the two cycles of the first Recall Test. It tested on the subjects' retention of vocabulary in both readers. The second recall test measured the subjects' longer-term retention on the 20 target words taught by the guessing from context and bilingual word lists method.

The second recall test assessed the usage of 16 out of 20 target words. Four out of five target words from each teaching condition were randomly selected. Subjects were asked to complete sixteen fill-in-the-blank sentences, to which the sixteen target words could be semantically and grammatically applied. The results of each teaching condition were separated for comparable analysis with Recall Test 1. The results of the second recall test are as follows.

Table 4.4 Scores of Recall Test 2 of Reader 1 and Reader 2

Words in Reader 1 by DC	cuddled	model	snug	Float	Mean %	S.D.
Successful recalls (%)	10.8	70.3	8.1	21.6	28	10.7
Words in Reader 2 by DC	ceremony	symbol	strength	tourists		
Successful recalls (%)	18.9	8.1	54.1	18.9	25	7.4
words in Reader 1 by CC	grabbed	twirl	glad	baths		
Successful recalls (%)	8.1	21.6	2.7	70.3	26	11.4
Words in Reader 2 by CC	paradise	rooftop	thousands	explains		
Successful recalls (%)	13.5	21.6	18.9	29.7	21	2.5

As indicated in Table 4.4, the retention of words in both readers taught by DC ranged from 8.1% to 70.3%, whereas those taught by CC ranged from 2.7% to 70.3%. There were 26% of successful recalls of words taught by DC and 23% of recalls of words taught by CC. The standard deviation of the DC group was 8.6, whereas that of the CC group was 7.7. The average score of words taught by the bilingual word lists was slightly higher than that by guessing from context, though not statistically significant. The findings of Recall Test Two (Reader One and Reader Two) are summarized below.

Table 4.5 Summary of Recall Test Two

Reader	Variables	No. of Words	Mean %	S.D.
One and Two	Word Lists (DC)	8	26	8.6
One and Two	Context (CC)	8	23	7.7

The results of both formats of recall tests were collectively reported in the following table.

Table 4.6 Summary of Recall Test One and Two

Recall Test	Reader	Variables	No. of Words	Mean %	S.D.
One and Two	One and Two	Word Lists (DC)	18	31%	7.2
One and Two	One and Two	Context (CC)	18	20%	7.6

The overall results of both formats of recall tests indicated that 31% and 20% of vocabulary meanings taught by bilingual word lists and guessing from context were retained for a period of 4-6 weeks respectively.

4.1.1.3 Recall Tests and English Proficiency

The scores of both recall tests were compared with the subjects' English proficiency in school using Pearson Correlation Coefficient to examine if there is any correlation. The language proficiency was measured by continuous assessment in English throughout the second term of academic year 2011/2012 in the college. The results are summarized in the following table.

Table 4.7 Results of Recall Tests and Language Proficiency

Recall Test	Variables	r	P-value
One and Two	Word Lists (DC)	n.s.	-
One and Two	Context (CC)	.62	≤.01

The Pearson Correlation Coefficient indicated that the scores of words learnt by guessing from context in both Recall Tests seem to positively correlate with the

subjects' language proficiency ($r=0.62$, $p\leq 0.01$), which means that more proficient learners tended to have better retention of words learnt by guessing from context when compared with the performance of weaker learners. In contrast with the result of the words learnt by guessing from context, the scores of words learnt by bilingual word lists seem do not correlate with the subjects' language proficiency. In other words, learners at different proficiency levels may utilize the bilingual word lists method for learning vocabulary effectively. The insignificant correlation between the DC group and language proficiency in Recall Test 1 appears to suggest that both proficient learners and weak learners could learn vocabulary effectively with bilingual word lists.

4.1.1.4 Recall Tests and Gender

In addition to language proficiency, gender seems to correlate with the recall test scores. Female learners tend to achieve slightly higher scores than male counterparts did in the recall tests ($r=0.37$, $p\leq 0.05$).

To summarize, the guessing from context method seems to work better by more proficient learners as far as retention of word meanings is concerned.

Moreover, female learners tend to be able to make better use of the bilingual word lists method in retaining vocabulary meanings.

4.2 Research Question Two: What is the preference and perceived usefulness of the two vocabulary instruction methods in terms of vocabulary learning from the students' point of view?

To gain more insights into the students' preference and perceived usefulness of the two vocabulary instruction methods in terms of vocabulary learning, the second

research question was formulated. To address this question, the researcher used qualitative data from semi-structured interviews.

Two and three small-group interviews were conducted during the lunch break in the afternoon. Twenty-four out of 50 subjects participated in the interviews and they were randomly put into groups of four to five. The interviews were noted in the record sheets instead of tape-recorded for fear that the intimidation felt by students of 17-18 years old may affect the data collection. Each interview lasted for less than 15 minutes. Four questions were asked in the interviews. The interviewer asked a single question and then elicited opinions from the interviewees. All interviewees chose to speak in Thai, their L1 in spoken form, while a few code-mixed. No comments from the interviewer were given during the interviews.

The interview data was recorded, translated and then later summarized for both quantitative and qualitative analysis. The interview questions were as follows:

1. Do you like guessing a word's meaning from the context? Why?
2. Do you like studying English word lists with Chinese equivalents? Why?
3. Which method do you prefer? Why?
4. Which method do you think is more useful for learning English vocabulary meanings? Why?

The first two questions investigated the preference of learning vocabulary by the guessing from context strategy and the bilingual word lists strategy respectively. The third question drew the participants' attention to the two methods and attempted to compare their preferences. The last question investigated the perceived usefulness of the two methods and examined if there was any discrepancy between the preference and the perceived usefulness of the two methods. The findings of

preference and perceived usefulness of the two vocabulary instruction methods are presented below, followed by the results of the Pearson Correlation test.

4.2.1 Preference of Guessing from Context and Bilingual Word Lists

The first two interview questions regarding preference of guessing from context (CC) and bilingual word lists (DC) were: (1) Do you like guessing a word's meaning from the context? Why?, and (2) Do you like studying English word lists with Chinese equivalents? Why? Responses to these interview questions were as follows:

Table 4.8 Preference of CC and DC (without comparison)

Preference	No.	%	
1. Guessing from Context (CC)	Like	8	33.3
	Dislike	16	66.7
2. Bilingual Word Lists (DC)	Like	17	70.8
	Dislike	7	29.2

The majority of the interviewees did not like guessing from context and were in favor of bilingual word lists. Their respective responses to the first two interview questions were consistent. The preference could also be indirectly reflected by students' results of Recall Test 1 and 2 which indicated lower recall rates for words taught using the guessing from context method.

The majority of subjects were in favour of the bilingual word lists method mainly because they thought "it helps understand and remember" meanings of newly learnt words. They regarded word meanings taught by this method as "explicit" and "more impressed", and they said they "can learn from the Thai meanings". Moreover, they have developed and used similar methods in their everyday learning as they

“always recite verb-tables”. A few subjects, however, disliked the method and mainly said it was “boring.”

On the other hand, the majority of subjects did not prefer the guessing from context method because they said “it is too difficult to guess the vocabulary” and they “sometimes don’t understand”. They also focused on the time aspect and said “it is time-consuming to guess”. Given their learning experience, they believed that “words should be given instead of guessed.” A number of subjects who favored the guessing from context method said “it is quite difficult but interesting” though. The next question required subjects to compare the two methods and indicate their either-or preference. The question is “Which method do you prefer, guessing from context or bilingual word lists?” Why?

Table 4.9 Comparison between CC and DC

Preference	No.	%
1. Guessing from Context (CC)	7	29.2
2. Bilingual Word Lists (DC)	17	70.8

When asked specifically to compare the two methods, most interviewees preferred bilingual word lists to guessing from context. Similar to the responses given to the first two interview questions, the majority of subjects preferred the bilingual word lists method because “it is easier to remember” and “the Thai explanations help understand the vocabulary”. While most subjects did not prefer the guessing from context method, a few regarded it was “more useful” and said through the method, they could “know how to use the words”.

4.2.2 Perceived Usefulness of Guessing from Context and Bilingual Word

Lists

The last interview question was about subjects' perception about the usefulness of the two methods. The question is "Which method do you think is more useful for learning English vocabulary meanings? Why?" The findings are as follows:

Table 4.10 Perceived usefulness of CC and DC

Preference	No.	%
1. Guessing from Context (CC)	14	58.3
2. Bilingual Word Lists (DC)	10	41.7

Given the overwhelming responses in favour of the bilingual word lists shown earlier, it was interesting to note that more subjects thought guessing from context was more useful for vocabulary learning than bilingual word lists.

Most subjects perceived the guessing from context method more useful in helping them learn word meanings because it helped "stimulate thinking" and "learn more words". They reflected that they "don't need to think if Thai meanings are given". They believed that the method was "more useful" and allowed them to "learn how to use the words". It helped vocabulary learning because they can "remember the mistakes" made from guessing. The minority of subjects who considered the bilingual word lists method useful said "it is easy to remember", and they emphasized less effort involved in the method.

4.2.3 Preference, Perceived Usefulness and Gender

Driven by the interesting responses collected from the group interviews with 24 students including 13 males and 11 females, a correlation analysis taking gender into account was conducted.

Table 4.11 Preference, Perceived Usefulness and Gender

No. of Question	Variables	Gender	N/Total	r	P
1	like CC	M	4/8	n.s.	-
		F	4/8	n.s.	-
2	like DC	M	6/17	-.59	≤.01
		F	11/17	.59	≤.01
3*	prefer CC to DC	M	6/7	.41	≤.05
		F	1/7	-.41	≤.05
3*	prefer DC to CC	M	6/17	-.59	≤.01
		F	11/17	.59	≤.01
4	CC more useful	M	11/14	.58	≤.01
		F	3/14	-.58	≤.01

3* means 1 male did not like both CC & DC, while 1 female preferred both.

According to the Table 4.11 above, the results indicated that gender seems to correlate with subjects' preference of the two vocabulary instruction methods. In general, female respondents seemed to prefer bilingual word lists ($r=0.59$, $p\leq 0.01$) and male respondents tended to prefer guessing from context ($r=0.41$, $p\leq 0.05$). Gender also correlates with the perceived usefulness of the two methods. Similar to their preference, female respondents also considered bilingual word lists more useful ($r=0.58$, $p\leq 0.01$) while male respondents tended to consider guessing from context more useful ($r=0.58$, $p\leq 0.01$).

In summary, the findings of the interviews, most respondents tended to prefer bilingual word lists to guessing from context method. They liked the former mainly

because of less effort was needed and it was more effective in remembering the meanings of newly learnt words. Interestingly, the respondents held contradicting opinions towards the perceived usefulness of the two methods. Most respondents considered guessing from context more useful than bilingual word lists because it involved deeper mental processing and helped them learn how to use the target words. Among the 24 respondents, females tended to perceive the bilingual word lists and consider the method more useful, while males preferred guessing from context and consider it more useful.

CHAPTER 5

DISCUSSION AND CONCLUSION

This chapter provides a detailed analysis of the key research findings which are presented in Chapter Four. The results of the study are also discussed in relation to the previous studies, followed by the pedagogical implications. The suggestions for future research are discussed. Finally, a brief summary is presented in the last section of this chapter.

5.1 Summary of the Major Findings

The results of the current study continue to add to understanding of what and how guessing from context and bilingual word lists method in vocabulary retention. As stated earlier, the purposes of this study were to examine the effects of guessing vocabulary meaning through contextual clues and bilingual word lists of high vocational certificate students at Buriram College of Agriculture and Technology. Besides, other mediating variables such as language proficiency and gender, and their correlation with the retention outcomes and perceived usefulness are also explored. The participations were 50 high vocational certificate students studying at Buriram College of Agriculture and Technology. The data were derived from two sources, namely the two recall tests, and semi-structured interviews.

In order to investigate the effects of guessing vocabulary meaning through contextual clues and bilingual word lists, the present study attempts to address the two research questions. The first research question was about the comparison of guessing

from context and bilingual word lists method in vocabulary retention while the second was about learners' preference and perceived usefulness of the two methods. The collected data were typed into SPSS for calculation. The results of this study were summarized as follows:

1. The bilingual word lists seem to be more effective than guessing from context in terms of short-term and longer-term vocabulary retention for the 17-18-year-old high vocational certificate students at Buriram College of Agriculture and Technology. The overall results of the two recall tests, of two different formats, indicated that an average of 31% and 20% of vocabulary taught by bilingual word lists and guessing from context were retained respectively.

2. The 17-18-year-olds tend to prefer bilingual word lists to guessing from context but considered guessing from context more useful than bilingual word lists for vocabulary learning.

3. Language proficiency and gender seem to correlate, though weakly, with the retention outcomes, preference and perceived usefulness of the two methods. More proficient learners seem to be able to make better use of the strategy and hence remember words learnt by guessing from context better, while young female learners seem to prefer bilingual word lists more and consider it more useful than guessing from context.

Below is the discussion of the following aspects based on the findings: vocabulary retention, preference and perceived usefulness of the two methods, retention, perceptions and language proficiency, and retention, perceptions and gender.

5.2 Discussion of the Vocabulary Retention

Two recall tests with different formats, a translation task and a fill-in-the-blanks task, were administered in the study to minimize bias towards a certain format and enhance the reliability of results. The combined results of both recall tests reflected an average of 31% and 20% retention of word meanings learnt by bilingual word lists and guessing from context respectively. Bilingual word lists method seemed to contribute to better retention of word meanings than the guessing from context method, regardless of short-term or longer-term memory. The findings seem to be in line with the findings of previous studies of Qian (1996), Sze (1998), Grace (1998-2000) which indicated that learners with translations had consistently better retention test scores than those without translations.

In this sense, regarding the retention of word meanings taught by the bilingual word lists and guessing from context method, the current study, however, was apparently lower (31% and 20% respectively) than Qian (1996)'s findings (68% and 58% respectively). A major reason could be the different measurements of short-term and longer-term retention. Qian (1996) tested his subjects immediately, 1 week and 3 weeks respectively after the experiment; whereas, this study tested the subjects 2 weeks, 4 weeks, and 6 weeks after the teaching sessions.

Another noteworthy point in the findings is the relatively uneven distribution of scores of words learnt by guessing from context. Some words, for example, "baths", "changed", "thousands" and "explains" seemed to be better retained than the others, in spite of similar teaching conditions. Other words like "twirl", "glad", "participate", "paradise" and "rooftop" were not recalled by any learners. This may be a result of the relatively top rankings in the unknown word test before instructions,

which means that the majority of the subjects had no or very little knowledge about these words. It is inferred that these words (both meanings and form) were not acquired well enough to be able to retain by guessing from context. Repeated exposures to such words in different L2 contexts are necessary. Some other methods such as L1 translation may also be employed for complementary learning.

5.3 Discussion of the Preference and Perceived Usefulness of the Two Methods

Echoing the findings of vocabulary retention, bilingual word lists method was favored over the guessing from context method by most respondents. The preference indicated by subjects in the current study is in line with Qian's (1996) stand that Chinese students were accustomed to rote learning. It also parallels earlier studies which reported that more mechanical strategies were favored over more complex ones by Asian learners at various levels (Gu & Johnson, 1996; Schmitt, 1997). Learning attitude may be a factor contributing to such results. A number of learners expected to learn the target word meanings in L1 without any context. They may consider understanding of an English target word means (only means) learning of L1 equivalent meanings of the word. The subjects were used to have unknown words presented with their L1 counterparts. Hence, they believed that vocabulary meanings should be "given" but not "guessed", and the isolated vocabulary items (instead of passages where the vocabulary items are located) should be the learning focus. Nevertheless, strategies effective for vocabulary retention may not be necessarily good for overall language proficiency (Gu, 1997). Over-reliance on isolated word lists or mnemonics, no matter how familiar they are to the learners, will not be

beneficial to vocabulary development. Other depth-oriented activities such as guessing from context are necessary for improvement in overall English proficiency.

However, the present study recorded results of learners' preference and perceived usefulness similar to Lok (2007)'s study of Hong Kong secondary school students. Learners in Lok's study, like the subjects in the present study, also prefer immediate understanding of vocabulary meanings rather than through guessing or making use of pictorial cues. However, guessing word meanings from a sentence or a paragraph was perceived to be one of the most effective strategies. She also found negative perceptions among subjects towards a number of mnemonic strategies. The similarity of findings between Lok's work and the present study may imply that the current exposure to vocabulary learning strategies given to local primary and secondary students may be too limited and that formal training of vocabulary learning strategies in the school curriculum is still insufficient. It is believed that if students have more experience in strategies like guessing from context, they would be better in applying the more thought-provoking strategies and this would finally improve their performance in recall tests.

Fortunately, the majority of the subjects in the present study seemed to have noticed the usefulness of the guessing from context method in inducing "deeper" mental processing in spite of the fact that they prefer the less time consuming and more preferred bilingual word lists method. In this regard, Gu (1997) emphasized the importance of flexibility of strategy choice and combinations. As learners become more advanced, they should use more context-based and depth-oriented vocabulary learning strategies, so that vocabulary can be integrated into discourse. A number of cognitive psychologists also believe that activities requiring a deeper, more involved

manipulation of information are more conducive to learning and vocabulary retention (Craik & Tulving, 1975; Brown & Perry, 1991). Given the subjects' admission of the usefulness of the guessing from context strategies, it is believed that further practices in the relevant area should be welcomed. Thus, more training on the guessing from context method is needed to help learners overcome the difficulties they encountered. Teachers should also keep encouraging learners to use the guessing from context method for vocabulary learning.

5.4 Discussion of the Retention, Perceptions and Language

Proficiency

Language proficiency seems to be another factor contributing to the retention outcomes of the two vocabulary instruction methods. It is positively correlated with the overall recall test scores of words taught by guessing from context. It seems to suggest that more proficient learners may have developed more sophisticated conceptual networks for the lexicon and therefore were more successful in guessing. The richer the network of a word, the more automatically the word is retrieved. Moreover, weak learners may be less sensitive to syntactic information in the text thus hindered their ability in successfully guessing the unknown words. Unlike guessing from context, all learners were familiar with and were able to manipulate the bilingual word lists method, regardless of English proficiency.

Echoing Prince's (1996) study on university students, which revealed a superiority of vocabulary learning through translation in terms of quantity of words retained than learning in context. It also reflected that weaker learners were not able to transfer and apply the word meanings learnt in L1 into L2 contexts. He added the

remark that the learning strategy a learner adapts to a large extent depends on past habits and attitudes. This argument is in line with the interview findings of the interviews in the present study. The subjects' over-reliance on L1 links could be driven by a desire to understand word meanings quickly and their usual vocabulary learning method such as "reciting verb-table." It, therefore, seems necessary to encourage them with the potential benefits of the guessing from context method to vocabulary learning as well as English proficiency and to equip them with techniques in dealing with context.

5.5 Discussion of the Retention, Perceptions and Gender

In addition to language proficiency, gender appears to be related to retention and preference of the two vocabulary instruction methods. The findings indicated a tendency for females to prefer bilingual word lists and males to prefer guessing from context. Similarly, females tended to believe that bilingual word lists method is more useful, while males believed that the guessing from context method is more useful. The result seems to contradict with Gu's (1997) findings of Chinese university students on gender difference in vocabulary learning strategy use and belief. He found that male learners believed more in rote memorization while female learners believed significantly more that "words should be picked up naturally." Moreover, Gu (1997) reported that female learners did more guessing and used more contextual encoding of new words than males did. Although female subjects in the present study still slightly outperformed the male counterparts in the recall tests, their tendency of relying on the bilingual word lists methods may not be conducive. As discussed earlier, mastery of guessing from context method may also improve a learner's

language proficiency. Thus, it seems necessary to suggest that words should not be memorized, and that a more active and depth-oriented approach to vocabulary learning should help learners improve their English.

To summarize, three major findings were revealed in the present study. First, words taught by bilingual word lists method were consistently better retained than those taught by guessing from context. Second, the majority of the 17-18-year-old subjects preferred bilingual word lists method to guessing from context method but perceived the latter to be more useful. Finally, language proficiency and gender seem to be correlated with retention and perceived usefulness of the two methods. In general, learners who are more skilful in guessing from context method are also those with higher English proficiency. Males learners in this study tend to prefer guessing from context while female learners prefer bilingual word lists. Corresponding pedagogical implications will be discussed in the next section, followed by discussion on the limitations of the present study and directions for future research.

5.6 Pedagogical Implications

Taken account into the findings of the present study, some suggestions for teaching practice are made as follows:

5.6.1 Learners should be encouraged to employ a combination of both guessing from context and bilingual word lists approaches for vocabulary learning. Thus learners would be able to pick up a large amount of new words rapidly and acquire related linguistic, semantic, or sociolinguistic knowledge of the words gradually. It could be, for example, having L1 wordlists as glossary or footnotes, or using a dictionary to confirm the guesses made from the contextual clues. A

combined approach for elementary learners in classroom teaching would comprise three stages. First, the target words are presented in a carefully selected L2 context and learners are required to associate the target words with other words already known to them. Systematically presenting target words in different L2 text would be more beneficial. For weaker learners, some L1 explanations or translations of the key words in the contextual clues could be used. In a later stage, all learners may refer to the L1 equivalent meanings of the target words in a glossary or a bilingual dictionary, so that weak learners could build up basic conceptual knowledge of the L2 words and word forms while more able learners could confirm the meanings guessed from the context. Finally, retrieval of these target words in a variety of production tasks such as translation, paraphrases, fill-in-the-blanks, composition, etc allows learners to draw upon all the associations developed in the previous stages. There are a few points to note regarding the combined approach. Teachers should remind learners to employ guessing from context as primary strategy, while L1 translation only serves as a complement. In addition, learners' attention should be directed to the learning of target vocabulary and its semantic and associative links with the text, rather than comprehension of the reading passage during guessing. As a result, they would attend to the new word meanings well enough to be able to retain them.

5.6.2 Weaker learners and female learners might need to be given more attention regarding their strategy use. They do not automatically use guessing from context strategy but tend to rely on L1 translation. Teachers should remind them to avoid over-relying on a particular type of strategies as habits and be flexible in strategy choice and combinations, like most successful learners do. As learners become more advanced, more context-based and depth-oriented vocabulary learning

strategies should be introduced in order to acquire an in-depth knowledge of the target words. Such knowledge would, in turn, facilitate the productive use of the target words afterwards. Furthermore, metacognition training is crucial if these learners are to improve. Local learners often have the misconception that all L2 words are sufficiently linked with a one-to-one correspondence to L1 words and it should be adjusted. The benefits and pitfalls of high-effort and low-effort strategies should be discussed with them. Their perceptions of the long-term objectives, i.e. the productive use of L2 words rather than the basic understanding of their L1 meanings, should be made clear.

5.6.3 Careful planning and selection of teaching materials is needed. Teachers should select target words that are most suitable for the learners' needs and design appropriate tasks for learning the words. Careful selection (or generation) of L2 texts is also crucial to successful guessing of the words. These target words should be presented in L2 texts where almost all (95-98%) the surrounding words were known to the learners, as suggested by Nation (2001). Repeated exposures of target words in different L2 contexts would assist timely recalls of the words and enrich learner's mental lexicon network.

5.6.4 Generalized from my own classroom experience, motivation is another factor which needs attention. Some learners are reluctant to use new vocabulary learning strategies which they are not familiar with. Moreover, they may give up using such strategies easily whenever they encounter some difficulties. They need to be further motivated by, for instance, praise, encouragement, games or prizes.

5.6.5 Teachers also play an important role in facilitating learners with a range of vocabulary learning strategies according to learner's learning style. They should

endeavor to acquire profound knowledge of vocabulary learning strategies so that they can advise learners on appropriate strategy choice and combinations. It is hoped that teacher's gradual strategy training would result in learner's autonomous learning of vocabulary in future. Though the present study has shed light on young learner's strategy use and perceptions, further research is required to examine their effectiveness. In the following sections, suggestions for future research will be suggested, and summary of the chapter will be included shortly.

5.7 Suggestions for Future Research

The followings are recommendations for future research:

5.7.1 Further research will need to be conducted to determine if the results of this study can be replicated with a large number of participants to confirm the results and to verify the weak points of this study.

5.7.2 Further research should be extended to students from other provinces throughout Thailand to compare the findings with the current study.

5.8 Summary of the Chapter

Based on the findings of this study, it can be argued that most young learners preferred the bilingual word lists method mainly because they were used to similar methods in learning and therefore they tended to have no or fewer problems using the method. On the other hand, most subjects were aware of the potential benefits of the guessing from context method and hence considered it more useful. They believed that 'deeper' mental processing is involved in guessing from context and the method is useful in providing collocation information about the target words and hence is

more conducive to vocabulary learning. The higher perceived usefulness of the guessing from context method, in spite of a preference of bilingual word lists, indicated that the learners would like to use the guessing from context method but were bound by the limited contact and difficulties encountered. It might be due to the lack of exposure and formal training in the strategy. If these learners were given systematic training, they may have more flexible choice and more frequent use of vocabulary learning strategies later.

In short, the results of this study have provided interesting insights into strategy choice and perceived usefulness by young learners and effectiveness of the two vocabulary instruction methods, namely guessing from context and bilingual word lists, in terms of retention outcomes, in spite of the limitations discussed above. A combined teaching approach of both methods would be conducive to vocabulary learning by these learners. Further empirical evidence of the effectiveness of such a combined approach is desired.

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APPENDICES

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

The Formal Letter

The Letter for Asking Permission to Collect the Research Data



ที่ ศธ ๐๕๔๕.๑๑/ ๖๑๗๕

บัณฑิตวิทยาลัย

มหาวิทยาลัยราชภัฏบุรีรัมย์

ต. ในเมือง อ. เมือง

จ. บุรีรัมย์ ๓๑๐๐๐

๑๗ สิงหาคม ๒๕๕๕

เรื่อง ขอความอนุเคราะห์แจกแบบสอบถาม

เรียน ผู้อำนวยการวิทยาลัยเกษตรและเทคโนโลยีบุรีรัมย์

ด้วยนางมณีกานต์ พลวัน นักศึกษาระดับปริญญาโท หลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ มหาวิทยาลัยราชภัฏบุรีรัมย์ กำลังศึกษาและทำวิทยานิพนธ์ เรื่อง “ Effects of Guessing Vocabulary Meaning Through Contextual Clues and Bilingual Word Lists of High Vocational Certificate Students at Buriram College of Agriculture and Technology” ในระดับชั้น ปวส. โดยมี ดร. ชูเกียรติ จารัตน์ เป็นประธานที่ปรึกษาวิทยานิพนธ์ โดยการนี้นักศึกษามีความประสงค์เก็บรวบรวมข้อมูลโดยการแจกแบบสอบถามผู้เกี่ยวข้องในการศึกษาวิจัยดังกล่าวจึงขอความอนุเคราะห์อนุญาตให้นักศึกษาเข้าเก็บข้อมูลในหน่วยงานของท่านด้วย

มหาวิทยาลัยราชภัฏบุรีรัมย์ หวังเป็นอย่างยิ่งว่าจะได้รับความอนุเคราะห์จากท่าน และขอขอบคุณมา ณ โอกาสนี้

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร. สุเทียบ ละอองทอง)

คณบดีบัณฑิตวิทยาลัย

สำนักงานบัณฑิตวิทยาลัย

โทร ๐ ๔๔๖๑ ๑๒๒๑ ต่อ ๓๘๐๖

โทรสาร ๐ ๔๔๖๑ ๒๘๕๘

APPENDIX A

Formal Letter

The Letter Asking Permission to Collect the Research Data



No. 0545.11/ 175

Buriram Rajabhat University
Jira Road, Amphur Muang,
Buriram 31000, THAILAND

August 17, 2012

Dear Director of Buriram College of Agriculture and Technology

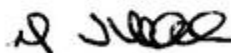
Subject: Asking Permission to Collect the Research Data

Buriram Rajabhat University (BRU) presents this letter to the Director of Buriram College of Agriculture and Technology ask permission to collect the research data. I wish to inform you that Mrs. Maneekan Phonlawan, a student studying for her Master of Arts Program in English at BRU, is conducting the research entitled “ **Effects of Guessing Vocabulary Meaning Through Contextual Clues and Bilingual Word Lists of High Vocational Certificate Students at Buriram College of Agriculture and Technology**” under the supervision of Dr. Chookiat Jarat, Chairperson of the Thesis.

In this regard, BRU would like to ask permission from Mr. School Director to allow her to collect the research data from the Grade 1-2 high vocational certificate students at Buriram College of Agriculture and Technology by responding to her research methodologies in August 2012.

Please accept, Mr. Director, my sincere appreciation and the assurances of my highest consideration.

Yours sincerely



(Assistant Professor Dr. Suthiap La-onghong)
Dean of Graduate School
Buriram Rajabhat University

Office of Graduate School
Tel: 04461 1221, 04460 1616 ext. 3806
Fax 0 4461 2858

APPENDIX B

Letter for Experts

The Letter Requesting to be the Expert for The Research Instruments



No. 0545.11/ว 225

Buriram Rajabhat University
Jira Road, Amphur Muang,
Buriram 31000, THAILAND

August 18, 2011

Dear Dr. Kampeeraphab Intanoo,

Subject: Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its complement to Dr. Kampeeraphab Intanoo, the Associate Dean of Graduate School at Buriram Rajabhat University to be the expert for the research instruments. I would like to inform you that Mrs. Maneekan Phonlawan, a student studying in Master of Arts Program in English at BRU, is conducting the research, entitled "**Effects of Utilization of Guessing Vocabulary Meaning through Contextual Clues and Bilingual Word Lists of High Vocational Certificate Students,**" under the supervision of Dr. Chookiat Jarat, Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions in her research instruments.

Thank you very much for your cooperation.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Suthiap La-ongthong'.

(Assistant Professor Dr. Suthiap La-ongthong)
Dean of Graduate School
Buriram Rajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 3806

Fax 0 4461 2858

APPENDIX B

Letter for Experts

The Letter Requesting to be the Expert for The Research Instruments



No. 0545.11/๑ 225

Buriram Rajabhat University
Jira Road, Amphur Muang,
Buriram 31000, THAILAND

August 18, 2011

Dear Mr. Mok Sarom,

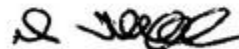
Subject: Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its complement to Mr. Mok Sarom, an English lecturer at the Royal University of Phnom Penh (RUPP) and Ph.D. student at BRU to be the expert for the research instruments. I would like to inform you that Mrs. Jitsopin Polwan, a student studying in Master of Arts Program in English at BRU, is conducting the research, entitled "**Effects of Utilization of Guessing Vocabulary Meaning through Contextual Clues and Bilingual Word Lists of High Vocational Certificate Students,**" under the supervision of Dr. Chookiat Jarat, Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions in her research instruments.

Thank you very much for your cooperation.

Yours sincerely,



(Assistant Professor Dr. Suthiap La-onghong)
Dean of Graduate School
Buriram Rajabhat University

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APPENDIX B

Letter for Experts

The Letter Requesting to be the Expert for The Research Instruments



No. 0545.11/ว 225

Buriram Rajabhat University
Jira Road, Amphur Muang,
Buriram 31000, THAILAND

August 18, 2011

Dear Dr. Narumon Somkuna,

Subject: Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its complement to Dr. Narumon Somkuna, the Associate Dean of Graduate School at Buriram Rajabhat University to be the expert for the research instruments. I would like to inform you that Mrs. Jitsopin Polwan, a student studying in Master of Arts Program in English at BRU, is conducting the research, entitled "**Effects of Utilization of Guessing Vocabulary Meaning through Contextual Clues and Bilingual Word Lists of High Vocational Certificate Students,**" under the supervision of Dr. Chookiat Jarat, Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions in her research instruments.

Thank you very much for your cooperation.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Suthiap La-onghong'.

(Assistant Professor Dr. Suthiap La-onghong)
Dean of Graduate School
Buriram Rajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 3806

Fax 0 4461 2858

APPENDIX C
STUDENT CONSENT FORM

Students' Consent Form

February 18, 2011

Dear Students,

I am ManeeKan Phonlwan, a student of Master of Arts Program in English at the Buriram Rajabhat University and the English teacher of Buriram College of Agriculture and Technology. I will conduct a research project on **"Effects of Guessing Vocabulary Meaning through Contextual Clues and Bilingual Word Lists of High Vocational Certificate Students at Buriram College of Agriculture and Technology"** and would like to invite you to participate in it. The purpose of the study is to investigate the usefulness of the two vocabulary learning methods on learning and remembering words as well as students' feelings on the usefulness of the two methods.

Students who participate in this research will learn vocabulary in readers in two different ways. Each teaching session will last for about 15 minutes. They will also be asked to complete a 5-minute quiz at the end of the research. Follow-up small-group interviews will be arranged during recess or lunch-time to investigate students' perceptions of the two vocabulary learning methods. Each interview will not exceed 15 minutes. The teaching sessions and the quiz will be conducted in class. The result of the vocabulary quiz will not carry any weight in school assessment and it will be solely used for research purposes. By participating in the research, students will be exposed to different ways of learning and remembering vocabulary which is critical to their study of English. Each participating student will receive a small token of appreciation. Please complete the reply slip below to indicate whether you would allow your child to participate in this research. Participation is entirely voluntary. If you have any questions about the research, please feel free to contact me at 0868677713. If you want to know more about the rights as a research

participant, please contact the Dr. Chookiat Jarat, the Associate Dean of Faculty of Humanities and Social Sciences, Buriram Rajabhat University (0844770917).

Your help is very much appreciated.

Yours sincerely,
Maneekan Phonlawan
Master of Arts Program in English
Buriram Rajabhat University

Reply Slip

I ** will / will not give permission for my child to participate in the research.
(** Please delete where inappropriate.)

Student Name: _____

Student Signature: _____

Date: _____

APPENDIX D

Questionnaire Asking Satisfaction towards Guessing Vocabulary Meaning through Contextual Clues of High Vocational Certificate Students

Direction: This is the questionnaire asking satisfaction towards guessing vocabulary meaning through contextual clues of high vocational certificate students. There are three parts the questionnaire: part 1 General information of respondents, part 2 Satisfaction of students towards the Guessing vocabulary meaning through contextual clues and part 3 suggestions.

Part 1: General information of respondents

1. Gender Male Female
2. Age Under 16 years old 17-20 years old 21-25 years old
 26 up

Part 2 : Satisfaction of students towards the Guessing vocabulary meaning through contextual clues

Please tick the mark into the satisfaction level in blanks given in which there are five levels as follows: 5 = Very Satisfied 4 = Somewhat Satisfied 3 = Neutral 2 = Somewhat Dissatisfied 1 = Very Dissatisfied

No.	Assessment Item	5	4	3	2	1
1	Guessing vocabulary meaning through contextual clues is clearly described to students in class.					
2	The classroom activity is provided to use guessing vocabulary meaning through contextual clues appropriately.					
3	Guessing vocabulary meaning through contextual clues is useful and students can use this strategy in real life learning.					
4	Although there are some unknown words in the reading passages, students can guess the meanings of those unknown words by using guessing vocabulary meaning through contextual clues.					
5	Teaching English language using guessing vocabulary meaning through contextual clues is fun and interesting.					
6	Students can study the meaning of words more than ever and					

	faster by using guessing vocabulary meaning through contextual clues					
7	Guessing vocabulary meaning through contextual clues enables students get familiar with the clue and context in sentences.					
8	Students can use guessing vocabulary meaning through contextual clues strategy and understand the meaning of words correctly.					
9	After using guessing vocabulary meaning through contextual clues, students look up the meaning of words in dictionary less than ever.					
10	By using guessing vocabulary meaning through contextual clues, students are encouraged to read and try to find more new unfamiliar words.					
11	Guessing vocabulary meaning through contextual clues strategy enables students develop reading skill and can read more quickly.					
12	By using guessing vocabulary meaning through contextual clues strategy, students spend more time to study English outside the classroom.					
13	Students use guessing vocabulary meaning through contextual clues strategy to guess the meaning of words correctly, so students have more positive attitudes towards reading.					
14	Students are able to use guessing vocabulary meaning through contextual clues strategy to read academic English in higher level.					
15	Guessing vocabulary meaning through contextual clues strategy is advantageous to develop students' reading skill.					

Section 3: Suggestions

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Thank you for your kind cooperation

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

**Questionnaire Asking Satisfaction towards Using Bilingual Word Lists
of High Vocational Certificate Students**

Directions: This is the questionnaire asking satisfaction towards using bilingual word lists of high vocational certificate students. There are three parts the questionnaire: part 1 General information of respondents, part 2 Satisfaction of students using bilingual word lists and part 3 suggestions.

Part 1: General Information of Respondents

1. Gender Male Female
2. Age Under 16 years old 17-20 years old 21-25 years old
 26 up

Part 2 : Satisfaction of Students towards Using Bilingual Word Lists

Please tick the mark ✓ into the satisfaction level in blanks given in which there are five levels as follows: 5 = Very Satisfied 4 = Somewhat Satisfied 3 = Neutral
2 = Somewhat Dissatisfied 1 = Very Dissatisfied

No.	Assessment Item	5	4	3	2	1
1	Using bilingual word lists is clearly described to students in class.					
2	The classroom activity is provided to use bilingual word lists appropriately.					
3	Using bilingual word lists in teaching and learning English is useful and students can use this strategy in real life learning.					
4	Although there are some unknown words in the reading passages, students can remember the meanings of those unknown words from bilingual word lists.					
5	Teaching English language using use bilingual word lists is fun and interesting.					
6	Students can study the meaning of words more than ever and faster by using use bilingual word lists.					
7	Using bilingual word lists enables students get familiar with the					

	story in the reading topics.					
8	Students can use bilingual word lists very well and understand the meaning of words correctly.					
9	After using bilingual word lists, students look up the meaning of words in dictionary less than ever.					
10	By using use bilingual word lists, students are encouraged to read and understand the story better.					
11	Using bilingual word lists strategy enables students develop reading skill and can read more quickly.					
12	By using bilingual word lists, students spend more time to study English outside the classroom.					
13	Students use bilingual word lists to learn the meaning of words correctly, so students have more positive attitudes towards reading.					
14	Students are able to use bilingual word lists to read academic English in higher level.					
15	Using bilingual word lists is advantageous to develop students' reading skill.					

Part 3: Suggestions

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Thank you for your kind cooperation

Interview Prompt

Title of Interview The perceived usefulness of the guessing from context and the bilingual word lists strategy

Name(s) of Interviewer(s).....

Date of Interview.....

Time of Interview

Part One, Personal Information

Name	1	2	3	4	5
Age					
Male/Female					
Language Spoken at Home					

Part Two. Perceptions towards the two strategies

1. Do you like guessing a word's meaning from the context? Why?

	1	2	3	4	5
Like (Reasons)					
Dislike (Reasons)					

2. Do you like studying English word list with Thai equivalents? Why?

	1	2	3	4	5
Like (Reasons)					
Dislike (Reasons)					

3. Which method do you prefer? Why?

	1	2	3	4	5
Guessing (Reasons)					
Word lists (Reasons)					

4. Which method do you think is more useful for learning English vocabulary? Why?

	1	2	3	4	5
Guessing (Reasons)					
Word Lists (Reasons)					

I feel very grateful for your kind cooperation

Maneekan Phonlawan

Researcher

Curriculum Vitae

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