

APPENDICES

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

APPENDIX A

Formal Letter

The Letter Asking Permission to Collect the Research Data



No. 0545.11/ว 413

Buriram Rajabhat University
Jira Road, Amphoer Mueng,
Buriram 31000, THAILAND

January 10, 2013

Dear Mr. Director of Romburypitthayakhom School:

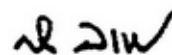
Subject: Asking Permission to Collect the Research Data

Buriram Rajabhat University (BRU) presents this letter to the Director of Romburypitthayakhom School to ask permission to collect the research data. I wish to inform you that Mrs. Thanatta Thongsai, a student studying in Master of Arts Program in English at BRU, is conducting the research, entitled "**Perception and Actual Use of Thai EFL Students toward Vocabulary Learning Strategies**," under the supervision of Dr. Surachai Piyanukool, 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 12th-grade students at Romburypitthayakhom School by responding to her research methodologies in January-February 2013.

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

Yours sincerely,



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

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

The Letter Requesting to be the Expert for the Research Instruments



No. 0545.11/ ๓924

Buriram Rajabhat University
Jira Road, Amphoer Mueng,
Buriram 31000, THAILAND

October 28, 2012

Dear Dr. Chatchawan Khampeerawat,

Subject: Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its complement to Dr. Chatchawan Khampeerawat, a supper adviser of Surin Primary Educational Service Area Office 1 to be the expert for the research instruments. I would like to inform you that Mrs. Thanatta Thongsai, a student studying in Master of Arts Program in English at BRU, is conducting the research, entitled "**Perception and Actual Use of Thai EFL Students toward Vocabulary Learning Strategies,**" under the supervision of Dr. Surachai Piyanukool, 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-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

The Letter Requesting to be the Expert for the Research Instruments



No. 0545.11/ ๓924

Buriram Rajabhat University
Jira Road, Amphoer Mueng,
Buriram 31000, THAILAND

October 28, 2012

Dear Mrs. Pattchanee Pontamoon,

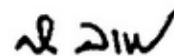
Subject: Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its complement to Mrs. Pattchanee Pontamoon, an English teacher of Sawaiso School to be the expert for the research instruments. I would like to inform you that Mrs. Thanatta Thongsai, a student studying in Master of Arts Program in English at BRU, is conducting the research, entitled "**Perception and Actual Use of Thai EFL Students toward Vocabulary Learning Strategies,**" under the supervision of Dr. Surachai Piyanukool, 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
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The Letter Requesting to be the Expert for the Research Instruments



No. 0545.11/ ๓924

Buriram Rajabhat University
Jira Road, Amphoer Mueng,
Buriram 31000, THAILAND

October 28, 2012

Dear Dr. Sarom Mok,

Subject: Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its complement to Dr. Sarom Mok, a university lecturer at Royal University of Phnom Penh (RUPP), and Ph.D. candidate in Applied Linguistics at Universiti Brunei Darussalam (UBD) to be the expert for the research instruments. I would like to inform you that Mrs. Thanatta Thongsai, a student studying in Master of Arts Program in English at BRU, is conducting the research, entitled "**The Perceptions and Uses of Upper Secondary School Thai EFL Students towards English Vocabulary Language Learning Strategies,**" under the supervision of Dr. Surachai Piyanukool, 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

Office of Graduate School

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APPENDIX C

Vocabulary Learning Strategies Questionnaire

A Survey of Vocabulary Learning Strategies

- 1 Tick (✓) the box in the first column if you use the strategy.
- 2 Tick (✓) the box in the second column if you think the strategy is useful or sounds useful.
- 3 Identify the top ten most helpful strategies. Put "1" for the **most useful** and "10" as the **least useful** in the third column.

(I) Strategies for the discovery of a new word's meaning:	I have used the strategy	This strategy seems useful	Ranking
Inferencing Strategies			
1. guess its meaning from the context	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. look at the parts of speech (e.g. noun, verb or adjective)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. look for the clues to meaning in the word itself (e.g. prefixes, suffixes and roots)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. try to think of an English word that is similar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dictionary Strategies			
5. look up the word in a Thai/English dictionary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. look up the word in an English dictionary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. use an electronic or online dictionary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Strategies			
8. ask my teacher(s) for the meaning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. ask my classmates or peers for the meaning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. interact with native speakers (e.g. the NET teacher)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Strategies			
11. learn words through ICQ or chat room communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. learn words from word lists or glossary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. learn words from the mass media such as newspaper, magazines, radio, songs, TV programs or films	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. ignore it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(II) Strategies for consolidating a word once it has been encountered:	I have used the strategy	This strategy seems useful	Ranking
Context Strategies			
1. read it in a text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. hear it spoken in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rote Learning Strategies			
3. study the spelling of the target word	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. divide the target word into syllables (e.g. po/lar)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. use English words similar in sound	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. use Thai words similar in sound	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elaboration Strategies			
7. connect it to other English words on the same topic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. relate it to a visual image	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. put it in a sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Strategies			
10. keep a vocabulary notebook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. study the word list	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. study the word overtime	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others (please specify)			

(Compiled with reference to Harley & Hart (2000), Vocabulary Learning in the Content-oriented Second-language Classroom: Student Perceptions and Proficiency, **Language Awareness**, Vol.9, No.2.)

APPENDIX D

Think-Aloud Vocabulary Task

Dear students,

In order to help you learn vocabulary effectively, I would like to know more about how you learn vocabulary and how you respond to new words. The following task is NOT a test. Just say what you think or how you arrive at the conclusion. One example has been provided for your reference.

Thanks a lot for your kind help!

Regards,

Mrs. ThanattaThongsai

Example 1

Your self-esteem plummets, dropping quickly and suddenly making you think 'I'm such a loser'.

Meaning	Part of speech	Pronunciation	Strategy (ies) used
to fall very quickly and suddenly	verb	plum / met	guessing from context

Task

Question 1

The theatre managed to boost its audiences by cutting ticket prices.

Meaning	Part of speech	Pronunciation	Strategy (ies) used

Question 2

A feral child is a child who, from a young age, has lived with animals in the wild.

Meaning	Part of speech	Pronunciation	Strategy (ies) used

Question 3

He was identified as John Ssabunnya, a boy who had disappeared three years earlier after his mother was murdered and his father went missing. John was only two years old when he vanished.

Meaning	Part of speech	Pronunciation	Strategy (ies) used

Question 4

They never smiled or showed any interest in human company, and the only emotion that ever crossed their faces was fear.

Meaning	Part of speech	Pronunciation	Strategy (ies) used

Question 5

Although he sarled and bit the police, he was no match for them.

Meaning	Part of speech	Pronunciation	Strategy (ies) used

Question 6

By the time the technician arrived, we had retrieved most of our lost data. It was exhausting, but we all managed to get there before lunch.

Meaning	Part of speech	Pronunciation	Strategy (ies) used

Question 7

The place is a shambles, with broken lockers and a disgusting floor.

Meaning	Part of speech	Pronunciation	Strategy (ies) used

Question 8

The prisoner's attempt to escape was foiled at the last minute when the police received a tip-off.

Meaning	Part of speech	Pronunciation	Strategy (ies) used

Question 9

Perhaps people tease you about your complexion— maybe you have freckles, or a few pimples.

Meaning	Part of speech	Pronunciation	Strategy (ies) used

Question 10

The class gave a spontaneous cheer when Tim won the competition.

Meaning	Part of speech	Pronunciation	Strategy (ies) used

(adapted from Building Self Confidence by Jim Sullivan)

End of Task

APPENDIX E

Semi-structured Interview

Dear student,

Thank you once again for your kind participation in the Think-Aloud Vocabulary Task. In this interview, I would like you to share your opinions on vocabulary learning and use of strategies in your regular practice as well as in the previous task. You will be given a list of interview questions in advance and 15 minutes for your preparation. In any case, you can answer the questions in any language that is comfortable to you.

Thank you for your kind help.

Regards,

Mrs. ThanattaThongsai

Interview Questions

1. How important do you think vocabulary learning is? Why?
2. You are asked to rate the importance of vocabulary learning from 1 to 10 in the survey. 1 is the least important and 10 is the most important. How do you rate it?
3. What does it mean to you when you say you have learnt a word?
4. Do you plan your vocabulary learning? How?
5. How much time do you spend on vocabulary learning in and outside class?
6. What do you do when you meet a new word?
7. Do you think the method(s) is/are effective to discover a new word meaning?
8. What do you do to study and remember a new word?
9. Do you think the method(s) is/are effective to help you remember a new word?