AN INVESTIGATION OF PROFICIENT GRADE 9 AND GRADE 12 THAI STUDENTS' ENGLISH VOCABULARY LEARNING STRATEGIES

A MASTER'S PROJECT

BY

PORNPAN U-PITAK

Presented in Partial Fulfillment of the Requirements for the

Master of Arts Degree in English

at Srinakrinwirot University

November 2011

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This study aimed to investigate vocabulary learning strategies used by proficient Grade 9 and Grade 12 Thai students and find out the differences in the use of vocabulary learning strategies between proficient Grade 9 and Grade 12 Thai students. The participants in this study were 30 proficient Grade 9 and 22 Grade 12 students at Benchamaratrangsarit School, a secondary and upper secondary school in Chachoengsao province. A questionnaire adapted from Kudo's (1999) second language vocabulary learning strategy questionnaire was used to collect the data. The results revealed that the patterns of vocabulary learning strategies used by proficient Grade 9 and Grade 12 participants were generally similar. That is, memory strategies and cognitive strategies were used at a high frequency, while metacognitive strategies and social strategies were used at a lower frequency by both groups of students. However, memory strategies were most frequently used by proficient Grade 9 participants, but proficient Grade 12 participants used them with the second most frequency. Moreover, when the use of vocabulary learning strategies of the two groups of students was compared in detail, it was found that 28 strategies were used with high frequency and 10 strategies were used with low frequency by both groups of students. Additionally, five strategies were used more frequently by Grade 9 participants than Grade 12 participants, and one strategy was used less frequently by Grade 9 participants than Grade 12 participants. It was plausible that both groups of students used generally the same vocabulary learning strategies because the students

did not differ much in terms of their educational level and their English learning environments— teachers, classrooms, instructional techniques, and learning tools— were also the same; therefore, they may use mainly the same strategies to learn vocabulary.

การศึกษากลยุทธ์การเรียนคำศัพท์ภาษาอังกฤษของนักเรียนไทยที่มีความสามารถทางการเรียนสูงในระดับชั้นมัธยมศึกษาปีที่ 3 และ 6

บทคัดย่อ

ของ

พรพรรณ อู่พิทักษ์

เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ

พฤศจิกายน 2554

พรพรรณ อู่พิทักษ์. (2554). *การศึกษากลยุทธ์การเรียนคำศัพท์ภาษาอังกฤษของนักเรียนไทยที่มีความสามารถทางการเรียนสูงในระดับชั้นมัธยมศึกษาปีที่ 3 และ 6*. สารนิพนธ์ ศศ.ม. (ภาษาอังกฤษ). กรุงเทพฯ : บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ. อาจารย์ที่ปรึกษาสารนิพนธ์: อาจารย์ศิรินันท์ ศรีเนาวรัตน์.

งานวิจัยนี้มีจุดประสงค์เพื่อศึกษา กลยุทธ์การเรียนคำศัพท์ภาษาอังกฤษของนักเรียนไทยระดับชั้นมัธยมศึกษาปีที่ 3 และ ปีที่ 6 ที่มีความสามารถทางการเรียนสูงและศึกษาความแตกต่างของการใช้กลวิธีเรียนคำศัพท์ระหว่างนักเรียนไทยสองกลุ่มดังกล่าว กลุ่มตัวอย่างที่เข้าร่วมงานวิจัยชิ้นนี้ประกอบด้วยนักเรียนไทยโรงเรียนเบญจมราชรังสฤษฎิ์ ฉะเชิงเทรา ชั้นมัธยมศึกษาปีที่ 3 จำนวน 30 คนและชั้นมัธยมศึกษาปีที่ 6 จำนวน 22 คน เครื่องมือที่ใช้ในการเก็บข้อมูลในงานวิจัยชิ้นนี้คือแบบสอบถามการใช้กลวิธีการเรียนรู้คำศัพท์ของคุโด (1999)

ผลการวิจัยพบว่า การใช้กลวิธีการเรียนรู้คำศัพท์ของนักเรียนชั้นมัธยมศึกษาปีที่ 3 และ 6 โดยทั่วไปมีรูปแบบที่เหมือนกัน กล่าวคือ กลวิธีการเรียนศัพท์ที่นักเรียนทั้งสองระดับชั้นใช้มากที่สุด คือ กลวิธีการจำและกลวิธีทางปัญญา แต่นักเรียนชั้นมัธยมศึกษาปีที่ 3 ใช้กลวิธีการจำมากที่สุด ในขณะที่นักเรียนชั้นมัธยมศึกษาปีที่ 6 ใช้กลวิธีนี้มากเป็นลำดับที่สอง นอกจากนี้ นักเรียนทั้งสองระดับชั้นใช้กลวิธีในการเรียนรู้คำศัพท์ด้วยกลวิธีอภิปัญญาและกลวิธีทางสังคมด้วยความถี่ต่ำกว่าสองกลวิธีดังกล่าว เมื่อเปรียบเทียบกลวิธีเรียนรู้คำศัพท์ที่นักเรียนทั้งสองกลุ่มใช้ในรายละเอียดพบว่า นักเรียนทั้งสองกลุ่มใช้กลวิธีในการเรียนรู้คำศัพท์ 28 กลวิธีด้วยความถี่สูงและ 10 กลวิธีด้วยความถี่ต่ำ เหมือนกันทั้งสองกลุ่ม และมี 5 กลวิธีที่นักเรียนชั้นมัธยมศึกษาปีที่ 3 ใช้ด้วยความถี่สูง ขณะที่นักเรียนชั้นมัธยมศึกษาปีที่ 6 ใช้ด้วยความถี่ต่ำ และ 1 กลวิธีที่นักเรียนชั้นมัธยมศึกษาปีที่ 3 ใช้ด้วยความถี่ต่ำ ขณะที่นักเรียนชั้นมัธยมศึกษาปีที่ 6 ใช้ด้วยความถี่สูง การที่นักเรียนสองกลุ่มนี้ใช้กลวิธีในการเรียนรู้คำศัพท์ซึ่งเหมือนกันเป็นส่วนใหญ่อาจเป็นเพราะนักเรียนทั้งสองกลุ่มเรียนอยู่ในระดับชั้นที่ห่างกันไม่มากและบริบทในการเรียนภาษาอังกฤษของทั้งสองกลุ่ม เช่น ครู สภาพแวดล้อมภายในห้องเรียน เทคนิคการสอน และอุปกรณ์การเรียนการสอน ก็เหมือนกัน ดังนั้นนักเรียนจึงอาจใช้กลวิธีในการเรียนคำศัพท์ด้วยวิธีเดียวกัน

The Master's Project Advisor, Chair of English and Oral Defense Committee have approved this master's project *An Investigation of Proficient Grade 9 and Grade 12 Thai Students' English Vocabulary Learning Strategies* by "Pornpan U-pitak" as partial fulfillment of the requirements for the Master of Arts degree in English of Srinakharinwirot University.

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Chair of English

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(Assistant Professor Dr. Supaporn Yimwilai)

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The Master's Project has been approved as partial fulfillment of the requirements for the Master of Arts degree in English of Srinakharinwirot University.

……. Dean of Faculty of Humanities
(Dr. Wanee Aujsatid)

November …, 2011

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Pornpan U-pitak

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CHAPTER I

INTRODUCTION

Background of the Study

Vocabulary is one crucial factor in learning a language. Rubin and Thompson (1994) stated that students cannot speak, understand, read, or write a language without knowing a lot of words, so students who lack vocabulary knowledge will also be incapable of meaningful communication. Therefore, vocabulary is at the heart of mastering a language.

In order to use the four language skills, students need to have vocabulary knowledge. In listening and speaking, according to Nation (2001), learners need to understand at least 95% of the running words in order to understand the conversation. Vocabulary is also important for writing because vocabulary knowledge can influence the quality of writers' texts. If the writers have enough vocabulary knowledge, they are able to express their ideas more accurately and use more precise words (Schmitt, 2000; Schoonen, Glopper, Hulstijn, Simis, Snellings, and Stevenson, 2003). Furthermore, many educators agree that reading competence is related to vocabulary knowledge. For example, Johnson and Pearson (1978) stated that learners who know the meaning of many words can read very well. Anderson and Freebody (1985, as cited in Tierney, Readence and Dishner, 1995) also contended that "Word knowledge is a requisite for reading comprehension: people who do not know the meanings of words are most probably poor readers" (p.302). It can be concluded that the more vocabulary students know, the more they can comprehend and use the language when they listen, speak, read, and write. In other words, in order to succeed in learning a language, students must learn vocabulary.

According to Schmitt (2000), the number of words that students need varies, depending on their final goal: 2,000 words for conversational speaking, 3,000 word families to begin reading authentic texts, 10,000 words for reading academic texts, and 15,000 to

20,000 words to equal an educated native speaker. This obviously means that in order to be able to use a language effectively, students need to acquire a considerable knowledge of vocabulary, no matter what skill they use. Nation (1990) also stated that in order to have a vocabulary of equal size to a native speaker, students need to add to their vocabulary between 1,000 and 2,000 words per year or 3 to 7 words per day. Because the amount of vocabulary that English second language learners have to learn in order to attain native-like proficiency is quite large, they are unable to learn all the vocabulary in class alone. Thus, students also have to increase their vocabulary knowledge by themselves. One approach to this end, which appeals to many educators, is the adoption of indirect vocabulary learning (IVL) such as learning vocabulary from reading various kinds of books, listening to foreigners' English conversations, and using vocabulary learning strategies (Gairns & Redman, 1990; Rubin & Thompson, 1994; Ryder & Graves, 1998). Among the indirect vocabulary learning, vocabulary learning strategies (henceforth VLS) have gained a lot of interest from educators and language teachers. Educators (Gairns & Redman, 1990; Rubin & Thompson, 1994; Ryder & Graves, 1998) agree that vocabulary learning strategies are useful for students in enhancing their vocabulary knowledge. Moreover, research also revealed that students used a variety of VLS to increase their vocabulary knowledge such as dictionary strategies, word lists, and guessing strategies (Chansin, 2007; Gu & Johnson, 1996; Schmitt, 1997). Thus, using vocabulary learning strategies has been proved to be beneficial for students to learn and to increase their vocabulary independently.

Furthermore, Schmitt (2000) stated that vocabulary learning strategies that learners use vary due to two factors: their language proficiency and educational level. That is, when learners grow up or become more proficient in a language, they use different VLS from the ones they used when they were younger or had lower language proficiency. In addition, students use more complicated VLS as they grow up or study at a higher level (Schmitt,

2000). Chansin (2007)'s study is also in line with Schmitt (2000). The findings were that successful students used more vocabulary learning strategies and used them more frequently and effectively than poor students. Therefore, it is interesting to investigate the vocabulary learning strategies that proficient students use so that such vocabulary learning strategies can be taught or introduced to other students.

Statement of the Problem

A number of studies on vocabulary learning strategies of Thai students have been conducted. However, a study that focused on proficient students of Grade 9 and Grade 12 could not be found. Thus, the researcher was interested in investigating the vocabulary learning strategies that proficient Thai students, in Grade 9 and Grade 12, used to enhance their vocabulary knowledge. In addition, as Schmitt (2000) stated that the patterns of the VLS that students use can change due to their language proficiency and educational level, the differences between strategies employed by students at the lower secondary and upper secondary school levels were also investigated.

Research Questions

This research study aimed to answer the following questions:

1. What vocabulary learning strategies do proficient Grade 9 Thai students use to enhance their vocabulary knowledge?

2. What vocabulary learning strategies do proficient Grade 12 Thai students use to enhance their vocabulary knowledge?

3. What are the differences between the vocabulary learning strategies that proficient Grade 9 Thai students use and those used by proficient Grade 12 Thai students?

Significance of the Study

The findings of this study provided information about the vocabulary learning strategies that proficient Thai students at the lower and upper secondary school levels used to enhance their vocabulary knowledge and also the differences in the use of VLS among lower secondary and upper secondary school students. Such information would be beneficial for teachers in that they could use the VLS that proficient students used as a guideline for helping other students to learn vocabulary more effectively. In addition, a teacher who teaches at both levels can apply the findings in teaching or introducing vocabulary learning strategies that are appropriate for each level. Also, other students and people who are interested in the use of VLS may use these VLS to increase their vocabulary knowledge. Moreover, this study itself could also be a reference for further studies.

Methodology

Thirty Grade-9 and 22 Grade-12 proficient Thai students in Benchamarat-rangsarit School were selected as participants for this study. Therefore, the total number of participants was 52. A questionnaire asking about the VLS that these students employ was used as the instrument for this study. The percentage was used to analyze the data.

Limitations of the Study

This study was designed to investigate the vocabulary learning strategies that proficient Grade 9 and Grade 12 students used, and the study was conducted with students of Benchamaratrangsarit School, a secondary school in Chachoengsao province, in Academic Year 2010. These students are considered proficient because Benchamaratrangsarit School is the best known public school in Chachoengsao and has the largest number of students. Students who want to enter this school are required to pass an entrance examination.

Therefore, students at this school have a high level of learning proficiency. Additionally, according to a report made by the Chachoengsao Educational Service Area 1 for the Academic Year 2010, when compared with students of the other schools in Chachoengsao, students of Benchamaratrangsarit School had the highest scores in English in the Ordinary National Education Test (ONET). This indicates that the students at this school are highly proficient in English. Thus, the findings of this study may not be generalized beyond other students who may have different characteristics from the participants of the study.

Organization of the Study

Chapter I introduces the background of the study. Chapter II presents a review of the related literature and research related to the study. Next, chapter III explains the methodology of this study. Chapter IV analyzes the results of the study, while chapter V discusses the results and suggests recommendations for further studies.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

The theory and research studies related to vocabulary learning strategies are described in this chapter. It is divided into the following parts:

1. Significance of vocabulary in language learning
2. Vocabulary acquisition – Implicit vs. Explicit Learning
3. Vocabulary learning strategies
4. Studies related to vocabulary learning strategies

Significance of Vocabulary on Language Learning

Many educators have stated that vocabulary has particular significance for language learning. Firstly, according to Schmitt (2000), vocabulary knowledge is the most important element of communicative competence. In other words, the grammar or other types of linguistic knowledge cannot be used in communication or writing without the mediation of vocabulary because vocabulary and lexical units are at the core of learning and communication (Schmitt, 2000). Moreover, lexical errors tend to affect comprehension more than grammatical errors, and native-speakers agreed that lexical errors are more serious than grammatical errors (Ellis, 1994 as cited in Schmitt, 2000). Furthermore, according to Nunan (1999), proponents of comprehension-based approaches to language acquisition argued that an extensive vocabulary development enables learners to outperform their linguistic competence. That is, in the early stages of learning if students have extensive vocabulary, they can acquire meaning from spoken and written texts even though they do not know the grammatical structures in the texts. Thus, vocabulary knowledge is a crucial factor for language learners to succeed in learning and using a language.

In particular, vocabulary is significant for the four language skills in language learning. According to Nation (2001), to gain reasonable comprehension in listening and to have reasonable success at guessing from context learners need at least 95% coverage of the running words in the input. For vocabulary in speaking, Nation (2001) also pointed out that the amount of vocabulary knowledge has an effect on learners' speaking. That is, if they lack vocabulary, they cannot convey the message to other people well. In addition, according to Johnson and Pearson (1978), reading teachers, educators and researchers believe that reading ability and vocabulary size are strongly correlated: children who do not have enough vocabulary knowledge or do not acquire the meaning of new words cannot read well. Students also have problems in reading the texts if they lack vocabulary and structural knowledge (Gunning, 2002). In writing, Schoonen et al (2003) reviewed many studies and stated that vocabulary knowledge is also important to writers for expressing an idea or message to a reader when they are writing. Insufficiency of lexical resources reduces writers' possibilities for expressing their ideas (Schoonen et al, 2003).

To sum up, vocabulary knowledge is significant to all four language skills. Learners can use a language effectively if they have sufficient lexical knowledge. Thus, in order to succeed in their learning and using of a language, vocabulary knowledge is extremely important for language learners.

L2 Vocabulary Acquisition – Explicit vs. Implicit Learning

Many educators noted that in general, most second language learners are curious to learn vocabulary and they feel that vocabulary is very important (Leki & Carson, 1994; Sheorey & Mokhtari, 1993 as cited in Coady, 1997). However, in order to have the same amount of vocabulary as native speakers, second language learners need to know very large numbers of words (Nation, 2001). Nation and Waring (1997) indicated that second language

learners need to know the 3,000 or high frequency words of the language. Because the amount of vocabulary is quite large, learners need to find a way to manage their vocabulary learning (Nation & Waring, 1997). According to Schmitt (2000), vocabulary learning can be classified into two main categories: explicit learning and implicit learning. Explicit learning is when students study vocabulary directly but need to spend a lot of time and effort learning any sufficiently sized vocabulary. Incidental learning is when students study vocabulary by focusing on the use of language for communicative purposes. It is quite slower and more gradual, lacking the focused attention of explicit learning (Schmitt, 2000). Nation (1990) additionally stated that some words require explicit learning but some infrequent words in general English probably need to be learned incidentally. Hence, both explicit and incidental learning are necessary for ESL students.

Vocabulary Learning Strategies

Vocabulary learning strategies can be classified in different ways and a lot of researchers and educators have proposed various taxonomies of vocabulary learning strategies. For example, Gairns and Redman (1990) and Ryder and Graves (1998) proposed several vocabulary learning strategies, which are as follows:

1. Asking others. When students do not know the meaning of words, they can ask teachers or their friends for it. In addition, for some words in English that students do not know, they can make the context sufficiently clear so that the listener can help them and clarify which words they are looking for (Gairns & Redman, 1990).

2. Using a dictionary. Students can find the correct meaning and confirmation of unknown words by using a dictionary. Therefore, dictionaries act as classmates or teachers to check the accuracy of words in many cases. Furthermore, dictionaries provide phonemic transcription and word stress (Gairns & Redman, 1990; Ryder & Graves, 1998).

3. Contextual guesswork. Students can guess the meaning of an unknown word by using the context in which the word appears. The grammar of the item and the knowledge of prefixes/suffixes are also used as clues to meaning (Gairns & Redman, 1990; Ryder & Graves, 1998).

4. Learning and using word parts. Word parts–prefixes, suffixes, and roots–are useful for students to learn a lot of vocabulary. Many reading materials contain a large proportion of affixed words; as a result, students can learn the words by analyzing their structure (Ryder & Graves, 1998).

Rubin and Thompson (1994), however, divided ways people learn vocabulary into two general kinds: direct approach and indirect approach. In direct vocabulary learning, students focus on word learning from word lists or from practicing various vocabulary exercises. According to Rubin and Thompson (1994), students can use a lot of techniques in their direct vocabulary learning:

1) Striving for mastery. Students use whatever techniques that help them to remember the words and test themselves to see their achievements. This 100% on immediate recall will be dropped when the time passes by. Thus, students should check their retention right after they have studied and a few days later.

2) Putting the words and their definitions on individual cards. Students may add a sample of sentences to illustrate how the word is used in context on the cards.

3) Saying the words aloud or writing them over and over again. Students can remember words more easily by saying them aloud or writing them over and over again.

4) Composing sentences with the words which students are studying. Students practice by putting the learned words in different contexts. Then, they check whether their use of the vocabulary is correct or not with their teacher.

5) If students prefer to learn by listening, they may use a tape recorder to record word definitions. Then, they can listen to the tape many times until they can remember them.

6) Color-coding words by parts of speech, if students prefer to learn by visual means. Students can highlight trouble words according to their parts of speech. Then, they pay more attention to the highlighted words and review them several times.

In indirect vocabulary learning, students may learn vocabulary through their other favorite language tasks such as reading. Students learn many new words in the process. The indirect vocabulary learning strategies suggested by Rubin and Thompson (1994) are: reading a series of texts on a related topic, guessing the meaning of words from context, and breaking up the word into components.

1) Reading a series of texts on a related topic. If students read the texts that are related to other texts, they can learn words and use them. This strategy helps students remember the words when they see them the next time.

2) Guessing the meaning of words from context. In any reading passage, students can guess the meaning of an unknown word from context because the context may provide some clues for them.

3) Breaking up the word into components—roots, prefixes, and suffixes. Remembering the meaning of roots, prefixes and suffixes is useful for students to infer the meaning of unknown words.

In addition, Schmitt (1997) divided vocabulary learning strategies into two major classes: a) strategies that help students to discover the meaning of a new word and b) strategies that help students remember a word once it has been introduced. The strategies are further classified into five groups:

1. Determination strategies. These strategies are used when students discover the meaning of a new word by themselves; they do not ask any experts to help them. This

strategy can be done through analyzing parts of speech, analyzing affixes and roots, checking for L1 cognates, analyzing any available pictures or gestures, guessing word meanings from the contexts, and using reference materials (bilingual or monolingual dictionaries).

2. Social strategies. Students ask other people (teachers, native speakers, or classmates) to help or improve their vocabulary learning. These resources may provide them with answers in several ways (synonyms, translation in the first language, etc.)

3. Memory strategies. Memory strategies normally involve many kinds of mental processing that facilitate long term retention. The activities for these strategies are connecting words to a previous personal experience, associating the word with its coordinates, connecting the word to its synonyms and antonyms, using semantic maps, creating word forms, using imagination of the meanings of words, using the keyword method (Hulstijn, 1997 as cited in Schmitt, 2000), grouping words together to study them, studying the spelling of a word, saying an unknown word aloud when studying, and using physical action when learning a word.

4. Cognitive strategies. These strategies include verbal and written repetition, making word lists, putting English labels on real objects, and writing vocabulary in notebooks.

5. Metacognitive strategies. Students use these strategies to control and evaluate their own learning in order to have more efficient learning. Some examples of these strategies are using English language media such as songs, movies, newscasts, etc., testing themselves with word tests, and choosing which word to learn or to skip.

In summary, a lot of educators have proposed several VLS. They are useful techniques for learning vocabulary both inside and outside classrooms. Students can use these strategies to help them understand and remember the meaning of words.

Previous Studies Related to Vocabulary Learning Strategies

A number of research studies have investigated how students use vocabulary learning strategies. Some researchers focused on the relationships between VLS that student's use and their success in language learning. Others focused on the frequency of VLS use. Both international studies and Thai studies are reviewed here.

International Studies

Gu and Johnson (1996) investigated the relationship between vocabulary learning strategies and their language learning outcomes. Eight hundred and fifty Chinese university students were asked to participate in this study. Three instruments were used in this study. The first instrument was Gu and Johnson's (1996) vocabulary learning questionnaire (VLQ Version 3). The second one was two vocabulary size tests: one was a vocabulary size test adapted from Golden, Nation, and Read's (1990) vocabulary size test and the other was based on Nation's (1990) vocabulary size test. The last instrument was two proficiency measures. The first measure was a composite score, which consisted of: (a) a college English test (85%), (b) ten quizzes taken throughout the year (10%), and (c) the teacher's overall rating (5%). The second measure was the participants' English entrance examination scores. The participants were asked to complete the vocabulary learning questionnaire to elicit their beliefs about vocabulary learning and their vocabulary learning strategies. Then, the findings were correlated with the measures of their vocabulary size and language proficiency. It was found that the participants believed in using more meaning-oriented strategies than rote strategies in learning vocabulary. Two metacognitive strategies (self-initiation and selective attention) emerged as positive predictors of general proficiency. At the cognitive level, vocabulary size and English proficiency positively correlated with the following cognitive strategies: contextual guessing, dictionary strategies for comprehension, note-taking, paying attention to word formation, contextual encoding, and intentional activation of new words.

Therefore, the study suggested that both direct and indirect approaches to vocabulary learning can be useful.

Using think-aloud procedure, Lawson and Hogben (1996) conducted research to investigate the strategies Australian students used in learning 12 new Italian words. The participants were 15 Australian university students in Adelaide. It was found that students who recalled more learned words used many vocabulary strategies and used them more often than poor students. In this study, students tended to use simple repetition of the new words and their meanings.

Schmitt (1997) conducted a research study to investigate the vocabulary learning strategies of 600 Japanese learners of four different age groups (lower secondary school students, upper secondary school students, university students, and adult learners) by using a questionnaire to determine which strategies they believed to be helpful and which strategies they actually used. Schmitt grouped VLS, which were based on Oxford's (1990) inventory of learning strategies, into five main categories with 58 individual strategies in total. The five categories were determination strategies, social strategies, memory strategies, cognitive strategies, and metacognitive strategies. It was found that determination strategies for bilingual dictionaries were the most useful and the most frequently used. Besides investigating the VLS that participants used and the VLS that they believed to be helpful, Schmitt also investigated whether usage and perceptions of helpfulness change as learners mature. Schmitt's findings indicated that the patterns of strategy use can change when a learner either matures or became more proficient in the target language.

In another context, Kudo (1999) studied vocabulary learning strategies and systematically categorized them. Fifty six VLS were chosen from the 58 VLS of Schmitt's questionnaire. Four categories of VLS were included in Kudo's questionnaire because these VLS were frequently used and were interesting to the researcher: cognitive, memory,

metacognitive, and social. Two related studies were conducted. Firstly, a pilot study was carried out to investigate: (a) what VLS Japanese upper secondary school students commonly used to learn vocabulary, (b) what relationships and grouping there were among the strategy categories, and (c) whether the questionnaire had reliability and validity. In Schmitt's study, the reliability and validity of the questionnaire were not examined. Kudo, therefore, performed factor analysis to confirm the validity and reliability of the questionnaire. The findings of the pilot study were that the participants used all four types of VLS but cognitive strategies were more frequently used than the other strategies. In the case of the relationships and grouping among the strategy categories, it was found that the four VLS categories were suitable, but some VLS were found to not fit into the four categories in the questionnaire, so they were eliminated and VLS were reduced from 56 to 44. Regarding the validity and reliability of the questionnaire, it was found that the questionnaire was both reliable and valid.

Then, the main study was conducted to examine (a) how the frequency of strategy use changed when a wider variety of participants are included and (b) whether the categories in the questionnaire were reliable and valid for the participants of the main study. The participants of the main study were 504 Japanese upper secondary school students from six different schools. They responded to the questionnaire that was revised from the pilot study. The findings of the main study were that the frequency of strategies use radically changed. That is, the mean score of all categories were lower than those in the pilot study. However, the most frequently used VLS was still cognitive strategies. Another finding was that although the categories in the questionnaire were reliable for the participants in the main study, factor analysis and other statistics used showed different results for validity: the four categories validated in the pilot study were not valid in the main study. Factor analysis and other statistics used indicated that there were only two major factors: a psycholinguistics-

oriented factor, which is directly involved in learning, and a metacognitive factor, which is indirectly involved in learning. Kudo concluded that the two larger categories in the main study were in line with Oxford's (1990) classification schemes.

Hamzah, Kafipour, and Abdullah (2009) investigated the relationship between 125 Iranian undergraduate EFL learners' vocabulary learning strategies and their vocabulary size. A questionnaire and a vocabulary size test were used as the instruments in this study. The VLS questionnaire was adopted from Bannet's (2006) vocabulary learning strategies questionnaire, which was based on Schmitt's (1997) taxonomy of vocabulary learning strategies. Nation's (2007) standardized vocabulary size test was used to determine the participants' vocabulary size. It was found that determination strategies were the most frequently used. Furthermore, the finding indicated that the use of vocabulary learning strategies could increase learners' vocabulary size and improved their English vocabulary learning as well.

In summary, all of these international studies concluded that vocabulary learning strategies can be employed to learn vocabulary and to increase vocabulary knowledge by students themselves. In doing so, students use a variety of vocabulary learning strategies. Moreover, the patterns of VLS that students use can vary due to two factors: students' educational level and language proficiency. That is, more mature and successful students are likely to use more complicated vocabulary learning strategies.

Thai Studies

Researchers in Thailand are also interested in the use of vocabulary learning strategies to improve students' vocabulary learning. All studies aimed to investigate the VLS that students at different educational levels used.

Mekprayoon (2001) conducted research to study the use of English vocabulary learning strategies of Grade 11 students at Demonstration schools under the Ministry of

University Affairs in Bangkok and to compare the use of English vocabulary learning strategies of students with different reading abilities—high, moderate and low—according to their English reading comprehension test scores. All participants were asked to fill an English vocabulary learning strategy questionnaire which was adapted from the vocabulary learning questionnaire (VLQ version 3) of Gu and Johnson (1996). It was found that both metacognitive strategies and cognitive strategies were used to learn English vocabulary at a moderate level for all aspects of English vocabulary learning. High, moderate and low reading ability groups used metacognitive strategies as well as cognitive strategies at a moderate level. Furthermore, memory (rehearsal) strategies were used at a low level by the high ability group, whereas the moderate and low ability groups used them at a moderate level. The researcher concluded that Grade 11 students with different reading abilities used similar vocabulary learning strategies.

Likewise, Saitakham (2004) investigated the English vocabulary learning strategies of third-year English major students of the Faculty of Humanities and Social Sciences at Naresuan University. Sixty participants were divided into two groups: good and poor students. A questionnaire was used as the instrument to gather the data on six vocabulary learning strategies: guessing strategies, dictionary strategies, note-taking strategies, memory strategies (rehearsal), memory strategies (encoding), and activation strategies. It was found that for learning English vocabulary, the good students most frequently used guessing strategies, and they less frequently used memory strategies (rehearsal). In contrast, the poor students most frequently used memory strategies (rehearsal) for learning English vocabulary.

Similarly, Chiang (2006) investigated (a) the types of VLS employed by students in English reading in natural class settings, (b) the types of relationships between the students' use of VLS and the difficulty levels of the reading passage based on the number of difficult words), (c) the types of relationship between the students' use of VLS and their language

proficiency levels, and (d) the effectiveness of strategies used in handling problem words. The volunteer participants were 17 first-year students from different faculties in Chiangmai University. The instruments were Schmitt, Schmitt and Clapman's (2001) vocabulary level test, two sessions of verbal reporting (think-aloud), observation, an interview, and a questionnaire based on Schmitt's (1997) taxonomy and Oxford's (1990) strategy inventory for language learning. The findings of this study were that cognitive, memory, metacognitive and social strategies were used respectively. When the difficulty levels of the text were different, students also used different types of VLS. In reading, higher proficiency students used more VLS than lower proficiency students. Moreover, higher proficiency students used VLS more effectively than lower proficiency students.

Furthermore, Chansin (2007) conducted a research study on English vocabulary learning strategies that were used by English students at Naresuan University (NU). These students took the NU English proficiency test and the English vocabulary test, and then they were divided into two groups: good and poor students. The total number of participants was 33 good students and 34 poor students. Then, all participants were asked to fill a questionnaire of 108 items, which was developed from Gu and Johnson's (1996) vocabulary learning questionnaire (VLQ version 3). It was found that both good and poor Thai students of English similarly used dictionaries, guessing, and encoding as their vocabulary learning strategies respectively. In contrast, the good English students seemed to use VLS more frequently than the poor ones did. The researcher concluded that Thai English students should be encouraged to read English books in order to learn new vocabulary and should be trained in dictionary use.

In conclusion, a lot of studies about VLS have been conducted. All these investigations point out that students use a variety of vocabulary learning strategies to increase their vocabulary knowledge. These strategies also help students learn vocabulary by

themselves. Therefore, it would be beneficial to investigate the VLS that specifically proficient students of the lower secondary school and upper secondary school levels use for helping less proficient students succeed in vocabulary learning. The researcher was also interested in investigating the differences between the types of VLS used by Grade 9 and Grade 12 students.

CHAPTER III

METHODOLOGY

The purpose of the study was to investigate the vocabulary learning strategies that proficient Grade 9 Thai students use to enhance their vocabulary knowledge, the vocabulary learning strategies proficient Grade 12 Thai students used to enhance their vocabulary knowledge, and the differences between the vocabulary learning strategies used by the lower secondary and upper secondary school students. This chapter describes the key elements of the research methodology of this study, namely: (a) the selection of the school and the participants, (b) the instrumentation, (c) the procedures for data collection, and (d) data analysis**.**

Participants

Selection of the School

Benchamaratrangsarit School in Chachoengsao was selected as the most appropriate school for this study for a number of reasons. Firstly, the researcher has been teaching as an English teacher in this province for many years and has been allowed to conduct research here. Therefore, it was a convenient location to collect the data for this study. Secondly, Benchamaratrangsarit School is the largest and best known public school in Chachoengsao. Additionally, it has the largest number of students in Chachoengsao. Students who want to enter this school are required to pass an entrance examination. Therefore, students at this school have a high level of learning proficiency. Additionally, according to a report made by the Chachoengsao Educational Service Area 1 for the Academic Year 2010, when compared with students of the other schools in Chachoengsao, students of Benchamaratrangsarit School had the highest scores in English in the Ordinary National Education Test (ONET). This

indicates that the students at this school are highly proficient in English. Therefore, these students were appropriate participants in this study as it aimed to investigate the vocabulary learning strategies used by proficient students. For these reasons, the researcher chose students from Benchamaratrangsarit School to participate in this study.

Selection of the Participants

The study aimed to investigate the VLS that proficient lower secondary and upper secondary school students' use because the researcher would like to later use the findings from the study and apply them in practical terms, such as teaching other students to enhance their vocabulary knowledge. Thus, Grade 9 and Grade 12 students of Benchamaratrangsarit School were chosen as participants in this study because Grade 9 is the highest grade of the lower secondary school and Grade 12 is the highest grade of upper secondary school. Because the students are at the highest grade of their respective educational level, they should have the highest English learning experience of the level. Furthermore, the best class of Grade 9 and Grade 12 was asked to participate in this study because research (Chansin, 2007) has found that proficient students use more vocabulary learning strategies and use them more effectively than less proficient students.

Lower secondary school

Purposive sampling was used to select Grade 9 participants for this study. In this school, the students were placed into classes according to their entrance examination scores. In Grade 9, there were 10 classes at Benchamaratrangsarit School in Academic Year 2010. In the best class of Grade 9, there were 30 students who got the highest entrance examination score. These students were asked to participate in the study. At the time when this research was conducted, the students were taking EN33101, which was a compulsory English course. In this course, students studied English and practiced the four language skills integratively.

Upper secondary school

The criteria for selecting Grade 12 participants were the same as those for selecting the Grade 9 students. In other words, the best Grade 12 class was selected to participate in this study. Grade 12 students were also placed into classes according to their entrance examination scores. In Academic Year 2010, there were 16 classes of Grade 12 at Benchamaratrangsarit School. The students with the twenty-two highest entrance scores were in the best Grade 12 class, and these proficient students were selected as participants in this study. While the study was being conducted, Grade 12 students were taking EN43102, which was a compulsory English course. Students also studied English and practiced the four language skills integratively in this course.

To sum up, 30 proficient Grade 9 Thai students and 22 proficient Grade 12 Thai students at Benchamaratrangsarit School were asked to participate in this study. Therefore, the total number of participants was 52.

Instrumentation

A questionnaire was used to collect the vocabulary learning strategies that the participants used. The questionnaire was adopted from Kudo's (1999) second language vocabulary learning strategy questionnaire. The vocabulary learning strategies in this questionnaire were based on the study done by Schmitt (1997). In Schmitt's study, the reliability and validity of the questionnaire were not examined, so Kudo performed factor analysis to confirm the validity and reliability of the questionnaire. Therefore, Kudo's (1999) questionnaire was chosen as the instrument in this study. The questionnaire contained 44 vocabulary learning strategies that the participants may use and an open-ended question to elicit the participants' other VLS that were not included in the vocabulary learning strategies questionnaire. The vocabulary learning strategies in this questionnaire were divided into four

categories; Memory strategies (13 items: item number 1, 5, 16, 22, 24, 26, 30, 31, 35, 37, 38, 40, and 42), Cognitive strategies (12 items: item number 2, 3, 9, 20, 27, 28, 29, 32, 34, 36, 43, and 44), Metacognitive strategies (8 items: item number 4, 7, 10, 11, 14, 15, 17, and 39), and Social strategies (11 items: item number 6, 8, 12, 13, 18, 19, 21, 23, 25, 33, and 41)

In this questionnaire, the participants were asked to rate each item on a 5-point scale describing the frequency of the VLS that the participants used: Never (0%), Seldom (20%), Occasionally (40%), Often (60%), Usually (80%), and Always (100%). All the statements were presented in both English and Thai so that the participants would not have difficulty understanding them.

Data Collection

In August 2010, the data were collected. The data collection procedures were as follows:

1. The researcher contacted the school director to ask for permission to conduct the research study with Grade 9 and Grade 12 students.

2. On the appointed date, the researcher met the participants at their classes. Then, the researcher explained about this research and invited the participants to participate in this study.

3. The researcher distributed the questionnaire to the participants and explained to them how to fill out the questionnaire.

4. The participants were asked to complete the questionnaire. After all participants had completed the questionnaire, they were asked to return them to the researcher immediately to ensure that the researcher would receive all the questionnaires back.

Data Analysis

Forty-four vocabulary learning strategies were grouped into four categories — social, memory, cognitive, and meta-cognitive strategies. Then, the data collected for this study were analyzed according to the following research questions:

1. What vocabulary learning strategies do proficient Grade 9 Thai students use to enhance their vocabulary knowledge?

2. What vocabulary learning strategies do proficient Grade 12 Thai students use to enhance their vocabulary knowledge?

To answer Research Questions 1 and 2, the frequency of all VLS in the four VLS categories that the participants used was counted and then calculated into percentages based on the total number of all statements.

3. What are the differences between the vocabulary learning strategies that proficient Grade 9 Thai students use and those used by proficient Grade 12 Thai students?

To answer Research Question 3, the percentage of the VLS categories that the proficient Grade 9 and Grade 12 participants used were analyzed in order to find the differences in the VLS that the lower secondary school and upper secondary school participants used.

CHAPTER IV

FINDINGS

This study was conducted to investigate proficient Grade 9 and Grade 12 Thai students' English vocabulary learning strategies. In addition, it examined the differences between the vocabulary learning strategies that proficient Grade 9 Thai students used and those used by proficient Grade 12 Thai students. Thirty proficient Grade 9 and 22 Grade 12 students at Benchamaratrangsarit School were asked to complete a questionnaire that was adopted from Kudo's (1999) second language vocabulary learning strategy questionnaire.

This chapter presents the findings of the study according to the following research questions:

1. What vocabulary learning strategies do proficient Grade 9 Thai students use to enhance their vocabulary knowledge?

2. What vocabulary learning strategies do proficient Grade 12 Thai students use to enhance their vocabulary knowledge?

3. What are the differences between the vocabulary learning strategies that proficient Grade 9 Thai students use and those used by proficient Grade 12 Thai students?

Research Question 1

What vocabulary learning strategies do proficient Grade 9 Thai students use to enhance their vocabulary knowledge?

In order to examine the vocabulary learning strategies employed by proficient Grade 9 participants, the frequency of each vocabulary learning strategy was calculated as a percentage and classified into four strategy groups based on Kudo's frameworks: Memory

(MEM), Cognitive (COG), Metacognitive (MET), and Social (SOC) strategies. The results are presented in Table 1.

Table 1

Vocabulary Learning Strategies Employed by Proficient Grade 9 Students Classified according to Strategy Groups

Strategy Groups	%
MEM	49.44
COG	47.61
MET	42.92
SOC	40.06

As can be seen in Table 1, among the four groups of vocabulary learning strategies, memory strategies and cognitive strategies were most frequently used by the participants while metacognitive strategies and social strategies were used less frequently.

In order to find out the patterns of vocabulary learning strategies used by the participants, the frequency of each vocabulary learning strategy was examined and presented in the relevant strategy group. The results are presented in Table 2.

Table 2

Vocabulary Learning Strategies Employed by Proficient Grade 9 Students

Strategy Used		%
MEM (42)	Use loanwords in study	67.33
MEM (37)	Imagine the word's meaning	63.33
MEM (40)	Use 'scales' for gradable adjectives	55.33
MEM (5)	Associate the word with its coordinates	53.33
MEM (1)	Paraphrase the word's meaning by yourself	52.67
MEM (38)	Connect words to a personal experience	52.00
MEM (26)	Learn the words of an idiom together	51.33
MEM (30)	Memorize the meaning of affixes and roots	50.00
MEM (16)	Connect the word to its synonyms and antonyms	49.33
MEM (24)	Connect the word to already known words	44.00
MEM (22)	Use the new word in sentences	38.67
MEM (35)	Group words together within a storyline	35.33
MEM (31)	Use semantic maps	30.00
Total		**49.44**
COG (43)	Use a bilingual dictionary	62.67
COG (3)	Guess from textual context in reading	60.67
COG (34)	Take notes in class at a tutoring center	57.33
COG (27)	Use the vocabulary section in your textbook	55.33
COG (36)	Keep a vocabulary notebook	53.33
COG (44)	Do verbal repetition	52.00
COG (28)	Take notes in class at school	48.67
COG (32)	Use picture dictionary	46.67
COG (20)	Do written repetition	41.33
COG (29)	Use a thesaurus	38.67
COG (2)	Listen to tapes of word lists	32.00
COG (9)	Put English labels on physical objects	22.67
Total		**47.61**
MET (11)	Listen to English-language songs	54.67
MET (15)	Use English-language Internet	54.67
MET (17)	Use spaced word practice	51.33
MET (7)	Learn words written on commercial items	42.67
MET (10)	Watch an English-language video	41.33
MET (4)	Watch an English-language TV program	40.67
MET (39)	Listen to an English-language radio program	31.33
MET (14)	Read English-language Internet articles	26.67
Total		**42.92**

(continued)

Table 2 (continued)

Vocabulary Learning Strategies Employed by Proficient Grade 9 Students

Strategy Used		%
SOC (6)	Ask a teacher for a paraphrase or synonym	46.00
SOC (18)	Test with your parents	45.33
SOC (21)	Learn by pair work in class	45.33
SOC (33)	Ask your brother or sister for Thai translation	44.67
SOC (8)	Ask an English conversation school teacher for a paraphrase or synonym	42.00
SOC (13)	Learn by group work in class	41.33
SOC (19)	Ask a teacher for a sentence including the new word	41.33
SOC (23)	Study and practice meaning in a group outside of class	38.67
SOC (25)	Ask your parents for Thai translation	38.67
SOC (41)	Ask your uncle or aunt for Thai translation	33.33
SOC (12)	Ask a Thai teacher to check your flash card or word lists for accuracy	28.67
Total		**40.06**

As can be seen in Table 2, among the 13 memory strategies, the participants used loanwords in study and imagined the meaning of the words the most frequently to learn vocabulary (67.33% and 63.33% respectively). Using 'scales' for gradable adjectives, associating the word with its coordinates, paraphrasing the meaning of the word, connecting words to their prior knowledge, learning the words of an idiom together, memorizing the meaning of affixes and roots, connecting the word to its synonyms and antonyms, and connecting the words to already known words were also frequently used. However, the participants used these strategies less frequently than the first two memory strategies (ranging from 55.33% to 44.00%). The participants infrequently used three memory strategies: writing new words in sentences, grouping words together within a storyline, and using a semantic map (38.67%, 35.33%, and 30.00% respectively).

With regard to the cognitive strategies, the second most frequently-used strategy group, the participants frequently used a bilingual dictionary and guessed from context in

reading (62.67% and 60.67% respectively). The participants also employed other cognitive strategies, including taking notes in class at the tutoring center, using the vocabulary section in their textbook, keeping a vocabulary notebook, doing verbal repetition, taking notes in class at school, using a picture dictionary, and doing written repetition. They employed these strategies less frequently than using a bilingual dictionary and guessing from context in reading, ranging from 57.33% to 41.33%. The participants used a thesaurus, listened to a tape of word lists, and put English labels on physical objects the least (38.67%, 32.00%, and 22.67% respectively).

Regarding the metacognitive strategies, the third most frequently-used strategy group, the participants frequently listened to English-language songs, used English-language Internet, used spaced word practice, learned the words used in a commercial, and watched English-language videos and English-language TV programs (54.67%, 54.67%, 51.33%, 42.67%, 41.33%, and 40.67% respectively). Although the participants also listened to an English-language radio program and read articles on English-language Internet Web sites, they used both strategies less frequently than other metacognitive strategies (31.33% and 26.67 % respectively).

Among the four strategy groups, social strategies were the least frequently used by the participants. In particular, they frequently asked their teachers for a paraphrase or synonym, took a test with their parents, learnt by pair work in class, asked their brother or sister for Thai translation, asked an English conversation school teacher for a paraphrase or synonym, learnt by group work in class, and asked a teacher for a sentence including the new word, ranging from 46% to 41.36%. However, the participants infrequently studied or practiced word meanings in a group outside of class, asked their parents for Thai translation, asked their uncle or aunt for Thai translation, and asked a Thai teacher to check their flash card or word lists for accuracy (38.67%, 38.67%, 33.33%, and 28.67% respectively).

Research Question 2

What vocabulary learning strategies do proficient Grade 12 Thai students use to enhance their vocabulary knowledge?

Similar to the vocabulary learning strategies used by Grade 9 participants, the frequency of vocabulary learning strategies used by proficient Grade 12 participants was also calculated as a percentage and classified into the four strategy groups. Table 3 reveals the frequency of vocabulary learning strategies used by this group of participants.

Table 3

Vocabulary Learning Strategies Employed by Proficient Grade 12 Students Classified according to Strategy Groups

Strategy Groups	%
COG	48.25
MEM	45.45
MET	42.61
SOC	30.83

Table 3 shows that among the four vocabulary learning strategy groups, cognitive strategies were the most frequently used by proficient Grade 12 participants, followed by memory strategies and metacognitive strategies. Although social strategies were used to learn vocabulary, the participants used them far less.

In order to find out the patterns of vocabulary learning strategies used by Grade 12 participants, the frequency of each strategy was also examined and presented in its relevant strategy group. The results are presented in Table 4.

Table 4

Vocabulary Learning Strategies Employed by Proficient Grade 12 Students

Strategy Used		%
COG (34)	Take notes in class at a tutoring center	70.91
COG (3)	Guess from textual context in reading	66.36
COG (44)	Do verbal repetition	60.00
COG (36)	Keep a vocabulary notebook	57.27
COG (27)	Use the vocabulary section in your textbook	54.55
COG (9)	Put English labels on physical objects	50.00
COG (28)	Take notes in class at school	48.18
COG (29)	Use a thesaurus	46.36
COG (43)	Use a bilingual dictionary	46.36
COG (32)	Use a picture dictionary	27.27
COG (2)	Listen to tapes of word lists	25.45
COG (20)	Do written repetition	20.91
Total		**48.25**
MEM (42)	Use loanwords in study	62.73
MEM (26)	Learn the words of an idiom together	55.45
MEM (37)	Imagine the word's meaning	55.45
MEM (16)	Connect the word to its synonyms and antonyms	53.64
MEM (40)	Use 'scales' for gradable adjectives	53.64
MEM (30)	Memorize the meaning of and roots	50.91
MEM (5)	Associate the word with its coordinates	49.09
MEM (38)	Connect words to a personal experience	48.18
MEM (1)	Paraphrase the word's meaning by yourself	46.36
MEM (24)	Connect word to already known words	46.36
MEM (22)	Use the new word in sentences	26.36
MEM (35)	Group words together within a storyline	23.64
MEM (31)	Use semantic maps	19.09
Total		**45.45**
MET (11)	Listen to English-language songs	69.09
MET (17)	Use spaced word practice	50.91
MET (15)	Use English-language Internet	47.27
MET (7)	Learn words written on commercial items	42.73
MET (4)	Watch an English-language TV program	40.00
MET (14)	Read English-language Internet articles	37.27
MET (10)	Watch an English-language video	35.45
MET (39)	Listen to an English-language radio program	18.18
Total		**42.60**

(continued)

Table 4 (continued)

Vocabulary Learning Strategies Employed by Proficient Grade 12 Students

Strategy Used		%
SOC (6)	Ask a teacher for a paraphrase or synonym	46.00
SOC (18)	Test with your parents	45.33
SOC (21)	Learn by pair work in class	45.33
SOC (33)	Ask your brother or sister for Thai translation	44.67
SOC (8)	Ask an English conversation school teacher for a paraphrase or synonym	42.00
SOC (13)	Learn by group work in class	41.33
SOC (6)	Ask a teacher for a paraphrase or synonym	44.55
SOC (13)	Learn by group work in class	43.64
SOC (18)	Test with your parents	43.64
SOC (21)	Learn by pair work in class	43.64
SOC (8)	Ask an English conversation school teacher for a paraphrase or synonym	42.73
SOC (19)	Ask a teacher for a sentence including the new word	28.18
SOC (25)	Ask your parents for Thai translation	28.18
SOC (12)	Ask a Thai teacher to check your flash card or word lists for accuracy	24.55
SOC (23)	Study and practice meaning in a group outside of class	22.73
SOC (33)	Ask your brother or sister for Thai translation	21.82
SOC (41)	Ask your uncle or aunt for Thai translation	9.09
Total		**30.83**

As can be seen in Table 4, the results indicated that among the 12 cognitive strategies, taking notes in class at a tutoring center, guessing unknown words in context, and doing verbal repetition were frequently used by proficient Grade 12 participants (70.91%, 66.36%, and 60% respectively). Also, the participants usually kept a vocabulary note book, used the vocabulary section in their textbook, put English labels on physical objects, took notes in class at school, used a thesaurus, and used a bilingual dictionary (ranging from 57.27% to 46.36%). However, using a picture dictionary, listening to tapes of word lists, and doing written repetition were infrequently used by Grade 12 participants (27.27%, 25.45%, and 20.91% respectively)

With regard to the memory strategies, the second most frequently used strategy group by Grade 12 participants, using loanwords while studying was the most popular strategy (62.73%). Moreover, the participants also used other memory strategies frequently, and these strategies were learning words of an idiom together, imagining the meaning of the word, connecting the word to its synonyms and antonyms, using 'scales' for gradable adjectives, memorizing the meaning of affixes and roots, associating the word with its coordinates, connecting words to a personal experience, paraphrasing the meaning of the word, and connecting the word to already known words (ranging from 55.45% to 46.36%). However, three memory strategies were infrequently used by the participants: writing new words in sentences, grouping words in a storyline, and using semantic maps (26.36%, 23.64%, and 19.09% respectively).

Regarding the metacognitive strategies, which were the third most frequently-used strategies, using English-language songs was very popular among proficient Grade 12 students (69.09%). Furthermore, the participants frequently used spaced word practice, used English-language Internet Web sites, learnt words written on commercial items, and used an English-language TV program to learn vocabulary (50.91%, 47.27%,42.73%, and 40% respectively). The participants also learnt vocabulary by reading English-language Internet Web sites, using English-language videos, and listening to English-language radio programs, but they used them less frequently (37.27%, 35.45%, and 18.18% respectively).

Among the eleven least frequently-used social strategies, the participants usually asked their teachers for paraphrase or synonym, learnt by group work in class, took a test with their parents, learnt by pair work in class, and asked an English conversation school teacher for paraphrase or synonym to enhance their vocabulary knowledge (ranging from 44.55% to 42.73%). The social strategies that were used less frequently were asking their teachers for a sentence including the new word, asking their parents for Thai translation,

asking their Thai teachers to check their flashcards or word lists for accuracy, studying and practicing meaning in a group outside of class, asking their brother or sister for Thai translation, and asking their uncle or aunt for Thai translation (ranging from 28.18% to 9.09%).

Research Question 3

What are the differences between the vocabulary learning strategies that proficient Grade 9 Thai students use and those used by proficient Grade 12 Thai students?

To answer this research question, the frequency of the four groups of vocabulary learning strategies in Tables 1 and 2 was compared. The results are shown in Table 5.

Table 5

Comparison of Vocabulary Learning Strategies Employed by Proficient Grade 9 and Proficient Grade 12 Students Classified according to Strategy Groups

Strategy Groups	Grade 9 %	Grade 12 %
MEM	49.44	45.45
COG	47.61	48.25
MET	42.92	42.61
SOC	40.06	30.83

When the frequency of vocabulary learning strategies used by proficient Grade 9 participants and proficient Grade 12 participants was compared, it was found that both groups of participants used strategy groups in the same pattern. That is, memory strategies and cognitive strategies were mostly used by both groups. However, memory strategies were the

first most frequently used strategy group by Grade 9 participants while they were the second most frequently-used strategy group by Grade 12 participants. Also, both groups of participants used metacognitive strategies and social strategies less frequently, and they used the two strategies in the same order.

Table 6 shows a summary and comparison of the vocabulary learning strategies used by proficient Grade 9 and Grade 12 students and is classified into four frequency groups – high frequency for both Grade 9 and Grade 12 students, low frequency for both groups, VLS used more frequently by Grade 9 than by Grade 12 students, and VLS used less frequently by Grade 9 than by Grade 12 students.

Table 6

Summary and Comparison of the Vocabulary Learning Strategies Employed by Proficient Grade 9 and Grade 12 Students

Strategy Groups	High Frequency (Both Groups)	Low Frequency (Both Groups)	Grade 9 > Grade 12	Grade 9 < Grade 12
MEM	10	3		
COG	7	2	2	1
MET	6	2		
SOC	5	3	3	
Total Strategies (N=44)	**28**	**10**	**5**	**1**

As can be seen in Table 6, 28 strategies were used with high frequency by both proficient Grade 9 and Grade 12 students while 10 strategies were used with low frequency by both groups of participants. The remaining six strategies were used with high frequency by one group of participants but with lower frequency by the other, and vice versa.

To find out the differences between the vocabulary learning strategies used by the two groups of participants in detail, the frequency of each strategy in Tables 2 and 4 was compared. The results are presented in Table 7.

Table 7

A Detailed Comparison of the Vocabulary Learning Strategies Employed by Proficient Grade 9 and Grade 12 Students

Frequency	Strategy Used	Grade 9 (%)	Grade 12 (%)
High Frequency (Both Groups)	1. MEM (42) Use loanwords in study	67.33	62.73
	2. MEM (37) Imagine the word's meaning	63.33	55.45
	3. MEM (40) Use 'scales' for gradable adjectives	55.33	53.64
	4. MEM (5) Associate the word with its coordinates	53.33	49.09
	5. MEM (1) Paraphrase the word's meaning by yourself	52.67	46.36
	6. MEM (38) Connect words to a personal experience	52.00	48.18
	7. MEM (26) Learn the words of an idiom together	51.33	55.45
	8. MEM (30) Memorize the meaning of affixes and roots	50.00	50.91
	9. MEM (16) Connect the word to its synonyms and antonyms	49.33	53.64
	10. MEM (24) Connect the word to already known words	44.00	46.36
Low Frequency (Both Groups)	1. MEM (22) Use the new word in sentences	38.67	26.36
	2. MEM (35) Group words together within a storyline	35.33	23.64
	3. MEM (31) Use semantic maps	30.00	19.09
	Total	49.44	45.45
High Frequency (Both Groups)	1. COG (43) Use a bilingual dictionary	62.67	46.36
	2. COG (3) Guess from textual context in reading	60.67	66.36
	3. COG (34) Take notes in class at tutoring center	57.33	70.91
	4. COG (27) Use the vocabulary section in your textbook	55.33	54.55
	5. COG (36) Keep a vocabulary notebook	53.33	57.27
	6. COG (44) Do verbal repetition	52.00	60.00
	7. COG (28) Take notes in class at school	48.67	48.18
Low Frequency (Both Groups)	1. COG (29) Use a thesaurus	38.67	46.36
	2. COG (2) Listen to tapes of word lists	32.00	25.45
Grade 9 > Grade 12	1. COG (32) Use a picture dictionary	46.67	27.27
	2. COG (20) Do written repetition	41.33	20.91
Grade 9 < Grade 12	1. COG (9) Put English labels on physical objects	22.67	50.00
	Total	**47.61**	**48.25**

(continued)

Table 7 (continued)

A Detailed Comparison of the Vocabulary Learning Strategies Employed by Proficient Grade 9 and Grade 12 Students

Frequency	Strategy Used	Grade 9 (%)	Grade 12 (%)
High Frequency (Both Groups)	1. MET (11) Listen to English-language songs	54.67	69.09
	2. MET (15) Use English-language Internet	54.67	47.27
	3. MET (17) Use spaced word practice	51.33	50.91
	4. MET (7) Learning words written on commercial items	42.67	42.73
	5. MET (10) Watch an English-language video	41.33	35.45
	6. MET (4) Watch an English-language TV program	40.67	40.00
Low Frequency (Both Groups)	1. MET (39) Listen to an English-language radio program	31.33	18.18
	2. MET (14) Read English-language Internet articles	26.67	37.27
	Total	**42.92**	**42.61**
High Frequency (Both Groups)	1. SOC (6) Ask a teacher for a paraphrase or synonym	46.00	44.55
	2. SOC (18) Test with your parents	45.33	43.64
	3. SOC (21) Learn by pair work in class	45.33	43.64
	4. SOC (8) Ask an English conversation school teacher for a paraphrase or synonym	42.00	42.73
	5. SOC (13) Learn by group work in class	41.33	43.64
Low Frequency (Both Groups)	1. SOC (23) Study and practice meaning in a group outside of class	38.67	22.73
	2. SOC (25) Ask your parents for Thai translation	38.67	28.18
	3. SOC (12) Ask a Thai teacher to check your flash card or word lists for accuracy	28.67	24.55
Grade 9 > Grade 12	1. SOC (33) Ask your brother or sister for Thai translation	44.67	21.82
	2. SOC (19) Ask a teacher for a sentence including the new word	41.33	28.18
	3. SOC (41) Ask your uncle or aunt for Thai translation	33.33	9.09
	Total	**40.06**	**30.83**

As indicated in Table 7, among the 13 memory strategies, there were 10 that both groups of participants used at quite a high frequency: using loanwords when studying, imagining the meaning of the word, scaling for gradable adjectives, associating the word with its coordinates, paraphrasing the meaning of the word, connecting words to prior experience,

learning the words of an idiom together, memorizing the meaning of affixes and roots, connecting the word to its synonyms and antonyms, and connecting the word to already known words (ranging from 67.33% to 44%). However, three memory strategies that both groups of participants used with low frequency were using new words in sentences, grouping words together within a storyline, and using semantic maps (ranging from 38.67% to 19.09%).

Furthermore, when the cognitive strategies used by Grade 9 and Grade 12 students were compared, it was found that seven cognitive strategies were used at a high frequency by both groups, ranging from 70.91% to 48.18%. They were using a bilingual dictionary, guessing from textual context in reading, taking notes in class at a tutoring center, using the vocabulary section in their text book, keeping a vocabulary notebook, doing verbal repetition, and taking notes in class at school. Also, the participants in both groups used a tape of word lists and used a thesaurus at a low frequency (ranging from 46.36% to 25.45%). However, the frequency of using a picture dictionary, using written repetition, and putting English labels on physical objects is opposite between proficient Grade 9 and proficient Grade 12 students.

Additionally, when metacognitive strategies used by proficient Grade 9 and proficient grade 12 students were compared, it was found that both groups of students used a variety of media to learn vocabulary. That is, the participants used English-language songs, Web sites, spaced word practice, commercial items, videos, and TV programs at a high frequency, ranging from 69.09% to 35.45%. In contrast, the participants listened to English-language radio programs and read English-language Internet Web sites at a low frequency, ranging from 37.27% to 18.18%.

The results of the social strategies used by proficient Grade 9 participants and proficient grade 12 participants indicated that they asked their teachers for a paraphrase or synonym, took a test with their parents, learnt by pair work in class, asked their English

conversation school teachers for a paraphrase or synonym, and learnt by group of work in class at a high frequency, ranging from 46.00% to 41.33%. However, studying and practicing meaning in a group outside of class, asking their parents for Thai translation, asking their Thai teachers to check their flash card or word list were used by both groups of participants at a low frequency (ranging from 38.67% to 22.73%). On the other hand, proficient Grade 9 participants asked their brother or sister for Thai translation, asked their teachers for a sentence including the new word, and asked their uncle or aunt for Thai translation more frequently than proficient Grade 12 participants (ranging from 44.67% to 9.09%).

Summary of the Chapter

The patterns of vocabulary learning strategies used by proficient Grade 9 participants and proficient Grade 12 participants were generally similar. That is, the memory strategies and the cognitive strategies were used at a high frequency while the metacognitive strategies and the social strategies were used at a lower frequency. However, the memory strategies were most frequently used by proficient Grade 9 participants, while proficient Grade 12 participants used them with the second most frequency.

With regard to the comparison of the vocabulary learning strategies used by both groups, four patterns emerged from the findings: 28 strategies were used with high frequency by both groups of participants and 10 strategies were used with low frequency. Five strategies were used more frequently by Grade 9 participants than by Grade 12 participants, and one strategy was used less frequently by Grade 9 participants than by Grade 12 participants.

CHAPTER V

DISCUSSION, IMPLICATIONS FOR TEACHING, RECOMMENDATIONS AND CONCLUSIONS

This study was conducted to investigate proficient Grade 9 and Grade 12 Thai students' English vocabulary learning strategies. The participants in this study were composed of 30 Grade 9 and 22 Grade 12 proficient Thai students at Benchamarat rangsarit School. The participants were selected by purposive sampling to complete the vocabulary learning strategy questionnaire that was adapted from Kudo's (1999) second language vocabulary learning strategy questionnaire.

The data was then analyzed according to the following research questions.

1. What vocabulary learning strategies do proficient Grade 9 Thai students use to enhance their vocabulary knowledge?

2. What vocabulary learning strategies do proficient Grade 12 Thai students use to enhance their vocabulary knowledge?

3. What are the differences between the vocabulary learning strategies that proficient Grade 9 Thai students use and those used by proficient Grade 12 Thai students?

This chapter discusses the findings of the study. The implications for teaching provided by this study, recommendations for further study and conclusions are also provided at the end of this chapter.

Discussion

The results of the present study revealed similarities in the use of vocabulary learning strategies between proficient Grade 9 and Grade 12 students. That is, firstly, the memory strategies and the cognitive strategies were employed with high frequency by both groups of participants, but the memory strategies were the first most frequently-used strategy of proficient Grade 9 participants while they were the second most frequently-used strategy of proficient Grade 12 participants. Secondly, the metacognitive strategies and the social strategies were employed with lower frequency by both groups of participants.

The findings of vocabulary learning strategies used by Grade 12 participants of the current study are consistent with Kudo's (1999) findings. Kudo investigated Japanese high school students' vocabulary learning strategies and found that the strategies his participants used the most were cognitive strategies, followed by memory strategies, metacognitive strategies, and social strategies respectively. It is probable that the Grade 12 participants of the present study were EFL students at the same educational level as Kudo's participants, so it is possible that they might be using the same strategies to learn vocabulary.

The results of the comparison of the vocabulary learning strategies used by the two groups of participants, who used vocabulary learning strategies generally in the same pattern, are not congruent with Schmitt's (1997) research findings that the patterns of strategy use can change when a learner either matures or become more proficient in the target language. The differences between the findings of the present study and the findings of Schmitt's study may be due to the fact that the participants of the present study do not differ much in terms of their educational level, while Schmitt focused on a wide range of educational levels: secondary school, high school, university, and adult learners. Also, because both groups of participants of this present study attend the same school, so they may have the same English learning

environments: teachers, classrooms, instructional techniques, and learning and teaching tools. As a result, the vocabulary learning strategies that both groups used are rather similar.

Another revealing finding is that 10 memory strategies were used with high frequency by both groups of participants and indicates that memory strategies are very useful to both groups for their vocabulary learning. It may be that these strategies directly involve recalling the meaning of words and were therefore used frequently by both groups of participants. In addition, using loanwords in study was the strategy that was most frequently used by both groups. This strategy is notable as it is possible that the students were already familiar with these loanwords as a result of exposure to media such as Internet Web sites, TV programs, radios, and in books. Therefore, it is not surprising that the use of loanwords when studying was the most frequently used strategy by both groups of participants.

Furthermore, the results of the present study that using semantic maps and using new words in sentences were the least commonly used strategies are consistent with Schmitt's (1997) research findings. Schmitt explained that it may be too difficult for students within these grades to employ these strategies as they require a greater cognitive effort and involve deeper cognitive processes. This explanation may account for these findings of the present study as well. In addition, the finding of the present study, that grouping words together within a story line was used the least, may be explained by the same reasons given by Schmitt.

With respect to cognitive strategies, the finding that both groups of participants frequently used seven cognitive strategies indicates that these strategies also play an important role in students' vocabulary learning. This may be due to the fact that these strategies have been widely used for a long time by students who learn English as a foreign language. Typically, most students use a bilingual dictionary to find the meaning of unknown words because it explains the meaning in their first language and they can understand the meaning of words easily and immediately. One of the most-used seven

cognitive strategies, guessing from textual context in reading, is also useful because when they use this strategy, students can find the meaning of an unknown word without having to look it up in a dictionary, so it is not surprising to find that the participants frequently used this strategy to learn vocabulary.

As for the rest of the most-used cognitive strategies, taking notes in class at a tutoring center and at school, using the word list in textbooks, keeping a vocabulary notebook, and doing verbal repetition, they are typical learning activities that students encounter in normal classroom practice. As a result of this, these strategies were used frequently. The findings of the present study are somewhat consistent with Schmitt's (1997) research, which found that using a bilingual dictionary, guessing from context in reading, taking notes in class at school, and doing verbal repetition were mostly used by his Japanese participants.

In addition, the result that both groups of participants in the present study used tape recordings of word lists with lower frequency may be explained that the participants do not have access to the tape recordings as they are included only with the teachers' manual. Also, the findings that the participants used a thesaurus with low frequency may be because the participants may not be familiar with this type of dictionary. From the researcher's teaching experience, the participants rely solely on a bilingual dictionary in their learning because it provides the meaning of words in their first language, so they can understand the unknown words easily. Therefore, other types of dictionaries, such as a thesaurus and a monolingual dictionary are unlikely to be used.

Additionally, the finding that using a picture dictionary and doing written repetition were used with lower frequency by Grade 12 participants than Grade 9 participants may result from the fact that students at this level need to know a relatively larger number of words than Grade 9 students, but the range of vocabulary in picture dictionaries is limited, so this type of dictionary may not adequately serve their needs. Also, the result that the written

repetition strategy is less interesting for Grade 12 students may be because this strategy is not challenging enough for students in this grade. Moreover, the repetitious nature of this strategy and overexposure to it may cause Grade 12 students to feel bored, while Grade 9 students, who were of a lower age, may enjoy doing the same thing repeatedly.

Putting labels on physical objects is a simple strategy that people use to remind themselves of the names of things and young children generally do so because this strategy can be seen as a kind of play or game, so this strategy should be used by Grade 9 participants more frequently than Grade 12 participants. Therefore, it is surprising that Grade 12 participants used this strategy more frequently than Grade 9 participants. This may be due to the fact that Grade 12 students seem to be aware of what they need to know, so they pay more attention to the use of this strategy than Grade 9 students do.

With regard to the results of metacognitive strategies, the findings that students in both grades were interested in learning English vocabulary through media such as Internet Web sites, songs, videos, TV programs, words written on commercial items and spaced word practice may be explained by the fun and educational nature of media content. Therefore, students feel less stress and more enjoyment when they use these media. Also, the findings that among these media, English language songs were the most popular with both groups of participants may be due to the fact that songs involve words, meaning, rhythm, emotion, and music, so it is easier for children to learn the meaning of words by listening to songs, compared to more conventional methods.

In contrast, it may be difficult for students to learn vocabulary from listening to English-language radio programs because when listening to the radio, students hear only voices without seeing pictures to help them understand the messages more clearly. This may explain why this strategy was the least used by both proficient Grade 9 and Grade 12 students. Also, the findings that both groups of participants did not prefer reading English-language

Internet Web sites may be due to the fact that, unlike reading passages in their textbooks, authentic English passages on the Internet are unsimplified and usually contain a lot of unfamiliar words for the students so they are much more difficult for them to understand than the passages in the textbooks. Therefore, they may not enjoy reading them.

Lastly, the finding that social strategies were the least frequently used by Grade 9 participants and Grade 12 participants is consistent with Kudo's (1999) research finding that Japanese high school students in his study also infrequently used social strategies. Also, the finding of the present study that asking teachers for a paraphrase or synonym was the most frequently used strategy shows that it may be difficult for the participants in both Kudo's study and the present study to find people with a high enough level of English proficiency to consult with when they are having problems with unknown words as Thai and Japanese people usually communicate with each other in their first language. Therefore, teachers are still the key resource person that students in both grades go to for help when they are in doubt about unknown words.

In summary, the results of the present study indicate that the patterns of vocabulary learning strategies used by proficient Grade 9 students and proficient Grade 12 students are generally similar. The plausible explanation for these results is that the participants do not differ much in terms of their educational level and their English learning environments are the same, so they may use mainly the same strategies to learn vocabulary.

Implications for Teaching

The findings of the present study show that proficient students used a variety of vocabulary learning strategies to enhance their vocabulary knowledge. Many of these strategies might not be commonly used by the average language learner, for example imagining the word's meaning, using 'scales' for gradable adjectives, associating the word

with its coordinates, paraphrasing the word's meaning by themselves, connecting words to a personal experience, learning the words of an idiom together, using the vocabulary section in your textbook, and learning words written on commercial items. Therefore, teachers should introduce these strategies to students with lower or moderate proficiency in order to help them increase their vocabulary knowledge.

On the other hand, some vocabulary learning strategies which were used with low frequency by proficient students — such as reading English-language texts, using semantic maps, asking a Thai teacher to check flash cards, or composing word lists to improve accuracy — are in fact useful strategies. Therefore, teachers should suggest or encourage their students to use these strategies more frequently so that they can learn vocabulary more effectively.

Recommendations for Further Studies

Recommendations for further studies are presented as follows:

1. In further studies, the vocabulary learning strategies used by less proficient and moderately proficient students should be investigated in order to see the overall patterns of vocabulary learning strategies used by Thai students.

2. This present study was conducted to investigate the vocabulary learning strategies used by proficient Grade 9 and Grade 12 students. Therefore, research should be conducted with students at other educational levels, such as university students and adult learners in order to gain better understanding of the patterns of Thai EFL learners' vocabulary learning strategy use.

3. In order to gain more thorough information about the vocabulary learning strategies employed by Thai students, interviews should be used in further studies as an additional instrument to complement the data obtained from questionnaires.

Conclusions

This research aimed to investigate the vocabulary learning strategies employed by proficient Grade 9 and Grade 12 Thai students. In addition, the differences in the use of vocabulary learning strategies by both groups of students were also examined.

The participants in this study were 30 proficient Grade 9 and 22 Grade 12 students at Benchamaratrangsarit School in Chachoengsao, Thailand, in the Academic Year 2010. These participants were asked to complete a questionnaire about the use of their vocabulary learning strategies. It was found that the participants in the study frequently employed a variety of vocabulary learning strategies to improve their vocabulary learning and increase their vocabulary knowledge. The use of memory and cognitive strategies were the most-used strategies to enhance vocabulary knowledge, while metacognitive and social strategies were used less frequently by both groups. The Grade 9 and Grade 12 students used mainly the same strategies because the students did not differ much in terms of their educational level and their English learning environment was the same. Therefore, these findings also pointed out that participants' English learning experience and learning environment can affect their use of vocabulary learning strategies. The findings were crucial in providing information about the use of vocabulary learning strategies in English vocabulary learning.

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APPENDIX

QUESTIONNAIRE

Date: _____

Grade levels: □Grade 9 □Grade 12

The following is a list of vocabulary learning strategies. Learning strategies here refer to the methods by which you learn vocabulary. The researcher would like to know what vocabulary learning strategies you actually use, NOT what you should use or want to use. Please indicate how often you have used a certain strategy over the last two weeks, irrespective of the skills (i.e. listening, reading, speaking, and writing) and of the place of learning (i.e. school, home, or tutoring center).

ต่อไปนี้เป็นรายการกลวิธีในการเรียนคำศัพท์ กลวิธีในที่นี้หมายถึงวิธีการที่นักเรียนใช้ในการเรียนคำศัพท์ ผู้วิจัยต้องการทราบว่ากลวิธีการเรียนศัพท์ใดที่นักเรียนใช้จริง ***มิใช่***กลวิธีที่นักเรียนควรใช้หรือต้องการจะใช้
กรุณาระบุความถี่ของกลวิธีเพื่อเรียนคำศัพท์ที่นักเรียนใช้เมื่อ 2 สัปดาห์ที่ผ่านมา กลวิธีนั้นอาจใช้เพื่อเรียนคำศัพท์ในทักษะใดทักษะหนึ่งก็ได้ คือ การฟัง การอ่าน การพูด หรือการเขียน และไม่คำนึงถึงว่าจะใช้กลวิธีนั้น ๆ
ณ สถานที่ใด เช่น โรงเรียน บ้าน หรือ เมื่อเรียนพิเศษ

For example: If you use a bilingual dictionary 60% of the time when learning vocabulary, please circle the word, *often*

เช่น ถ้านักเรียนใช้พจนานุกรมสองภาษาร้อยละ 60 เมื่อเรียนคำศัพท์ ให้นักเรียนวงกลมล้อมรอบคำว่า *ใช้บ่อย*

never	seldom	occasionally	often	usually	always
ไม่เคยใช้	แทบจะไม่ใช้	ใช้เป็นครั้งคราว	ใช้บ่อย	ใช้เป็นประจำ	ใช้เสมอ
0%	20%	40%	60%	80%	100%

Please circle only one of the words. If you want to correct the circling, please put a cross on it (X) and circle your new choice clearly. Furthermore, you can use one particular strategy at the same time with another one. For example, if you use both a bilingual dictionary and a monolingual dictionary 60% of the time when you try to learn vocabulary, please circle the word, *often* in the items 29 and 43 below.

กรุณาวงกลมเพียงคำตอบเดียว ถ้านักเรียนต้องการแก้ไขเมื่อวงกลมผิด ให้นักเรียนกากบาท(X) ทับคำที่แสดงความถี่ที่ไม่ต้องการ และวงกลมคำตอบใหม่ให้ชัดเจน นอกจากนี้ นักเรียนสามารถใช้กลวิธีหนึ่งพร้อมๆ กับอีกกลวิธีหนึ่งได้ เช่น เมื่อนักเรียนเรียนคำศัพท์ นักเรียนใช้ทั้งพจนานุกรมสองภาษา (ข้อ 29) และพจนานุกรมคำเหมือนคำตรงข้าม (ข้อ 43) ร้อยละ 60 ให้วงกลมคำว่า *ใช้บ่อย* ทั้งในข้อ 29 และข้อ 43

Now, please indicate the frequency of the strategies you use in this way.

ต่อไปนี้กรุณาเลือกคำตอบที่แสดงความถี่ของการใช้กลวิธีในการเรียนคำศัพท์ของนักเรียนตามคำอธิบายข้างต้น

1. Paraphrase the word's meaning by yourself

อธิบายความหมายของคำศัพท์โดยใช้คำพูดของตนเอง

never	seldom	occasionally	often	usually	always
0%	20%	40%	60%	80%	100%

2. Listen to tapes of word lists

ฟังรายการคำศัพท์จากเทป (แถบบันทึกเสียง)

never	seldom	occasionally	often	usually	always
0%	20%	40%	60%	80%	100%

3. Guess from textual context in reading

เดาความหมายคำศัพท์จากบริบทในเนื้อเรื่องที่อ่าน

never	seldom	occasionally	often	usually	always
0%	20%	40%	60%	80%	100%

4. Use an English-language TV program

ใช้รายการโทรทัศน์ให้เป็นประโยชน์ในการเรียนภาษาอังกฤษ

never	seldom	occasionally	often	usually	always
0%	20%	40%	60%	80%	100%

5. Associate the word with its coordinates

เรียนคำศัพท์โดยการดูความสัมพันธ์ของคำ เพราะคำเดี่ยวๆ อาจมีได้หลายความหมาย ต้องดูคำที่ใช้คู่กัน เช่น turn on หากดูความหมายของคำว่า turn แปลว่า เลี้ยว และคำว่า on แปลว่า บน หากดูความหมายของคำว่า turn on จะแปลว่า เปิด ซึ่ง ไม่ได้มีความหมายว่า เลี้ยวบน แต่อย่างใด

never	seldom	occasionally	often	usually	always
0%	20%	40%	60%	80%	100%

6. Ask a teacher for a paraphrase or synonym

ขอให้ครูช่วยอธิบายความหมายของคำศัพท์หรือให้คำที่มีความหมายเหมือน

never	seldom	occasionally	often	usually	always
0%	20%	40%	60%	80%	100%

7. Learn words written on commercial items

เรียนรู้คำศัพท์ที่ปรากฏบนสินค้าต่าง ๆ

never	seldom	occasionally	often	usually	always
0%	20%	40%	60%	80%	100%

8. Ask an English conversation school teacher for a paraphrase or synonym

ขอให้ครูที่สอนวิชาสนทนาภาษาอังกฤษอธิบายความหมายของคำศัพท์หรือบอกคำที่มีความหมาย เหมือน

never	seldom	occasionally	often	usually	always
0%	20%	40%	60%	80%	100%

9. Put English labels on physical objects
เขียนคำศัพท์ภาษาอังกฤษใส่กระดาษแล้วติดบนวัตถุจริง

never	seldom	occasionally	often	usually	always
0%	20%	40%	60%	80%	100%

10. Use an English-language video
ใช้วีดิทัศน์ภาษาอังกฤษในการเรียนคำศัพท์

never	seldom	occasionally	often	usually	always
0%	20%	40%	60%	80%	100%

11. Use English-language songs
เรียนคำศัพท์จากเพลงภาษาอังกฤษ

never	seldom	occasionally	often	usually	always
0%	20%	40%	60%	80%	100%

12. Ask a Thai teacher to check your flash card or word lists for accuracy
ขอให้ครูชาวไทยช่วยตรวจความถูกต้องของบัตรคำหรือรายการคำศัพท์

never	seldom	occasionally	often	usually	always
0%	20%	40%	60%	80%	100%

13. Learn by group work in class
เรียนรู้คำศัพท์จากการทำงานเป็นกลุ่มในห้องเรียน

never	seldom	occasionally	often	usually	always
0%	20%	40%	60%	80%	100%

14. Read an English-language newspaper
อ่านหนังสือพิมพ์ภาษาอังกฤษเพื่อเรียนคำศัพท์

never	seldom	occasionally	often	usually	always
0%	20%	40%	60%	80%	100%

15. Use English-language Internet
ใช้อินเตอร์เน็ตที่เป็นภาษาอังกฤษ

never	seldom	occasionally	often	usually	always
0%	20%	40%	60%	80%	100%

16. Connect the word to its synonyms and antonyms
เชื่อมโยงคำศัพท์กับคำที่มีความหมายเหมือนกันและคำศัพท์ที่มีความหมายตรงกันข้ามของคำศัพท์นั้น

never	seldom	occasionally	often	usually	always
0%	20%	40%	60%	80%	100%

17. Use spaced word practice
ฝึกทำแบบฝึกหัดแบบเติมคำในช่องว่าง

never	seldom	occasionally	often	usually	always
0%	20%	40%	60%	80%	100%

18. Test with your parents

ทดสอบความรู้คำศัพท์กับผู้ปกครอง

never	seldom	occasionally	often	usually	always
0%	20%	40%	60%	80%	100%

19. Ask a teacher for a sentence including the new word

ขอให้ครูยกตัวอย่างประโยคที่มีคำศัพท์ใหม่ปรากฏอยู่

never	seldom	occasionally	often	usually	always
0%	20%	40%	60%	80%	100%

20. Do written repetition

เขียนคำศัพท์คำนั้นซ้ำหลาย ๆ ครั้ง

never	seldom	occasionally	often	usually	always
0%	20%	40%	60%	80%	100%

21. Learn by pair work in class

เรียนรู้คำศัพท์จากงานที่ทำเป็นคู่ในชั้นเรียน

never	seldom	occasionally	often	usually	always
0%	20%	40%	60%	80%	100%

22. Use new word in sentences

นำคำศัพท์ใหม่ที่เรียนไปฝึกแต่งประโยค

never	seldom	occasionally	often	usually	always
0%	20%	40%	60%	80%	100%

23. Study and practice meaning in a group outside of class

ศึกษาและฝึกฝนคำศัพท์กับกลุ่มเพื่อนนอกชั้นเรียน

never	seldom	occasionally	often	usually	always
0%	20%	40%	60%	80%	100%

24. Connect word to already known words

เชื่อมโยงคำศัพท์ที่รู้แล้วกับคำศัพท์ใหม่

never	seldom	occasionally	often	usually	always
0%	20%	40%	60%	80%	100%

25. Ask your parents fort Thai translation

ขอให้ผู้ปกครองช่วยแปลความหมายของคำศัพท์เป็นภาษาไทย

never	seldom	occasionally	often	usually	always
0%	20%	40%	60%	80%	100%

26. Learn the words of an idiom together

เรียนรู้ความหมายโดยรวมของสำนวน ไม่แยกแปลคำศัพท์ในสำนวนนั้นทีละคำ เช่น สำนวน **to rain cats and dogs** หมายความว่า ฝนตกกระหน่ำปานฟ้ารั่ว ซึ่งไม่มีความหมายของฝน แมว และสุนัข เกี่ยวข้องอยู่เลย ดังนั้นถ้าแปลแยกทีละคำว่า ฝน แมวและหมา ก็จะไม่ได้ความหมายโดยรวม ซึ่งเป็นความหมายที่แท้จริงของสำนวนนี้

never	seldom	occasionally	often	usually	always
0%	20%	40%	60%	80%	100%

27. Use the vocabulary section in your textbook
ศึกษาคำศัพท์จากรายการคำศัพท์ในหนังสือเรียน

never	seldom	occasionally	often	usually	always
0%	20%	40%	60%	80%	100%

28. Take notes in class at school
จดบันทึกคำศัพท์ขณะที่เรียนอยู่ในชั้นเรียน

never	seldom	occasionally	often	usually	always
0%	20%	40%	60%	80%	100%

29. Use a thesaurus
ใช้พจนานุกรมคำเหมือน -คำตรงกันข้าม

never	seldom	occasionally	often	usually	always
0%	20%	40%	60%	80%	100%

30. Memorize the meaning of affixes and roots
ท่องจำความหมายของคำอุปสรรค คำปัจจัย และรากศัพท์

never	seldom	occasionally	often	usually	always
0%	20%	40%	60%	80%	100%

31. Use semantic maps
ใช้แผนผังความหมาย

never	seldom	occasionally	often	usually	always
0%	20%	40%	60%	80%	100%

32. Use a picture dictionary
ใช้พจนานุกรมแบบมีภาพประกอบ

never	seldom	occasionally	often	usually	always
0%	20%	40%	60%	80%	100%

33. Ask your brothers or sisters for Thai translation
ขอให้พี่หรือน้องช่วยแปลความหมายของคำศัพท์เป็นภาษาไทย

never	seldom	occasionally	often	usually	always
0%	20%	40%	60%	80%	100%

34. Take notes in class at a tutoring center
จดบันทึกคำศัพท์ที่พบขณะกำลังเรียนพิเศษ

never	seldom	occasionally	often	usually	always
0%	20%	40%	60%	80%	100%

35. Group words together within a storyline
นำคำศัพท์ที่เกี่ยวข้องกันมาแต่งเป็นเรื่องเพื่อช่วยในการจำคำศัพท์

never	seldom	occasionally	often	usually	always
0%	20%	40%	60%	80%	100%

36. Keep a vocabulary notebook
มีสมุดสำหรับจดคำศัพท์

never	seldom	occasionally	often	usually	always
0%	20%	40%	60%	80%	100%

37. Imagine the meaning of a word
จินตนาการภาพที่เป็นความหมายของคำศัพท์นั้น sea นึกถึงภาพทะเล

never	seldom	occasionally	often	usually	always
0%	20%	40%	60%	80%	100%

38. Connect words to a personal experience
เชื่อมโยงคำศัพท์กับประสบการณ์เดิมของตน

never	seldom	occasionally	often	usually	always
0%	20%	40%	60%	80%	100%

39. Listen to an English-language radio program
ฟังรายการวิทยุที่เป็นภาษาอังกฤษ

never	seldom	occasionally	often	usually	always
0%	20%	40%	60%	80%	100%

40. Use ‘scales’ for gradable adjectives
เรียนคำคุณศัพท์ที่สามารถแบ่งระดับได้พร้อมกันทั้งกลุ่ม เช่น big/ bigger/ biggest
หรือ thin/ fat/ obese เป็นต้น

never	seldom	occasionally	often	usually	always
0%	20%	40%	60%	80%	100%

41. Ask your uncles or aunts for Thai translation
ขอให้ ลุง ป้า น้า หรืออาช่วยแปลความหมายของคำศัพท์เป็นภาษาไทย

never	seldom	occasionally	often	usually	always
0%	20%	40%	60%	80%	100%

42. Use loanwords in study
ใช้คำที่ยืมมาจากภาษาอื่นในการเรียน เช่น computer

never	seldom	occasionally	often	usually	always
0%	20%	40%	60%	80%	100%

43. Use a bilingual dictionary
ใช้พจนานุกรมสองภาษา

never	seldom	occasionally	often	usually	always
0%	20%	40%	60%	80%	100%

44. Do verbal repetition
พูดคำศัพท์ซ้ำหลายๆ ครั้ง

never	seldom	occasionally	often	usually	always
0%	20%	40%	60%	80%	100%

Please write any other strategies you have used that are not included above.
กรุณาเขียนกลวิธีในการเรียนรู้คำศัพท์วิธีอื่น ๆ ที่นักเรียนใช้ นอกเหนือจากที่ระบุข้างต้น

_____

_____

Thank you very much for your cooperation. ขอขอบคุณสำหรับความร่วมมือในการตอบแบบสอบถาม

VITAE

VITAE

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