

VOCABULARY LEARNING STRATEGIES USED BY LOWER-SECONDARY STUDENTS: A CASE STUDY OF LAB SCHOOL PROJECT IN MAHACHANACHAI DISTRICT, YASOTHON PROVINCE

PHANNITA KAEYONPRASERT 5537182 LCCD/M

M.A. (LANGUAGE AND CULTURE FOR COMMUNICATION AND DEVELOPMENT)

THEMATIC PAPER ADVISORY COMMITTEE: SINGHANAT NOMNIAN, Ed.D., SUMITTRA SURARATDECHA, Ph.D.

ABSTRACT

The purpose of this study was to investigate English vocabulary learning strategies used by lower-secondary students of Ban Khoom School. The participants were 52 students selected by purposive sampling. Focus group interview and questionnaires adapted from Schmitt's taxonomy for vocabulary learning strategies (VLS) were employed. The VLS consist of 5 categories: determination strategies, social strategies, memory strategies, cognitive strategies and metacognitive strategies. The data was analyzed by using percentages, means, standard deviation and content analysis.

The results showed that the students used vocabulary learning strategies in five categories at a moderate level and frequently. The most frequently employed vocabulary learning strategies were using English-Thai dictionary in determination strategies and asking friends for meaning in social strategies. Memory strategies, cognitive strategies and metacognitive strategies were moderately used by students. However, memory strategy was found to be employed less than the others.

KEY WORDS: VOCABULARY LEARNING / VOCABULARY LEARNING STRATEGIES / LAB SCHOOL PROJECT

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