

**THE EFFECTIVENESS OF VOCABULARY LEARNING
STRATEGIES FROM THE VIEWS OF EFL STUDENTS
AND TEACHERS IN THE THAI LEARNING CONTEXT**


Onpawee Koonpornpen

**A Thesis Submitted in Partial
Fulfillment of the Requirements for the Degree of
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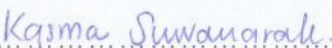
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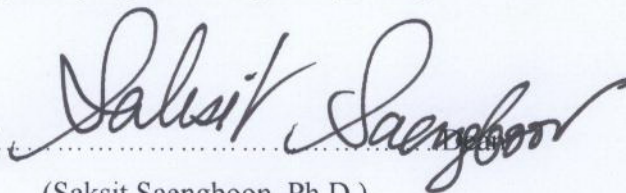
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ABSTRACT

Title of Thesis	The Effectiveness of Vocabulary Learning Strategies from the Views of EFL Students and Teachers in the Thai Learning Context
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The purposes of this research were to explore which Vocabulary Learning Strategies (VLS) were perceived to be effective among the learners who have different English learning achievement, and which strategies were actually used by learners who have high achievement in Vocabulary Learning (VL). Another purpose was to investigate the perception of the Mattayom.2 English teachers about the significance of VLS in language learning achievement.

The research utilised a mix-method approach with a quantitative survey and semi-structured interview. The survey was conducted to examine perceptions about effective VLS perceived by M.2 students (Grade 8), and to examine the extent to which the perceptions vary according to the students' reported English learning achievement. The interview was conducted with participants selected from the total number of students based on their performance on a quiz. In addition, the interview was also conducted with individual M.2 English teachers. The findings revealed that the majority of students reported their perception of effectiveness toward overall VLS at the moderate level (mean score of 3.579). Considerably, there were 15 VLS out of 20 VLS reported in which students having different levels of achievement (low, moderate, and high) in language learning do significantly perceive different VLS. In addition, the results from students' interviews showed that the actual use of VLS depended on individual variation of choosing strategies. Teachers believe that VLS play an important role in language learning, and also the teaching approaches are very significant for students' achievement.

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ABBREVIATIONS

Abbreviations

CALL

COG

DET

EFL

ESL

GPA

LLS

LSD

M.

MEM

MET

SEAR

S.D.

SOC

VL

VLS

VOLSI

YLS

Equivalence

Computer Assisted Language Learning

Cognitive strategies

Determination Strategies

English as a Foreign Language

English as a Second Language

Grade Point Average

Language Learning Strategy

Least Significance Difference

Mattayom

Memory Strategies

Metacognitive Strategies

Self English Access Room

Standard Deviation

Social Strategies

Vocabulary Learning

Vocabulary Learning Strategy

Vocabulary Learning Strategy Inventory

Young Learners

CHAPTER 1

INTRODUCTION

1.1 Research Background

English as a Foreign Language (EFL) is a compulsory course in the national curriculum in more than 100 countries around the world. Traditionally, the grammar rules and vocabulary have been the basic content of language teaching rather than language learning strategy. Learning strategies are the techniques employed by learners to understand, learn, and remember new knowledge. There are various types and categories of strategies which learners can choose depending on what they find appropriate for making sense of their learning and resulting in greater achievement. Lee (2010, p. 135) compared the concept of learner use of learning strategy as “footballers who use tactics in order to win a game, when they are in the stadium. Learners use learning strategies in order to learn something more successfully”. In addition, Oxford (1990) also mentioned that there are many names used besides learning strategies to describe techniques in learning such as learning skills, learning-to-learn skills, thinking skills, and problem-solving skills.

Many studies on these topics have been conducted. Since 1970, Language Learning Strategy (LLS) has been highly focused on because there are many researchers who are interested in the LLS, and who attempt to observe the learning behaviors of different groups of learners. However, Vocabulary Learning Strategies (VLS) can be considered a subset of overall LLS which is often used by non-native speakers in order to develop their skills of learning and using vocabulary. Samian, & Tavakoli (2012, p. 626) described VLS as “specific plans used by learners to learn foreign or second language vocabulary”. Learning vocabulary is important for every level of students; they have to acquire the meanings, forms, and the usage of the vocabularies. It is believed that when learners learn a wide range of VLS, they can select the strategies which suit the task and their preferences.

Appropriate understanding of VLS may develop learning ability and simplify the process of learning new vocabulary among learners (Samian, & Tavakoli, 2012). However, most research concerning LLS revealed that using many language learning strategies does not guarantee that students will become successful. It is because there are a variety of learners' proficiencies and many other individual factors which affect their learning strategies (Hismanoglu, 2000). Therefore, this present research aims to understand the perception of students toward VLS which is provided in the questionnaire to rate students' agreement on the strategies that students should use to learn English vocabulary. Learners' perception of VLS could play a vital role in determining the strategy's usage, and it may reflect the actual use of VLS among learners.

In addition, there have been many studies on VLS with qualitative and quantitative methods. All studies are aimed to pinpoint areas which need further studying in the field of VLS. However, both qualitative and quantitative methods still have some limitations on understanding VLS; as the nature of qualitative research, focuses on a particular group, so it is difficult to generalize findings to a broader population. Although the topic can be examined and explored in detail, the finding is dependent on individual judgment. Also, the process of gathering and analyzing data can be time consuming. On the other hand, there are limitations of quantitative research on VLS which can be found where the finding might be too general because it cannot show the complexities of using strategies in detail. Because of the complexity of population experiences, the findings cannot be analyzed in depth; the researcher might overlook phenomena which occurring in each individual. Besides, there are limitations of research which study the variance in learning strategies according to language achievement. The first limitation is that achievement could be a result of many complex factors which is difficult to find within one research. Second; learners are proficient at different skills. Even if they are good at English language, they do not need to be good at every skill of the English language. Moreover, language achievement does not necessarily mean that learners are good at vocabulary learning skills. This research, therefore, focuses mainly on students' perceptions of VLS, and the perception of those who are good at vocabulary learning in particular.

1.2 Significance of the Study

This present research study has been conducted to explore the perception about effective VLS perceived by Thai students with different English language proficiencies, as well as to investigate the perception of teachers about the notable role of VLS in the learning achievement. Thus, the findings of this research would be beneficial for both EFL students and teachers, especially in Thailand. The teachers could utilize the results of the VLS perception perceived by students to guide and support the students who have high achievement, and to encourage students who still have low achievement in learning vocabulary. Therefore, the results may be helpful for the teachers or education planners who want to include training on vocabulary strategy development in the EFL curriculum. In addition, the students or other people who have interest in VLS will be able to learn from this research in order to expand their VLS knowledge and succeed in future academic life. Hopefully, this research would be useful for further studies concerning VLS and LLS.

1.3 Research Objectives

The main aim of this research is to solve the limitations of previous research by using a mixed-method which consists of quantitative and qualitative methods to study learners' perception of VLS. In addition, the research aims to explore which VLS is perceived to be effective among the learners who have high achievement in Vocabulary Learning (VL). The case study (the groups of teachers and students in one particular school) was used not in order to reach generalisability, but to be applied to study VLS in similar circumstances. The specific research objectives are:

- 1) To examine Mattayom 2 students' perceptions of effective VLS.
- 2) To examine the significant difference of the students' perception of effective VLS according to their self-reported achievement in English learning.
- 3) To explore the actual use of VLS perceived among a selected group of students who have high vocabulary learning potential.
- 4) To investigate the Mattayom 2 English teachers' perceptions toward the significant role of VLS in language learning achievement.

1.4 Research Questions

This research studies the Thai EFL students and teachers' beliefs about the usefulness or effectiveness of VLS, and how VLS use varies according to overall English achievement, and achievement in VL. It also investigates the role of VLS in English language learning and teaching. The research questions are:

- 1) How do the M.2 students in a Thai public school perceive the effectiveness of vocabulary learning strategies?
- 2) What are the differences in the perceptions of effective vocabulary learning strategies according to the English language achievement of the M.2 students in a public school?
- 3) What are the actual uses of VLS perceived by a selected group of students who have high vocabulary learning potential?
- 4) What are the Mattayom 2 English teachers' perceptions toward the significant role of VLS in language learning achievement?

1.5 Research Hypotheses

Hypothesis 1: Students are able to reflect on their perception of the effectiveness of different VLS and the results will vary according to 6 types of strategies based on Schmitt's taxonomy (1997):

- 1) Determination strategies (DET)
- 2) Social strategies (SOC/Discovery)
- 3) Social strategies (SOC/Consolidation)
- 4) Memory strategies (MEM)
- 5) Cognitive strategies (COG)
- 6) Metacognitive strategies (MET)

Hypothesis 2: There is a variation in students' perceived effective VLS according to different levels of the students' reported English learning achievement. Students who report to have different levels of English learning achievement significantly use different overall VLS.

1.6 Scope of the Study

This section explains the characteristics and number of participants in this study. Moreover, this section covers the independent and dependent variables as follow:

1.6.1 The Sample Group

Kannasootsuksalai School is a public school in Suphanburi province. The selected group was Mattayom 2 (Grade 8) students. A total of 552 students are divided into 12 classes. Mattayom 2/1-2/10 students are in ordinary-level classes, whereas, Mattayom 2/12 are in higher-level classes where the curriculum is more intensive than the ordinary-level classes. In this research, there are three groups of participants as shown below:

- 1) The group of Mattayom 2 students at public school in Suphanburi province. (= Group 1; total number = 552 students)
- 2) The group of students selected from the 1st group in 1 class based on their high performance on a vocabulary quiz (= Group 2; total number = 5 students)
- 3) The group of English teachers at public school in Suphanburi province who are currently teaching English to the 1st group. All these English teachers have responsibility to teach M.2 students (= Group 3; total number = 4 teachers)

1.6.2 Independent Variable

The overall achievement in English learning according to students' self-reported achievement in the English subject during the latest semester (0.0-4.0): Group 1 was then divided into 3 groups based on ministry of education as follows:

Grade 4.0	=	High achievement
Grade 2.5-3.5	=	Moderate achievement
Grade 0.0-2.0	=	Low achievement

1.6.3 Dependent Variable

The perceived effectiveness of specific VL under 6 groups of:

- 1) Determination strategies (DET)
- 2) Social strategies (SOC) Discovery
- 3) Social strategies (SOC) Consolidation
- 4) Memory strategies (MEM)
- 5) Cognitive strategies (COG)
- 6) Metacognitive strategies (MET)

1.7 Organization of the Thesis

This paper contains six chapters:

Chapter 1 Introduction: this chapter starts with a brief summary of the background information related to the research, from generalizations to specific points, for example; the significant role of both LLS and VLS to second language teaching and learning. In addition, this chapter presents a scope of the study. Also, the purposes of this paper are introduced so that readers have a clear idea of what the research aims to do, and what hypotheses were created by the researcher which will be tested and discussed based on the results and the theories. Moreover, this chapter provides the motivation, and the significance of this research.

Chapter 2 Literature Review: this chapter reviews literatures related to LLS with the focus on VLS in particular. The importance and the classification of VLS proposed by different authors, and the previous research on VLS conducted by Thai and foreign researchers are also reviewed.

Chapter 3 Research Methodology: this chapter focuses on how the data was gathered and how the results were processed and interpreted based on the results of the questionnaire and interview. Research questions are mentioned as a starting point in this chapter. Besides, rationale to select participants and instruments were discussed to clarify this investigation.

Chapter 4 Quantitative Findings: this chapter presents the results from analyses of quantitative methods which were gathered from the questionnaire. Moreover, this chapter also presents the demographic data of participants through descriptive statistics.

Chapter 5 Qualitative Findings: this chapter presents the results of analyses from the qualitative method which was gathered from interview. However, the results were reported in the form of interpretation. In addition, this chapter also presents brief background information of the interviewees.

Chapter 6 Discussion and Conclusion: this chapter provides an in-depth and detailed discussion of the research and the results that have been obtained. References made the theory are supported based on the previous research. In addition, this chapter ends with the conclusion of all information of this research as well as suggestions for further research.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter reviews the literature that is related to the research topic. The content will be separated into three main categories. First, the researcher will start with the language learning strategies, definitions, and classification of language learning strategies. Then, strategies for Vocabulary Learning Strategies (VLS), including definitions, classifications of VLS, and the role of VLS in language learning will be described. Finally, this chapter examines the relevant studies on vocabulary learning strategies from other foreign language context-classrooms and Thai language context-classrooms.

2.2 Language Learning Strategy

2.2.1 Definition of Language Learning Strategy

To understand language learning strategies, tracing back to the primary term of strategy. Strategy comes from the ancient Greek term “strategia”, which means generalship or the art of war. It also has an implication of characteristics of planning, competition, conscious manipulation, and motion to accomplish the goal. The term, ‘strategy’ has been used widely in language education to refer to strategies for learning a second or foreign language (Oxford, 1990). According to Oxford (1990, p. 8), learning strategy is defined as “operations employed by the learner to aid the acquisition, storage, retrieval, and use of new information”. In addition, Oxford also elaborated on the definition of learning strategies; they are “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations”. Also, Chamot defined language

learning strategies as “techniques, approaches or deliberate actions that students take in order to facilitate learning, recall”. Lin (2008 as cited in Takač, 2008, p. 51). Similarly, Purpura (1999, p. 8) defined language learning strategies as “conscious or unconscious techniques or activities that an individual invokes in language learning, use, or testing”. Cohen (1990, p. 4) described language learning strategies as “processes which are consciously selected by learners and which may result in action taken to enhance the learning or use of a L2, through the storage, recall and application of information about that language”. Furthermore, there is a Thai researcher mentioned about language learning strategies. Ratana Pawapatcharandom (2007) stated that learning strategies are essential tools to develop learners’ language learning and competence. A greater self-confidence and high English proficiency are the result from choosing appropriate strategies. In addition, the combination between actions and skills for understanding, storing, and remembering new information are the main scheme of learning strategies. Some of definitions are shown in table 2.1 as follows:

Table 2.1 Selected Definitions of Language Learning Strategies

Source	Definition
Rubin (1975)	The techniques or devices which a learner may use to acquire knowledge.
Stern (1975, 1986, 1992), Naiman et al. (1978)	Strategies are general, more or less deliberate approaches, while techniques are more specific, observable forms of language learning behavior.
Tarone (1981)	An attempt to develop linguistic and sociolinguistic competence in the target language.
Chamot (1987)	Techniques, approaches or deliberate actions that students take in order to facilitate learning and recall of both linguistic and content information
Weinstein & Mayer (1986)	Behaviors and thoughts that a learner engages in during learning that are intended to influence the learner’s encoding process.
Wenden (1987)	The language behaviors learners engage in to learn and regulate the learning of L2 to what learners know about the strategies they use (i.e., strategic knowledge), and to what learners know about aspects of L2 learning.

Table 2.1 (Continued)

Source	Definition
Schmeck (1988)	Strategy refers to a more general approach, whereas tactic refers to specific activities or steps.
O'Malley & Chamot (1990)	The special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information.
Oxford (1990)	Behaviors or actions which learners use to make language learning more successful, self-directed and enjoyable.
Ellis (1994)	Generally, a strategy is a mental or behavioral activity related to some specific stage in the process of language acquisition or language use.
Ridley (1997)	Broadly speaking, the term strategy denotes procedures – which are sometimes conscious and sometimes unconscious – used by a person as a way of reaching a goal.
Cohen (1998)	Processes which are consciously selected by learners and which may result in action taken to enhance the learning or use of a L2, through the storage, recall and application of information about that language.
Purpura (1999)	Conscious or unconscious techniques or activities that an individual invokes in language learning, use or testing.
Goh (1998, 2002)	The term “tactic” is used to refer to individual techniques through which a general strategy is operationalized. When we report the use of a certain comprehension strategy, we are saying that a particular approach has been taken. However, when we identify the tactics used, we are describing the actual steps taken to assist or enhance comprehension.

Source: Lin (2008 as cited as cited in Takač, 2008, p. 51).

In conclusion, learning strategies are techniques acquired by learners to improve their own learning. The most effective and appropriate language learning strategies tend to result in successful language learning.

2.2.2 Classification of Language Learning Strategies

1) Rubin's (1987) Classification of Language Learning Strategies.

Rubin, who initiated a number of works in the field of language learning strategies, analyzed three types of strategies used by learners. These strategies, which are learning strategies, communication strategies, and social strategies, contribute directly and indirectly to language learning.

(1) Learning strategies: there are two main strategies which directly contribute to language learning; cognitive and metacognitive strategies. Rubin illustrated that cognitive strategies refer to the steps or measures which are taken in learning or problem-solving that involves direct analysis, transformation, or synthesis of learning materials. (1987, as cited as cited in Zare, 2012, p. 165). Metacognitive strategies are used to conduct and regulate language learning. They can be called self-direct language learning strategies. These strategies are used in planning the learning process.

(2) Communication strategies: communication strategies are used by the speaker to maintain conversation and to protect the speaker from having communication breakdown and miscommunication. Having better communication is the main focus of these strategies, although they are less directly concerned with language learning strategies.

(3) Social strategies: these strategies concern social or interactional activities for learners to practice their knowledge and be exposed to the target language. Practicing is the best way for students to gain and store more knowledge.

2) O'Malley et al. (1985) Classification of Language Learning Strategies

O'Malley et al. (1985) classified language learning strategies into three main categories based on cognitive and social concepts of learning. These strategies are metacognitive, cognitive, and socioaffective strategies.

(1) Metacognitive strategies: These strategies involve students' effort to manage the process to learn the target language starting from planning for learning, thinking about the learning process, monitoring and correcting their own mistakes; then evaluating their own learning at the end. Zare (2012) exemplifies some examples of these strategies based on O'Malley et al. (1985) classification; advanced organizers, directed attention, selective attention, self-management, functional planning, self-monitoring, delayed production, and self-evaluation.

(2) Cognitive strategies: cognitive strategies refer to the learners' cognitive process to manipulate and transform learning knowledge. Moreover, Chiang (2006, p. 18). defines that "cognitive strategies include elaboration of prior knowledge, making inferences, linguistic transfer, grouping, imagery, auditory representation, deduction/induction, and summarizing".

(3) Socioaffective strategies: socioaffective strategies involve interaction and socialization with other people. Examples of socioaffective strategies are cooperation, self-talk, and questioning for clarification (Brown, 2007).

3) Oxford's (1990) Classification of Language Learning Strategies

Oxford (1990) proposed the detailed classification of learning strategies which can be applied to VLS too. The model was divided into two main groups as direct and indirect strategies related to language learning. Each strategy group operates differently for different purposes. There are three main groups of direct strategies: memory strategies, cognitive strategies, and compensation strategies. On the other hand, the three groups of indirect strategies are metacognitive strategies, affective strategies, and social strategies. Oxford's (1990) taxonomy of language learning strategies is shown in table 2.2 as follows:

Table 2.2 Oxford's (1990) Taxonomy of Language Learning Strategies

Main group	Strategy groups	Subgroups
Direct	Memory	Creating mental linkages, applying images and sounds, reviewing well, employing action
	Cognitive	Practicing, receiving and sending messages, analyzing and reasoning, creating structures for input and output
	Compensation	Guessing intelligently, overcoming limitations in speaking and writing
Indirect	Metacognitive	Centering your learning, arranging and planning your learning, evaluating your learning
	Affective	Lowering your anxiety, encouraging yourself, taking your emotional temperature
	Social	Asking questions, cooperating with others, empathising with others

Source: Vlčková, Berger, & Völkie, 2013, p. 7.

2.3 Vocabulary Learning Strategies (VLS)

2.3.1 Definition of Vocabulary Learning Strategies

Vocabulary learning strategies are part of general language learning strategies. Many scholars (e.g. Cameron, Schmitt, Brown, & Payne) have given definitions concerning VLS. One of the most common definitions is that VLS are used to facilitate the process through which new vocabularies are obtained, stored, retrieved, and used (Schmitt, 1997 as cited in Chiang, 2006, p. 23). Cameron (2001 as cited in Kalajahi, & Pourshahian, 2012, p. 138) also described VLS as “actions that learners take to help themselves understand and remember vocabulary”. More specifically, Brown, & Payne (2007 as cited in Samian, & Tavakoli, 2006, p. 626) defined VLS in five steps in the process of learning vocabulary in a foreign language: (a) having sources for encountering new words, (b) getting a clear image of the forms of the new words, either in visual or auditory forms (c) learning the meaning of the words, (d) making a strong memory connection between the forms and the meanings of the words, and (e) using the words.

2.3.2 Importance of Vocabulary Learning Strategy

Generally, people use language to communicate in social activities: the more vocabulary language users know, the more likely they will participate in communication activities successfully. Therefore, if one desire is to accomplish native-like language skills, it is essential to have knowledge of a large vocabulary. Wilkins (1972, p. 111), regarding the importance of vocabulary, stated that “without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed”. This statement shows that vocabulary plays an important role in larger units like sentences. Even if vocabulary is combined with the wrong grammar structure, it is understandable. Learning vocabulary is a complex process. Strategies in vocabulary learning help achieve the abilities to memorize and recall words in both spoken and written form.

2.3.3 Classification of Vocabulary Learning Strategies

Vocabulary Learning Strategies taxonomies are categorized into many subcategories, depending on the aspects of knowledge, the sources of knowledge, and the learning processes.

Khatib, Hassanzadeh, & Rezaei (2011, p. 145), a pioneer in the field of VLS, investigated his 300 Sudanese learners of English to find VLS used by all good and poor learners when approaching text. Ahmed classified the strategies into 38 strategies, which can be grouped into 5 macro-strategies: memorization, practice, dictionary use, note-taking, and group work.

According to Schmitt (1997, p. 19). “there is no category in Oxford's taxonomy which adequately describes the kind of strategies used by an individual when faced with discovering a new word's meaning without recourse to another person's expertise”. Schmitt adopted four categories of VLS from Oxford's classification of LLS, which are social, memory, cognitive, metacognitive. In addition, he added a fifth category called determination (DET). Schmitt divided these strategies in two major groups: the first group is called discovery strategies, which are determination and social strategies. This group is used to determine the meaning of new vocabulary when learners encounter words for the first time. The second group is called consolidation strategies, which are social, memory, cognitive, and metacognitive strategies. This group is used to consolidate the meaning of words when learners encounter them again. However, Schmitt includes social strategy into both groups because it can be used for both purposes. Discovery strategies are concerned about discovering the meaning of new vocabulary, so learners try to guess meaning from the context, sentence structure, and related materials (dictionary). Moreover, asking someone for help such as teachers or classmates is another method of acquiring meaning. Besides, consolidation strategies are concerned about vocabulary which is consolidated once it has been encountered. Memory strategy involves its use of materials such as word lists, flash cards, notebooks, and also repetition to help learners remember new vocabulary. Cognitive strategy is quite similar to memory strategy but it includes mechanics that link between new vocabulary and learners' previous knowledge. The last strategy is metacognitive, which is used to monitor, decide, and evaluate the learning processes themselves.

Another classification proposed by Nation (2001) was the distinguished group of three categories, which are planning of vocabulary learning, sourcing of vocabulary learning, and processing of vocabulary learning. Planning involves the selection of how and where to focus on vocabulary, for example; choosing words, choosing the aspects of word knowledge, choosing strategies and planning repetition. Sourcing is about getting the information of vocabulary, which probably comes from the context,

dictionary, glossary, or the vocabulary itself. Processing involves the method of noticing, retrieving, and generating to set up vocabulary knowledge.

Stoffer (1995) conducted an investigation of overall vocabulary learning strategies. She developed and administered a Vocabulary Learning Strategy Inventory (VOLSI) to University students. The results presented 53 items which were categorized into nine categories according to factor analysis as follows:

- 1) strategies involving authentic language use
- 2) strategies involving creative activities
- 3) strategies used for self-motivation
- 4) strategies used to create mental linkages
- 5) memory strategies
- 6) visual/auditory strategies
- 7) strategies involving physical action
- 8) strategies used to overcome anxiety
- 9) strategies used to organize words

2.4 The Teaching of Vocabulary Strategies

2.4.1 Background of Vocabulary Instruction

VLS play an important role in vocabulary learning since they motivate learners to make conscious efforts to notice new lexical items, selective attending, context based inferencing and storing into long-term memory (Ellis, 1994). Therefore, vocabulary teaching strategies should not be neglected. The important aspect of teaching vocabulary is to train learners how to study unknown words with the appropriate tools. The most effective strategies vary according to the differences of learner, context, and situation. Therefore, the teacher has the main role to teach learners a variety of effective strategies that they can choose to use for the tasks. Teaching VLS is especially essential for teachers who teach English as a second language because their students are not native-speakers. During 1940-1970, teaching vocabulary was not a focus of language instruction, perhaps because some of the language educators believed that the focus of the language learning must be on grammar instead of vocabulary. Secondly, it was also believed by some of the

linguists that the meaning of the words cannot be adequately taught, so, it is better to avoid teaching them. Third, some specialists may believe that being exposed to too many words might lead the students make mistakes in sentence construction. Furthermore, different studies revealed that lack of command of vocabulary frequently interferes with communication, and as a result, has become the cause of communication breakdown (Behlol, & Dad, 2010, p. 125).

2.4.2 Principles of Teaching Vocabulary

Nation (2001) presented five principles of teaching vocabulary to EFL and English as a Second Language (ESL) learners: 1) emphasize teaching simple and clear vocabulary in which the teacher should provide simple explanations for students; 2) relate the new vocabulary to previous knowledge. The teacher should encourage students to see the analogies between their learning and their experiences; 3) use both written and oral presentation to help students see the new words and practice their pronunciation; 4) give attention to the words learned already by encouraging to students to recall them; 5) recommend learners to remember words which are useful and found in text frequently. The last principle recommends teachers to teach synonyms and antonym which are related to new words. However, teachers should not select unknown synonyms or infrequently used words to teach along with new words.

Blachowicz, & Fisher (2000, as cited in Behlol, Dad, 2010, p. 126) identified four principles of teaching vocabulary; and their principles mostly relate to learners' needs: 1) learners should personalize their vocabulary learning. They should decide themselves which strategies to use and how to use these strategies when learning vocabulary; 2) students should focus on learning vocabulary until they completely understand the words; 3) students' background knowledge as a resource for understanding new vocabulary. Moreover, learning vocabulary occurs over a period of time to add knowledge and use it in different contexts; 4) students should be active learners and the teacher should encourage them to link their background knowledge to new words.

Zhelyazova (2011, p. 150) also identified three principles of teaching vocabulary concerning content and sequencing, format and presentation, and monitoring and assessment of vocabulary. Regarding content and sequencing, the essential factors of vocabulary learning are learners' attention to the vocabulary, learning strategies and

word frequency. For format and presentation, high frequency words should be focused on. In addition, students should understand the vocabulary in depth and be able to produce more vocabulary by using them frequently. The best way to teach vocabulary is to give opportunities for students to use vocabulary as much as possible. In terms of monitoring and assessment, teachers should test students on vocabulary in order to evaluate them. Moreover, teachers should report the outcomes to students because assessment can reflect their vocabulary learning and help them to determine which vocabulary they should focus on in the future.

To sum up, there is no best way to learning vocabulary. The principle of teaching vocabulary is just the guideline for teachers to use the appropriate teaching strategies for their students. However, teachers' roles are not covered all steps of students' learning strategies. So, students should practice themselves in learning vocabulary as well as find the pleasant learning strategies to use further.

2.4.3 Methods of Teaching Vocabulary

Preszler (2006) stated that one way to help learners expand their vocabulary size is to teach them to use their background knowledge. Students' experiences play an important role in vocabulary learning and teaching with background knowledge. Not only are students able to expand their vocabulary, but they are also able to understand words' meanings deeply. The more vocabulary that students experience; the more background knowledge they can acquire to support their vocabulary development. Hence, effective vocabulary instruction not only aims to develop knowledge of vocabulary alone, but also aims to develop general knowledge of the world.

Direct instruction of new vocabulary is the other way to teach vocabulary. However, direct instruction should be fun and interesting; especially when teaching vocabulary to young learners. That means when teachers choose direct instruction as a method of instruction, new vocabulary should be presented together with fun and interactive activities such as games.

Furthermore, Behlol, & Dad (2010, p. 126) proposed that teaching vocabulary should be based on morphological features such as prefixes, suffixes, and roots to help students identify the meaning easily. Students are able to gain the meaning from analyzing words' prefixes, suffixes and roots.

According to Weatherford, Behlol, & Dad (2010, p. 127), the most effective way of teaching vocabulary learning is a context-based approach. This approach can help students to save time spent on finding words meanings in dictionary. The context-based approach is based on the belief that teaching and learning of new words should be done by looking at surrounding words to determine their meaning. Nevertheless, there are two types of context, natural context and pedagogical context/instructional context. Natural context refers to sentences authentically written to express the ideas of the text. Instructional context refers to sentences pedagogically written to introduce the meaning of new words. In order to understand new words, students need to know the surrounding information which relates to the topic because difficult words can be understood by the surrounding information. Besides, referent words, synonyms, antonyms and hyponyms are key points in helping students understand the meaning easier. In addition, the context-based approach assists in promoting active learning processes because students not only know the meaning of words, but also know the usage too.

In addition, Hismanoglu (2000) stated that teachers should consider their teaching methods with classroom characteristics in order to analyze and create lesson plans for successful classes. According to Hismanoglu (2000) mentioned about teaching methods that:

The language teacher should, therefore, provide a wide range of learning strategies in order to meet the needs and expectations of his students possessing different learning styles, motivations, strategy preferences, etc. Therefore, it can be stated that the most important teacher role in foreign language teaching is the provision of a range of tasks to match varied learning styles.

2.5 Previous Research on English Vocabulary Strategies Learning and Teaching

2.5.1 Previous Research on Vocabulary Strategies Learning and Teaching in International Contexts

Xiang, & Srikhao (2009) investigated 30 Chinese high school students, 12 female and 18 male (6 of them were chosen to be interviewed). Questionnaires and oral interviews were the instruments of this research. The aim of this research was to investigate in-depth about the overall use of VLS by students and their perception according to their gender. The result shows that students believe that vocabulary should be studied and put to use as well as acquired in context instead of memorizing the isolated words. Moreover, students tend to use cognitive strategies when learning vocabulary compared with other strategies. Male students used more strategies than female students in every category. In addition, the interview results show that each student had his/her own specific strategies when learning vocabulary.

Furthermore, Ali, Mukundan, Baki, & Ayub (2012) conducted research to find out second language learners' attitudes towards the methods of learning vocabulary. The purpose of this research was to investigate the learners' attitudes toward three vocabulary learning strategies: Contextual clues, Dictionary strategy, and Computer Assisted Language Learning (CALL). The survey results from 123 undergraduates' students in Malaysia were divided into three groups according to the strategies. The result shows that students from the CALL group showed a more positive attitude toward the vocabulary learning than the Contextual Clues group and the Dictionary Strategy group. This research implied that the students feel comfortable to use computers to learn vocabulary, and that the teachers may put this strategy into their teaching methods.

Moreover, there are some examples of previous research concerning vocabulary learning strategies vary according to students' language learning proficiency levels.

Wu (2005) investigated the VLS employed by 303 EFL learners in Taiwan. Their proficiency levels were varied and divided into 3 groups, which were students from public junior high school, public senior high school, and private university students majoring in applied foreign language. The survey was mostly based on

Schmitt's (1997) and Chen's (1998) in which students were asked to rate the top five most helpful strategies. The finding shows that students rated use of a bilingual dictionary to be the most useful strategy.

Also, Latsanyphone, & Bouangeune (2009) proposed research concerning the effectiveness of L1 used by 169 Laosian students who have low proficiency levels of English. The purpose of this study was to determine whether or not L1 could help increase students' achievement in vocabulary. Students were divided in a control group and an experimental group. The experimental group was taught L1 in vocabulary instruction while the control group was not. The test results show that students in the experimental group outperformed students in the control group in terms of learning new vocabulary. A possible reason that explains why the students in the experimental group had higher achievement was that they acquired the meaning of vocabulary clearly with help from the use of their mother tongue language. Then, they were able to guess the right answers in the test as well as in different contexts.

2.5.2 Previous Research on Vocabulary Teaching and Learning in Thai Context

Guillaume Chansin (2007) conducted research with English major students at Naresuan University. The students were divided into two groups; good and poor, based on the NU English proficiency test and the English vocabulary test. The questionnaire was developed from Gu, & Johnson (1996), which is the Vocabulary Learning Questionnaire Version 3. It revealed that both good and poor Thai students used dictionaries, guessing, and encoding as their VLS respectively. However, the students who had high proficiency at English tended to use strategies more frequently than the students who were not good at English.

Moreover, Chiang (2006) conducted research on VLS in English reading class. The participants were 17 students in different faculties from Chiangmai University. Chiang investigated 1) the type of VLS used; 2) the type of relationships between the students' use of VLS and specific variable of text difficulty; 3) the type of relationships between students' use of VLS and their proficiency level; 4) the effectiveness of strategies used in handling the problem words. The researcher used four instruments; verbal report (think-aloud), observation, interview, and questionnaire

based on Schmitt's (1997) taxonomy and Oxford's (1990) strategy inventory for language learning. The results show that students often used cognitive, memory, metacognitive, and social strategies respectively. Moreover, if the difficulty of the texts were changed, the strategies they used changed too. Especially, students who had a high proficiency level used more strategies and used them more effectively than students who have a lower proficiency level.

There is a contrasting result compared to the previous research. Tatiya Mekprayoon (2001 as cited in Pornpan U-Pitak, 2011, pp.15-16) conducted a research to study the usage of VLS of 11 students at a Demonstration School under the Ministry of University Affairs in Bangkok. The students were divided into three groups based on their test scores: high, moderate, and low. The results showed that the students in these three groups had no significant difference in VLS use because they used similar VLS in reading.

On the other hand, there are few previous researches concerning teaching perception of teachers.

Rernglak Mahavinitchaimontri (1974) conducted a research on the topic "use of pictures in teaching Thai vocabularies in rural lower elementary school". A set of pictures were used by teachers for teaching vocabulary for 150 boys and girls, grade 1-3 in rural lower elementary school. The results show the effectiveness of learning vocabulary by pictures as well as the teacher perceptions toward the effective teaching strategies. Teacher gave some opinions about choosing the appropriate pictures to teach their students; for example, thinking of student's characteristics, students' needs, and how to teach vocabulary effectively by pictures.

To sum up, some of the investigations mentioned before revealed that learners at any proficiency level use a variety of vocabulary learning strategies. Vocabulary knowledge is very important relating to the four English skills. In order to succeed in using and learning the target language as L2, the vocabulary size is also extremely significant to learners. However, more complicated vocabulary strategies may not always lead to the more successful language learning. Therefore, the study of VLS is interesting. The next chapter will describe the present research methodology.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research methodologies including data collection and analysis procedures, which were carefully planned in order to achieve the specified purposes of the research. A list of research questions is first presented, followed by a detailed description of the research methods and procedures which are illustrated into two parts; Quantitative and Qualitative methods. Each part consists of the information about the research participants, instruments, data collection, and data analysis.

3.2 Theoretical Framework

The theoretical framework of this study is taken from constructivist theory which “learning is an active process in which learners construct new ideas or concepts based upon their current or past knowledge” (Culatta, 2013). Constructivist theory focuses on the learner in thinking about learning and supports the idea that individual construct or create their new own knowledge with their prior knowledge and experience. In the classroom, constructivist teachers encourage their students to access and realize how activity can help them gaining more knowledge. Educational Broadcasting Corporation (2004) described the following:

The constructivist view of learning can point towards a number of different teaching practices. In the most general sense, it usually means encouraging students to use active techniques (experiments, real-world problem solving) to create more knowledge and then to reflect on and

talk about what they are doing and how their understanding is changing. The teacher makes sure she understands the students' preexisting conceptions, and guides the activity to address them and then build on them.

It can be said that this study was conducted under the concept of constructivism with the framework of interpretive approach. Interviews and observations are the popular primary data collection methods in interpretivism studies. The study is designed to focus on vocabulary learning and teaching strategies perception of both learners and teachers in order to find the appropriate strategies. Moreover, questionnaire is another instrument of this study. Mixed-methods approach is the method of data collection known as triangulation which is used both quantitative and qualitative methods as a technique. Bryman (2003) described the idea of triangulation as the following:

Triangulation refers to the use of more than one approach to the investigation of a research question in order to enhance confidence in the ensuing findings. Since much social research is founded on the use of a single research method and as such may suffer from limitations associated with that method or from the specific application of it, triangulation offers the prospect of enhanced confidence. Triangulation is one of the several rationales for Multimethod Research. The term derives from surveying, where it refers to the use of a series of triangles to map out an area.

3.3 Research Objectives and Questions

This research studies the Thai EFL students and teachers' beliefs about the usefulness or effectiveness of VLS, and how VLS use varies according to overall English achievement, and achievement in VL. It also investigates the role of VLS in English language learning and teaching.

The research objectives are:

- 1) To examine Mattayom 2 students' perceptions of effective VLS.
- 2) To examine the significant difference of the students' perception of effective VLS according to their self-reported achievement in English learning.
- 3) To explore the actual use of VLS perceived among a selected group of students who have high vocabulary learning potential.
- 4) To investigate the Mattayom 2 English teachers' perceptions toward the significant role of VLS in language learning achievement.

The research questions are:

- 1) How do the M.2 students in a Thai public school perceive the effectiveness of vocabulary learning strategies?
- 2) What are the differences in the perceptions of effective vocabulary learning strategies according to the English language achievement of the M.2 students in a public school?
- 3) What are the actual uses of VLS perceived by a selected group of students who have high vocabulary learning potential?
- 4) What are the Mattayom 2 English teachers' perceptions toward the significant role of VLS in language learning achievement?

3.4 Research Methods and Procedures

The present research applies a mixed-method of quantitative survey and semi-structured interview to study a case of Mattayom 2 English students' and teachers' perceptions toward VLS. The survey was conducted to describe the perceptions about effective VLS perceived by Mattayom 2 (M.2) students at a public school in Suphanburi province, and to examine the extent to which the perceptions vary according to students' reported achievement in English learning. The semi-structured interview was conducted in a form of a focus-group. The participants are selected students based on their high performance on a vocabulary quiz. The aim is to explore the actual use of VLS among the students in this group. The semi-structured interview was also conducted with individual M.2 English teachers at a public school in order to clarify their perceptions about the significant role of VLS to language learning achievement. The following section concerns all data used in quantitative research such as participants, instruments, administration and scoring, and data analysis.

3.4.1 Administration and Scoring

Step 1: Asking for permission from the school. The first step in data collection was to ask for permission by sending a letter to the school principal in order to introduce and state the purpose of this research.

Step 2: Introducing the Research to the Teachers

The researcher went to the English department in the school to introduce the research project to teachers who will be research participants. After introducing the research project, all teacher participants were asked for time to participate in an interview. The researcher managed the time for interviews over 2 days.

Step 3: Administering Interview

The interview in this research was a semi-structured interview, so the four interviewees were free to ask questions or add more information naturally. The researcher, was the interviewer, and encouraged the interviewees to provide more details and give more examples about their teaching experiences. Moreover, both interviewer and interviewees are not native speakers of English, so the interview was conducted in Thai.

Step 4: Administering Questionnaire

The researcher attended the English class to introduce herself and the questionnaires. After distributing all questionnaires, students were asked to complete the first part. In the second part, the students were allowed to ask for clarifications while they were answering the questionnaires if some items were hard to understand. Each statement was allowed by five possible responses on a continuum. The five responses represent the degree to which the students (group A) agree to the stated strategy. Scoring is defined as follows:

Strongly agree	=	5
Agree	=	4
Neutral	=	3
Disagree	=	2
Strongly disagree	=	1

3.4.2 The Quantitative Approach

1) Participants: the group of Mattayom 2 students at a public school in Suphanburi province, the total number of student is 552 people.

Table 3.1 The Demographic Data of Participants (Group 1)

Demographic Data of Participants			
Age	13-14	552 students	100%
Gender	Male	392 students	71.01%
	Female	160 students	28.99%
Latest grade point average in English subject	0	4 students	0.72%
	1	32 students	5.80%
	1.5	47 students	8.51%
	2	95 students	17.21%
	2.5	111 students	20.11%
	3	100 students	18.12%
	3.5	68 students	12.32%
	4	95 students	17.21%

2) Instruments

Construction: The questionnaire used in this research was adapted from the research of “A Survey Study of Vocabulary Learning Strategies of Gifted English students at Triam Udomsuksa School in the First Semester of Academic Year 2008” constructed by Natpassorn Riankamol (2008). Her questionnaire was adapted from Schmitt’s taxonomy (1997) of vocabulary learning strategies (Appendixes A, B). Twenty strategies were selected and revised for the purpose of appropriateness. The questionnaire consists of 2 sections as follows:

Section 1: a set of demographic questions including students’ gender, and latest grade point average (GPA) in the English subject.

Section 2: a set of Likert-type attitude rating scale which was developed to assess the students’ (group 1) perceptions about effective VLS perceived by Mattayom 2 (M.2) students at a public school in Suphanburi province, and to examine

the differences in the patterns of significant variation in frequency of students' reported perception of effective VLS according to their achievement in language learning. The results from the survey provide justifications to the pre-specified hypotheses. There are 20 favorable statements toward 6 categories of VLS. The following table shows six categories of VLS, and its statements.

Table 3.2 The Six Categories of Vocabulary Learning Strategies

Strategies	Statements
Determination Strategies (DET)	<ol style="list-style-type: none"> 1) Use a bilingual dictionary to translate the meaning into Thai language. 2) Use a monolingual dictionary to translate the meaning into English 3) Analyze new words from its part of speech and affixes 4) Use pictures to remember the meaning of new words 5) Try to guess its meaning from the context.
Social Strategies (SOC/Discovery)	<ol style="list-style-type: none"> 1) Ask the teacher for L1 translation. 2) Ask the teacher to give a sentence including the new word. 3) Ask classmates for the meaning.
Social Strategies (SOC/Consolidation)	<ol style="list-style-type: none"> 1) Ask native speakers to help, when you have a chance.
Memory Strategies (MEM)	<ol style="list-style-type: none"> 1) Group words together to study them based on sound or spelling. 2) Connect new words with a personal experience. 3) Use physical actions while learning new words.

Table 3.2 (Continued)

Strategies	Statements
Cognitive Strategies (COG)	4) Speak new words out loud while learning new words.
	1) Try to speak and write to practice new words repeatedly.
	2) Use flashcards to help you reminding new words.
	3) Take notes during and after the class.
Metacognitive Strategies (MET)	4) Keep the vocabulary notebooks with you, when you try to remind the words you have learned.
	1) Listen and watch English news for learning new words.
	2) Listen to music or watch movie for learning new words.
	3) Practice about vocabulary size with online word test by yourself.

3) Data Analysis

SPSS was used to find statistical results to the pre-designed research questions, and to test the hypotheses. More specifically, the analysis tools used were descriptive statistics analysis (mean and S.D. (Standard Deviation)), One-way ANOVAs, Post hoc (Multiple Comparison), and LSD (Least Significant Difference). The information about the data analysis is shown in the table below:

Table 3.3 Data Analysis of Each Research Question and Hypothesis

Research Question 1	Hypothesis 1	Analysis
How do Thai EFL learners in Thai public school perceive the effectiveness of vocabulary learning strategies?	Students are able to reflect on their perception of the effectiveness of VLS and the results will vary according to the 6 types of strategies.	Descriptive Analysis 1) Mean (X) 2) S.D.
Research Question 2	Hypothesis 2	Analysis
What are the significant differences in the perceptions about effective vocabulary learning strategies according to the English language achievement of the M.2 students in a public school? *Research question 2 will be discussed in the qualitative approach section.	Students reported that having different levels of the achievement in language learning does not significantly involve different overall VLS, although they may significantly use different specific types of VLS.	Independent Variable 1) The differences between learners overall reported strategy use and level of English language learning achievement: high, moderate, and low. Dependent Variable 2) The variation between learners specific reported strategy use (DET, SOC, MEM, COG, MET) and level of English language learning achievement; high, moderate, and low. 3) One-way ANOVAs, Post hoc (Multiple Comparison), LSD

3.4.3 The Qualitative Approach

1) Participants

Students interview: the group of Mattayom 2 students from the first group was selected based on their high performance on the vocabulary quiz administered by the researcher. There are 5 students who received a score of 85 percent or higher (25.5 points out of 30 points or higher). Only 1 out of 5 students is a female and the rest of are male (Group 2). The following section shows the demographic data of participants (Group 2) as shown in the table below:

Table 3.4 Demographic Data of Participants (Group 2)

Student	Gender	Grade Average Point of English Subject	Vocabulary Quiz Score (points)
Student 1	Female	4.00	27
Student 2	Male	4.00	26
Student 3	Male	4.00	26
Student 4	Male	4.00	26
Student 5	Male	4.00	28

Teachers interview: the group of English teachers at a public school who are currently teaching English to the 1st and 2nd group (Group 3). The next section concerns the demographic data of participants (Group3) as shown in table below:

Table 3.5 Demographic Data of Participants (Group 3)

Name	Age	Education	Teaching experiences
Ms.P	27	Master of Education	5 yrs.
Ms. S	40	Master of Arts:	16 yrs.
Ms.T	56	Bachelor of Education	36 yrs.
Ms. A	53	Master of Education	31 yrs.

2) Instrument

Students interview: The vocabulary quiz (multiple choices) consists of 30 items, and were created by the teachers at this public school (Appendix C). First, the vocabulary questions were gathered from some vocabulary quizzes which were previously used at this school. Then, the teachers who teach M.2 students were asked to select 30 items. This vocabulary quiz was used to select students for the interview. There are 5 students who received high score of more than 25.5 points. The interview questions that the researcher used in group 2 students were concerned with their actual use of VLS (Appendix D) and based on the questionnaire as well as the suggestions for future research.

Teachers interview: There are 9 questions regarding teaching approaches, experiences, and opinions toward vocabulary learning strategies of students (Appendix E). All questions were created by the researcher based on the review of related theories about language teaching approaches. In addition, all questions were grouped into 4 themes in order to be analyzed by interpretative approach.

In order to maintain validity of the questionnaire, the first draft was submitted to the supervisor to screen. The draft was revised to make sure that all questions were accurate. After the first draft was submitted to the supervisor to re-check, it was translated into Thai and revised to make sure that this research was in fact conclusive. In addition, 30 questionnaires were used in a pilot study in order to test reliability of the questions and to reduce errors in the questionnaire. Cronbach's Alpha reliability coefficient was used to analyze the questionnaire and the result shows that the value of alpha is 0.933.

3.4.4 Ethical Consideration

With respect to ethical issues, the researcher used acronyms instead of using the real names and family names of teachers. Also, the researcher used numbers of students instead of using their real names and family names. It is very important to adhere to ethical norms in research to protect the participants' privacy. Moreover, before conducting the interview at the school, the researcher requested permission by presenting the rationale of the paper, then sending the consent form (Appendix F) to the director of Kannasoot Suksalai School.

CHAPTER 4

QUANTITATIVE RESEARCH FINDINGS

4.1 Introduction

This chapter reports the research findings from the quantitative study, which utilised a questionnaire to gather data from 552 Thai students who studied in M.2 at a public school in Suphanburi province. The purposes of the quantitative study of this research are; first, to investigate the perceptions of students on the strategies that they should use to learn English vocabulary; and second, to investigate whether or not the students' perceptions vary according to their self-reported English language proficiency levels.

4.2 Demographic Data of Students

This section reports the statistical data of participants; the number and percentage of participants classified by gender, age, and self-reported English language achievement. Table 4.8 shows the overall data of participants classified by gender:

Table 4.1 Number and Percentage of Students Classified by Gender

Gender	Number	Percentage
Male	392	71.01
Female	160	28.99
Total	552	100.00

From table 4.1, approximately 71 percent of the participants were male and 29 percent were female respectively. Table 4.2 shows the overall data of participants classified by age:

Table 4.2 Number and Percentage of Participants Classified by Age

Age	Number	Percentage
12	6	1.09
13	280	50.72
14	261	47.28
15	5	0.91
Total	552	100.00

From table 4.2, there are all 552 participants; half of them were 13 years of age (50.72%). The rest of the participants were 14 years of age (47.28%), 12 years of age (1.09%), and 15 years of age (0.91%) respectively. Table 4.10 shows the overall data of participants classified by their self-reported English learning achievement:

Table 4.3 Number and Percentage of Participants Classified by Self-Reported English Learning Achievement

Self-reported English Language Achievement	Number	Percentage
0	4	0.72
1	32	5.80
1.5	47	8.51
2	95	17.21
2.5	111	20.11
3	100	18.12
3.5	68	12.32
4	95	17.21
Total	552	100.00

Table 4.3 shows the number and percentage classified by participants' self-reported English proficiency level. To report their English proficiency, the students were asked to fill in their most recent grade in English. Most participants had average of English grade ranging from 2.5 (20.11%), 3.0 (18.12%), 2.0 and 4.0 (17.21%) respectively. However, some students got 3.5 (12.32%), 1.5 (8.51%), and 1 (5.80%). Also a few students got 0.0 (0.72%). Table 4.11 shows the overall data of participants according to self-reported English language achievement, which is divided into 3 groups; low, moderate, and high:

Table 4.4 Number and Percentage of Participants According to Self-Reported English Learning Achievement

Self-reported English language achievement (latest grade of English subject)	Number	Percent
Low (Grade 0 – 2)	178	32.25
Moderate (Grade 2.5 – 3.5)	279	50.54
High (Grade 4)	95	17.21
Total	552	100.00

From table 4.4, approximately 51 percent of the participants were in the group of students with a moderate level of English achievement (grades ranging from 2.5-3.5), followed by the group of students, 32.35 percent, with a low level of English achievement (grades ranging from 0-2) and the group of students, 17.21 percent, with a high level (grade 4).

4.3 Perception of Effective VLS

This section reports the results to confirm Hypothesis 1, which describes the perceptions about effective VLS perceived by M.2 students at a public school in Suphanburi province.

Hypothesis 1: Students are able to reflect on their perception of the effectiveness of different VLS, and the results will vary according to the 20

statements, derived from 6 types of strategies. Table 4.5, reports the mean, S.D., and interpretation of students' perception towards effectiveness of overall VLS:

Table 4.5 Overall Mean, Standard Deviation, and Interpretation of the Students' Perception towards Effectiveness of Overall VLS

Statement of Vocabulary Learning Strategies	Mean	SD	Interpretation
Overall VLS	3.579	0.590	Moderate

Note: N= 552

As shown in table 4.5, the total students reported their perception of effectiveness of overall VLS at a moderate level, with a total mean score of 3.579 and the standard deviation of 0.590. In other words, the students moderately thought that the overall VLS were effective for their English learning. Table 4.6 shows the mean, S.D., and interpretation of VLS perceptions for each of the 20 strategies:

Table 4.6 Mean, Standard Deviation, and Interpretation of the Students' Perception towards Effectiveness of 20 Strategies

Statement of Vocabulary Learning Strategies When learning new vocabulary, students should...	Mean	SD	Interpretation
1. Use a bilingual dictionary to translate the meaning into Thai language.	3.88	0.988	High
2. Use a monolingual dictionary to translate the meaning into English.	3.25	1.135	Moderate
3. Analyze new words from their parts of speech and affixes.	3.37	0.940	Moderate
4. Use pictures to remember the meaning of new words.	4.09	1.014	High
5. Try to guess words' meanings from the context.	3.61	1.052	Moderate

Table 4.6 (Continued)

Statement of Vocabulary Learning Strategies When learning new vocabulary, students should...	Mean	SD	Interpretation
6. Ask the teacher for L1 translation.	3.71	0.995	High
7. Ask the teacher to give a sentence including the new word.	3.66	1.051	Moderate
8. Ask classmates for the meaning.	3.38	1.048	Moderate
9. Ask native speakers to help, when you have a chance.	3.45	1.170	Moderate
10. Group words together to study them based on sound or spelling.	3.49	0.955	Moderate
11. Connect new words with a personal experience.	3.49	0.973	Moderate
12. Use physical actions while learning new words.	3.45	1.049	Moderate
13. speak new words out loud while learning new words.	3.78	1.013	High
14. Try to speak and write to practice new words repeatedly.	3.83	1.099	High
15. Use flashcards to help you remember new words.	3.37	1.124	Moderate
16. Take notes during and after the class.	3.48	1.217	Moderate
17. Keep the vocabulary notebooks with you, when you try to remind the words you have learned.	3.61	1.156	Moderate
18. Listen and watch English medias to learn new words.	3.29	1.143	Moderate
19. Listen to music or watch movies for learning new words.	3.67	1.087	High
20. Practice vocabulary size with online word tests by yourself.	3.73	1.144	High

Note: N= 552

As shown in table 4.6, from the result of each vocabulary learning strategy perception, the highest mean score is 4.09 (SD 1.014), which is the perception of effectiveness of using pictures to remember the meanings of new words. The second highest mean score is 3.88 (SD 0.988), which is the perception of effectiveness of using a bilingual dictionary to translate the meaning into Thai language. Whereas, the

lowest mean score is 3.25 (SD 1.135), which is the perception of effectiveness of using a monolingual dictionary to translate word meanings into English. However, the effectiveness of this strategy was still perceived at a moderate level. There is no perception of effectiveness of any strategy at a low level. Table 4.7 shows the mean, S.D. and interpretation of the total students' perception about the effectiveness of 6 categories of vocabulary learning strategies:

Table 4.7 Mean, Standard Deviation, and Interpretation of the Total Student Perception about Effectiveness of 6 Categories of Vocabulary Learning Strategies.

6 Categories of Vocabulary Learning Strategies	Mean	SD	Interpretation
Category 1 Determination strategies (DET) : items 1-5	3.639	0.647	Moderate
Category 2 Social strategies (Discovery) : items 6-8	3.584	0.753	Moderate
Category 3 Social strategies (Consolidation): items 9	3.450	1.170	Moderate
Category4 Memory strategies (MEM): items 10-14	3.608	0.698	Moderate
Category5 Cognitive strategies (COG): items 15-17	3.486	0.974	Moderate
Category6 Metacognitive strategies (MET): items18-20	3.562	0.882	Moderate
	3.579	0.590	Moderate

Note: N= 552

As can be seen in table 4.7, based on all results, category 1, Determination strategies (DET) is shown to have the highest average mean score (3.639) with the standard deviation of 0.647, followed by category 4, Memory strategies (MEM) which is shown to have the average mean score of 3.608 with the standard deviation of 0.698, while category 3, Social strategies (Consolidation) is shown to have the lowest average mean score (3.450) with the standard deviation of 1.170. However, there is little difference in the mean scores among the six categories which indicates that students perceived the effectiveness of all six VLS categories at a moderate level.

4.4 Variation of Perception towards Effectiveness of VLS According to Self Reported English Learning Achievement

This section reports the results to confirm hypothesis 2, which examines the significant variation of the students' perception of effective VLS according to their self-reporting in an English learning achievement. One-way ANOVAs, Post hoc (Multiple Comparison), and LSD were used to analyze this hypothesis.

Hypothesis 2: Students reported having different levels of achievement in English learning do significantly perceive different VLS.

$$*\alpha = 0.05$$

Table 4.8 shows the difference of the effectiveness of students' VLS perception and students' self-reported English learning achievement:

Table 4.8 Variation between Vocabulary Learning Strategies Perception and Self Reported English Learning Achievement

Statement of	English	Degree of Agreement			F	P-Value
Vocabulary Learning Strategies	Language Achievement	Mean	S.D.	Interpre- tation		
When learning new vocabulary, students should...						
1. Use a bilingual dictionary to translate the meaning into Thai.	Low	3.83	1.144	High	1.605	0.202
	Moderate	3.86	0.909	High		
	High	4.04	0.886	High		
2. Use a monolingual dictionary to translate the meaning into English.	Low	2.90	1.309	Moderate	17.330	< 0.001*
	Moderate	3.32	1.008	Moderate		
	High	3.71	0.933	High		
3. Analyze new words from its part of speech and affixes.	Low	3.12	0.921	Moderate	12.600	< 0.001*
	Moderate	3.42	0.896	Moderate		
	High	3.69	0.990	High		

Table 4.8 (Continued)

Statement of Vocabulary Learning Strategies When learning new vocabulary, students should...	English Language Achievement	Degree of Agreement			F	P-Value
		Mean	S.D.	Interpre- tation		
4. Use pictures to remember the meaning of new words.	Low	3.85	1.132	High	8.533	< 0.001*
	Moderate	4.14	0.965	High		
	High	4.35	0.822	High		
5. Try to guess its meaning from the context.	Low	3.42	1.143	Moderate	10.699	< 0.001*
	Moderate	3.59	0.981	Moderate		
	High	4.02	0.967	High		
6. Ask the teacher for L1 translation.	Low	3.70	1.083	High	0.397	0.673
	Moderate	3.69	0.962	High		
	High	3.79	0.921	High		
7. Ask the teacher to give a sentence including the new word.	Low	3.51	1.126	Moderate	4.215	0.015*
	Moderate	3.67	1.014	High		
	High	3.89	0.973	High		
8. Ask classmates for the meaning.	Low	3.46	1.150	Moderate	0.684	0.505
	Moderate	3.36	1.002	Moderate		
	High	3.32	0.981	Moderate		
9. Ask native speakers to help, when you have a chance.	Low	3.36	1.188	Moderate	7.716	< 0.001*
	Moderate	3.37	1.155	Moderate		
	High	3.87	1.094	High		
10. Group words together to study them based on sound or spelling.	Low	3.37	1.006	Moderate	3.579	0.029*
	Moderate	3.51	0.922	Moderate		
	High	3.68	0.926	High		
11. Connect new words with a personal experience.	Low	3.40	1.067	Moderate	4.256	0.015*
	Moderate	3.47	0.906	Moderate		
	High	3.75	0.945	High		
12. Use physical actions while learning new words.	Low	3.42	1.126	Moderate	0.166	0.847
	Moderate	3.47	0.982	Moderate		
	High	3.48	1.100	Moderate		

Table 4.8 (Continued)

Statement of Vocabulary Learning Strategies When learning new vocabulary, students should...	English Language Achievement	Degree of Agreement			F	P-Value
		Mean	S.D.	Interpre- tation		
13. Speak new words out loud while learning new words.	Low	3.57	1.096	Moderate	11.167	< 0.001*
	Moderate	3.77	0.908	High		
	High	4.17	1.038	High		
14. Try to speak and write to practice new words repeatedly.	Low	3.63	1.145	Moderate	9.011	< 0.001*
	Moderate	3.84	1.082	High		
	High	4.21	0.966	High		
15. Use flashcards to help you reminding new words.	Low	3.24	1.281	Moderate	6.066	0.002*
	Moderate	3.33	1.027	Moderate		
	High	3.72	1.010	High		
16. Take notes during and after the class.	Low	3.25	1.310	Moderate	10.478	< 0.001*
	Moderate	3.47	1.162	Moderate		
	High	3.95	1.066	High		
17. Keep the vocabulary notebooks with you, when you try to remind the words you have learned.	Low	3.41	1.174	Moderate	9.680	< 0.001*
	Moderate	3.60	1.133	Moderate		
	High	4.04	1.081	High		
18. Listen and watch English news for learning new words.	Low	3.15	1.173	Moderate	3.833	0.022*
	Moderate	3.29	1.127	Moderate		
	High	3.55	1.099	Moderate		
19. Listen to music or watch movie for learning new words.	Low	3.57	1.154	Moderate	4.941	0.007*
	Moderate	3.62	1.050	Moderate		
	High	3.98	1.021	High		
20. Practice about vocabulary size with online word test by your self	Low	3.68	1.277	High	0.409	0.665
	Moderate	3.73	1.063	High		
	High	3.81	1.114	High		

From the results of the variation of vocabulary learning strategies perception and language learning achievement as shown in table 4.8, it can be revealed that there are 15 VLS which have a p-value less than 0.05; therefore, the results of 15 VLS confirms the hypothesis. In other words, there are 15 VLS that reported students having different levels of achievement in language learning and significantly perceiving different overall VLS. It can be said that students of all English language achievement levels; low, moderate, and high, believed that 15 VLS were very effective and should be considered when learning new vocabulary. Moreover, the results revealed that students with high English language achievement show a high mean score in almost every strategy except; item 8 (ask classmates for the meaning), item 12 (use physical actions while learning new words), item 18 (listen and watch English media for learning new words). Students believed that those strategies were moderately effective. Interestingly, there are 4 VLS items which students in every level highly perceived should be used to learn vocabulary; item 1 (use bilingual dictionary to translate the meaning into Thai language), item 4 (use pictures to remember the meaning of new words), item 6 (ask the teacher for L1 translation), item 20 (practice vocabulary size with online word tests by yourself). Table 4.9 shows the difference of VLS perception and self-reported English learning achievement by matching in pairs.

Table 4.9 Variation between Vocabulary Learning Strategies Perception and Self Reported English Learning Achievement by Matching in Pairs

Statement of Vocabulary Learning Strategies	Low VS Moderate	Low VS High	Moderate VS High	Interpretation
1. Use a monolingual dictionary to translate the meaning into English.	✓	✓	✓	Moderate>Low High>Low High>Moderate
2. Analyze new words from their parts of speech and affixes.	✓	✓	✓	Moderate>Low High>Low High>Moderate
3. Use pictures to remember the meaning of new words.	✓	✓	-	Moderate>Low High>Low

Table 4.9 (Continued)

Statement of Vocabulary Learning Strategies	Low VS Moderate	Low VS High	Moderate VS High	Interpretation
4. Try to guess its meaning from the context.	-	✓	✓	High>Low High>Moderate
5. Ask the teacher to give a sentence including the new word.	-	✓	-	High>Low
6. Ask native speakers to help, when you have a chance.	-	✓	✓	High>Low High>Moderate
7. Group words together to study them based on sound or spelling.	-	✓	-	High>Low
8. Connect new words with a personal experience.	-	✓	✓	High>Low High>Moderate
9. Speak new words out loud while learning new words.	✓	✓	✓	Moderate>Low High>Low High>Moderate
10. Try to speak and write to practice new words repeatedly.	✓	✓	✓	Moderate>Low High>Low High>Moderate
11. Use flashcards to help you remember new words.	-	✓	✓	High>Low High>Moderate
12. Take notes during and after the class.	-	✓	✓	High>Low High>Moderate
13. Keep vocabulary notebooks with you when you try to remember the words you have learned.	-	✓	✓	High>Low High>Moderate
14. Listen and watch English media for learning new words.	-	✓	-	High>Low
15. Listen to music or watch movies for learning new words.	-	✓	✓	High>Low High>Moderate
Total	✓	✓	✓	

As can be seen in table 4.9, the variation between vocabulary learning strategies perception and language learning achievement use LSD (Fisher's least significant difference) in order to match students' language learning achievement in pairs. From the results, there are 15 VLS with p-values less than 0.05 reporting that students having different levels of achievement in language learning significantly results in different overall perception of VLS. Each of the 15 VLS were used to calculate in 3 pairs; low and moderate, low and high, moderate and high by LSD to check which pairs of student groups use strategies significantly different. The first pair, which is students having low and moderate level of language learning achievement, showed that items 2, 3, 4, 13 and 14 were obviously significantly different. The second pair, which is students having low and high level of language learning achievement, showed that all items were obviously significantly different. The last pair, which is students having moderate and high level of language learning achievement, showed that almost every item except items, 4, 7, 10 and 18 were obviously significantly different. To sum up, there is variation in students' perceived effectiveness of 15 VLS according to different levels of students' reported language learning achievement, and it is obvious that the students with high achievement in VL use all strategies differently when compared with those who have low achievement in VL. Therefore, it should be interesting to know how the former group of students learns vocabulary.

CHAPTER 5

QUALITATIVE RESEARCH FINDINGS

5.1 Introduction

This chapter reports the research findings of the qualitative research of this study. This part gathered and analyzed information from the interview of Group 2 participants, who are Mattayom 2 students chosen from Group 1 based on their high performance on a vocabulary quiz, and the interview of English teachers at a public school who are currently teaching English to students in Groups 1 and 2. The purpose of this research is to explore the actual use of VLS among the selected group of the total sample students who have excellent vocabulary learning potential as well as to investigate the perception of the M.2 English teachers in a public school in Suphanburi province regarding vocabulary learning and teaching and its significant roles in LL achievement.

5.2 The VLS of Students with High Achievement in Vocabulary Learning

There are 5 students who received scores of 85 percent (25.5 points out of 30 points) or higher. Only 1 out of the 5 students is a girl. From the interview questions regarding VLS, each student provided responses which were summarized and reported as following:

Student 1: For the dictionary usage, student 1 chooses to use an English-Thai dictionary to find out the meaning of new vocabulary because it is easier to understand the meaning in Thai language. An interesting point is that student 1 never uses an English-English dictionary when learning by herself, except in the classroom when teachers try to encourage using an English-English dictionary. When she has a chance to ask for help, she asks the meaning of the word from the teacher, and then friends. Student 1 is afraid of talking to foreigners. For self-learners of vocabulary, when student 1 finds new vocabulary, she thinks of a picture of that word and

remembers it and, tries to pronounce it sometimes. Out of the classroom, student 1 tries to practice the vocabulary skill by practicing the vocabulary which she has learned in class, especially before the examination. Moreover, student 1 likes to listen to songs and watch cartoons in English. However, students 1 never practices vocabulary with an online test. Moreover, student 1 also believes and mentions the benefit of vocabulary; that knowing a lot of vocabulary can help students to talk with foreigners easier and help people to get good jobs in the future. In addition, student 1 provided some opinions and suggestions regarding people who are not able to remember vocabulary. Firstly, they should start by pronouncing the syllables correctly because some people are not able to compare the sound of English syllables to Thai syllables, for example; /K/ is /n/ or /n/, so this problem will be the result of further problems in other English skills. Secondly, they have to keep a vocabulary notebook with them to remind them of the vocabulary when they have time.

Student 2: Student 2 had an education background of studying in a bilingual program. For dictionary usage, he prefers using an English-English language dictionary to seek new meaning. Student 2 mentioned that an English-English dictionary provides more useful information about the vocabulary such as affixes and usage. When he has a chance to ask for help, student 2 asks friends who he thinks might actually know that vocabulary. Also, student 2 asks a native-speaker teacher for the meaning. For self-learners of vocabulary, student 2 guesses the meaning from its context when student 2 learns new vocabulary in order to see the connection of the vocabulary and its context. In addition, checking and guessing its affixes are more convenient when seeking for meaning and its functions, for example, fishing is the word compounded from fish and (ing) so it probably is a verb, and the meaning is probably about finding fish. Moreover, imagining the picture and creating an abbreviation of the new vocabulary are very useful, for example, determine is abbreviated as d.t.m. After student 2 learns new vocabulary, he memorizes the vocabulary by writing it in a notebook and repeating it every day. Furthermore, student 2 also watches movies and listens to songs in English. Reading easy English novels is student 2's hobby too. For the benefit of vocabulary, student 2 thinks that knowing more vocabulary can help while talking with foreigners and will be advantageous when interviewing for a job. However, student 2 mentioned some interesting opinions. He stated that people have different English skill backgrounds

and the teacher's teaching styles are also different, so everything depends on the individual to choose the best process to remember new vocabulary. Choosing books which provided clear explanation and doing a lot of exercises are alternative ways to succeed in vocabulary skills.

Student 3: For dictionary usage, student 3 chooses to use an English-Thai dictionary online because it is easy to access. When he has a chance to ask for help, student 3 usually asks friends first, then he asks the teacher for the meaning. For self-learning of vocabulary, if student 3 does not have a dictionary, he will guess the meaning from its context or will imagine the picture of that vocabulary to remember it. Furthermore, he always writes new vocabulary repeatedly until he can remember it. Student 3 also said that he has a problem with listening skills. Although, student 3 has a large vocabulary size and is ready to speak, he still cannot understand the pronunciation from native-speaking English teachers or other foreigners. In his free time, he plays games using the English versions, which can help him learn new vocabulary. For the benefit of vocabulary, student 3 believes that having a large vocabulary can help him travel abroad easily as he can read signs, check product prices, and talks to foreigners. For opinions and suggestions, student 3 commented that the significant reason why Thai students still cannot remember new vocabulary is because they lack personal interest or attention in learning vocabulary.

Student 4: For the dictionary usage, student 4 mentioned that using a monolingual dictionary is more useful than a bilingual dictionary because it provides more information such as parts of speech, meanings, and phonetics. When he has the opportunity to ask for help with difficult vocabulary, student 4 always asks the teacher for the meaning during the class. For self-learning of vocabulary, guessing meaning from the context is the first method student 4 uses when he does not have a dictionary available or when taking an exam. Student 4 is very orderly because he tries to remember new vocabulary by repeating the words 3 to 4 times a day. Consequently, it can be concluded that student 4 uses rote learning strategies to memorize new vocabulary. Outside the classroom, student 4 improves his English skills by playing football games online, which provides a lot of English vocabulary. Although, student 4 cannot understand all of the vocabulary, he is able to guess the meaning from pictures or actions in the game. Moreover, student 4 likes watching movies with the

English soundtrack with Thai subtitles. For the benefit of vocabulary, he thinks that now and in the future, English will be used everywhere in the world, so if people concentrate on it, it will benefit everyone. Besides, student 4 also commented that other students do not like English because they do not pay much attention in class or outside the class, therefore he said that paying attention in class and listing the new vocabulary, and practicing it are a must.

Student 5: For dictionary usage, using a bilingual dictionary is clearer than a monolingual dictionary because there is no need to translate the meaning from English into Thai. Moreover, carrying a dictionary outside is inconvenient so he prefers using a dictionary application on a mobile phone which is very convenient and easy to access. When he has the opportunity to ask for help, he asks his friends who are reliable and smart. In addition, student 5 said that he has a problem with listening skills when he talks to foreigners, for example, he cannot understand the pronunciation, which is why he is afraid of foreigners. For self-learning of vocabulary, student 5 chooses to guess the meaning from the context when a dictionary is not available, and compares unknown vocabulary to similar vocabulary which he knows already. For example; “manage” is close to “manager”, so it will be easy to guess the meaning by analyzing the suffix to find out the meaning. When student 5 learns new vocabulary, he memorizes it by taking notes in a notebook and keeping it with him all the time. Student 5 also mentioned that “I also grouped vocabulary based on categories such as occupation, animal and family”. In his free time, student 5 plays games which help him a lot to learn English vocabulary; also, he listens to English songs by Maroon5, Pitbull and others. For the benefit of vocabulary, he believes that having a large vocabulary can help him get a good score on exams. For opinions and suggestions, student 5 also commented that some students do not have a large vocabulary size because they do not practice often, and they pay less attention in class. Moreover, student 5 believes that if other students want to communicate in English fluently, they should have a large vocabulary size. Lastly, student 5 stated that he studies an extra class after school because he thinks that it is not enough to study English only in the classroom at school.

5.3 The Teachers' Perception on Vocabulary Teaching and Learning

There are 4 teachers who currently teach M.2 students at the school. They are all female teachers who have teaching experiences more than 5 years teaching experiences. Three of them graduated with a Master of Education and Arts and a Master of Arts and one of them graduated with a Bachelor of Education. From the interview questions regarding VLS, each teacher provided responses which were grouped into four themes; 1) opinions toward VLS; 2) teaching methods; 3) activities and materials; 4) developing independent learners.

5.3.1 Theme 1: The Teachers' Opinions Toward VLS

Question 1: In your opinion, what is the role of vocabulary learning in language teaching and learning?

Ms. P (Appendix G) thinks that vocabulary is very significant. Learning English without vocabulary knowledge will be difficult for students because they will not be able to combine vocabulary to make sentences. However, speaking with incorrect grammar is still understandable but speaking without vocabulary knowledge is impossible because they cannot even utter. Moreover, Ms. S (Appendix G) mentioned that knowing a lot of vocabulary is very important for language learning because it connects to other English skills which are listening, speaking, reading, and writing. All of them are fundamental to learning the English language. In addition, Ms. T (Appendix G) also agreed that vocabulary learning is useful for students to understand text in books. Firstly, students need to learn vocabulary, and then connect it with the text in that book. Furthermore, the teacher also gave details of her teaching style. She stated that she teaches both unfamiliar and familiar vocabulary before going through the context because even though students do not understand unfamiliar vocabulary, they still can see the spelling and hear the pronunciation. Lastly, Ms. A (Appendix G) gave an interesting idea that in some situations, if students are faced with a difficult passage, along with unfamiliar vocabulary, it will be very easy to understand when they are able to understand the keywords. Ms. A (Appendix G) also gave an example from the experiment. The students were given 2 passages; the first passage is full of unknown vocabulary and grammatically correct language, while the second passage contains known English vocabulary with ungrammatical language. When students

read through it, students are able to comprehend the context from the second passage rather than from the first one. Therefore, learning vocabulary is a very important skill for language learning in advance.

Question 2: How should new vocabulary be presented to students?

Ms. P (Appendix G) suggested that the teacher should use pictures or real objects to present new vocabulary. Moreover, matching pictures with the vocabulary game is an interesting and fun activity for students to do. Also, Ms. S (Appendix G) agreed that using pictures and physical actions help students to learn new vocabulary without any in-depth explanations because students are able to guess meaning from these strategies. Moreover, Ms. T (Appendix G) advised that firstly, the teacher introduces new vocabulary to the class by pronouncing the words; then, the teacher gives examples connected with the new vocabulary. However, if students still do not understand, the teacher can use pictures or physical actions too. However, Ms. A (Appendix G) gave some opinions that there is no strict way to present new vocabulary because it depends on students' proficiencies. Some vocabulary can be presented with synonyms, antonyms, or with physical actions. However, Thai teachers are able to explain the meaning much more clearly than native-speaker teachers because of the culture. Besides, the teacher also mentioned that because there is not much time in class, students will not have time to elicit meaning. Also, teacher should advise students to use a dictionary and students with high proficiency should use a monolingual dictionary too.

Question 3: Between vocabulary building and memorizing vocabulary, which one do you think if the most effective for learning vocabulary? Why?

Ms. P (Appendix G) stated that both of them are important because students need to memorize vocabulary first; then they can build the existing vocabulary further in larger units. Ms. S (Appendix G) thinks that building vocabulary is beyond memorizing vocabulary because it is essential for students to have a large vocabulary size. However, we cannot measure what is more important because it depends on students' proficiencies. Nevertheless, students with low proficiency cannot even memorize vocabulary so they cannot go further in the vocabulary building process. Also, Ms. T (Appendix G) believes that building vocabulary is better than memorizing because students can remember and use the vocabulary in their long term memory.

Interestingly, Ms. A (Appendix G) believes that there is no best way of teaching vocabulary because it depends on who, what, and when you are teaching. Some vocabulary should be taught by using vocabulary building, but some by memorizing, which depends on the teacher's decision to choose the best method for students in order to understand meaning.

5.3.2 Theme 2: Teaching Methods

Question 1: Do you teach students how to learn word relations such as; collocation, connotation, synonyms, antonyms, hyponyms, prefixes, and suffixes? If yes, explain how you do it and why?

Ms. P (Appendix G) always uses synonyms, antonyms, prefixes, and suffixes because these can help students expand their vocabulary size. For example, when students studied the word “large”, the teacher instructed them to find synonyms and antonyms, and share them with their classmates. Ms. S (Appendix G) said that she uses synonyms and antonyms but “prefixes and suffixes are too difficult for high school students”. On the other hand, Ms. T (Appendix G) often uses synonyms and antonyms in her class but prefixes and suffixes are too difficult for low proficiency students. However, the teacher tries to insert prefixes and suffixes for some classes where she thinks that students are able to perceive and comprehend them. Ms. A (Appendix G) teaches students how to learn word relations such as; collocations, connotations, synonyms, antonyms, hyponyms, prefixes, and suffixes. There are many methods of teaching vocabulary; giving examples, showing pictures, and doing exercises.

Question 2: While teaching vocabulary, do you teach students pronunciation, stress, and spelling? If yes, explain how do you do it and why?

Ms. P (Appendix G) mentioned that “I always pronounce new vocabulary as an example for students, especially; stress and phonics”. If students can pronounce vocabulary correctly, they are also able to write that vocabulary correctly; for example, Thai students have difficulty pronouncing the sounds /r/, /l/. Besides, Dictation is very useful to remember vocabulary. Even if some students do not participate in class, they still can hear how classmates pronounce the vocabulary. Ms. S (Appendix G) explained that there are pronunciation exercises and activities provided in the textbook, so students can learn from the teacher in class or review at home by

themselves. In contrast, Ms. T (Appendix G) does not teach pronunciation directly during the class. At first, she lets students pronounce; then she makes recommendations and conclusions for them; for instance, number of syllables or which syllable is stressed for certain words. Ms. A (Appendix G) described that when she taught vocabulary, she taught students pronunciation, stress, and spelling as the first step of teaching vocabulary. This allows students to concentrate on the target sound and repeat it after the CD or the teacher. The teacher also discussed a useful vocabulary teaching strategy:

Sometimes I try to break the word into syllables and let them read. I give the example of the easy word that has the same sound as the target word. They are told to read that words by themselves. The words that are always used the incorrect stress; I show them the phonetic symbols and let them read aloud.

Question 3: How do you help students to understand the English vocabulary which does not exist in Thai language (for example, Thanksgiving Day and Easter day).?

Ms. P (Appendix G) uses pictures only in order to present the vocabulary which can be searched from the Internet. Furthermore, there is a co-teacher in her class who is a native speaker, so he/she can help to explain it more clearly. Ms. S uses YouTube to provide explanation for her students. In contrast, Ms. T (Appendix G) helps students to understand English vocabulary by describing the vocabulary in Thai, along with pictures. However, Ms. A (Appendix G) gave some ideas that some English concepts regarding culture have no definitions in L1 translation referring to it. Thanksgiving Day and Easter day are examples of words which do not exist in Thai language and Thai culture. Thus, the teacher mentioned that “nowadays technology is very worldwide so using pictures is the best way to describe words which are not in our culture.” Otherwise, reading a passage which relates to that word will give more explanation as well as give additional information beyond the vocabulary. The culture of English speaking countries should be taught along with the content because the books that students use at school are written by native speakers; for example, the concept of fast food, shaking hands, or leave taking. In addition, the teacher also provides her real experiences of when she went abroad.

Question 4: How do you deal with errors, while teaching vocabulary, and while observing students' performances of vocabulary learning?

Ms. P (Appendix G) explained that, for writing skills, writing a paragraph or a story can check their understanding of vocabulary. Before students send their work to the teacher, they usually check with their peers in class. In addition, this strategy can help them to check the spelling and exchange their work with peers to gain more knowledge. For speaking skills, the teacher will not interrupt students when they read by themselves or present vocabulary to class. In the same way, Ms. S (Appendix G) described that it depends on the situation if students write or pronounce it incorrectly or miss the point; it is necessary to interrupt them to correct it immediately. However, in other normal cases, the teacher will not disturb students because it can cause them to feel ashamed and unconfident. Ms. T (Appendix G) said that "I do not interrupt them. If I do, they will not have the courage to continue". While learning English for any skill, the teacher should not disturb students if they make a mistake. In addition, Ms. A (Appendix G) mentioned that "I will not interrupt them while they are writing or speaking because students will lose their confidence." Learning vocabulary is involved with pronunciation and stress, so the teacher lets students read until the end and gives comments afterward. However, the importance of that word which students are speaking or writing is the key element in order to decide whether or not to correct them immediately.

5.3.3 Theme 3: Activity and Material

Question 1: What kinds of activities or materials are used to teach vocabulary to students?

Ms. P (Appendix G) provides activities, games, and demonstrations as the medium of vocabulary teaching. Conversation games are interesting to students because they have fun while acquiring knowledge at the same time. However, Thai students usually copy works from classmates nearby when they are doing writing exercises. So, the teacher solves this problem by suggesting students to spell the vocabulary words to classmates instead of copying when students ask for answers. Ms. S (Appendix G) suggested that the activities should be varied, depending on the difficulties of vocabulary and students' proficiencies. Group activities are used for learning difficult and unfamiliar vocabulary because students can brainstorm or play games at the same time. On the other hand, individual activities are used for learning

easy and familiar vocabulary. Moreover, Ms. T (Appendix G) often uses a dictionary to teach vocabulary both individually and in groups. Moreover, doing exercise by choosing the correct vocabulary is also used to evaluate students' vocabulary understanding. In addition, Ms. A (Appendix G) shows them authentic materials, and lets them guess by using prefixes and suffixes, games, pictures, miming, antonyms, synonyms, etc.

5.3.4 Theme 4: Develop Independent Learners

Question 1: Do you encourage students to acquire new vocabulary by themselves through tools? If yes, what guidelines do you give to them?

Ms. P (Appendix G) encourages Mattayom 2 students by playing games and asking them which vocabulary can be found often in the games. Ms. P (Appendix G) mentioned that "Hayday is one of the most popular games nowadays, and it contains many words about animals. I always talk with my students about this game and link to English vocabulary which they found in the game". Also, Ms. S (Appendix G) encourages students to acquire new vocabulary by listening to music videos because there are actions shown which can be seen and understood easily. The teacher stated that "When I prepare the lesson plan, I always find songs which are related to the context, so students can learn without boredom". Ms.T (Appendix G) also believes that learning by themselves is the best way to memorize new vocabulary. Before teaching the next class, the teacher assigns students to find out the difficult vocabulary in order to prepare before learning. Moreover, the teacher also guides students to use a dictionary. Furthermore, Ms. A (Appendix G) encourages her students by writing a list of word that interest the students but are not in the textbook. Besides, listening to English songs and watching English movies are fun activities that students can enjoy and learn vocabulary at the same time. Moreover, the teacher tries to use Facebook as the medium of communication for students. The teacher said that "When I see interesting pictures or English quotes online, I will post it on my Facebook page for students to see it". Furthermore, the school also provides a room called "SEAR (Self English Access Room)" where students can spend time to learn about English. However, this is not the way that Thai students usually learn by themselves. The results from the perspectives of both students and the teachers have been reported. The results will be discussed in detail in the next chapter.

CHAPTER 6

DISCUSSION, IMPLICATIONS AND CONCLUSION

6.1 Introduction

This chapter aims to discuss the findings of this research and answer the research questions and hypotheses. Finally, it will be end with the conclusion and suggestions for further research in related fields. The research questions and hypotheses are:

- 1) How do the M.2 students in a Thai public school perceive the effectiveness of vocabulary learning strategies?
- 2) What are the differences in the perceptions of effective vocabulary learning strategies according to the English language achievement of the M.2 students in a public school?
- 3) What are the actual uses of VLS perceived by a selected group of students who have high vocabulary learning potential?
- 4) What are the Mattayom 2 English teachers' perceptions toward the significant role of VLS in language learning achievement?

Hypothesis 1: Students are able to reflect on their perception of the effectiveness of VLS and the results will vary according to the 6 types of strategies.

Hypothesis 2: Students reported that having different levels of the achievement in language learning does not significantly involve different overall VLS, although they may significantly use different specific types of VLS.

6.2 The Students' Perceptions about Effectiveness of Vocabulary Learning Strategies

This section answers the research question 1 and hypothesis 1. From the findings in Chapter 4, the perceptions of M.2 students toward the effectiveness of

VLS are that students moderately think that overall VLS are effective for their vocabulary learning. Determination Strategies were the most accepted strategies, with the mean score of 3.639. The three strategies in the category of determination strategies which are perceived to be the most effective are: using pictures to remember the meaning of new words, using a bilingual dictionary, and using a monolingual dictionary. Obviously, the result of each VLS perception shows that using pictures to remember the meaning of new words is perceived as the most effective strategy for students followed by the strategies of using a bilingual dictionary and using a monolingual dictionary respectively. Previous research shows that Cognitive Strategy is the most frequently used among the participants who are Thai first year University students with different vocabulary proficiency levels (Chiang, 2006). The research results show that using an electronic dictionary and other forms are actually widely practiced. In fact, using dictionary strategies was categorized in both determination and cognitive strategies. Chiang (2006) used Oxford (1990)'s classification for the research in which using dictionary strategies was considered cognitive strategy, while the present research is based on Schmitt (1997)'s classification which considered using dictionary strategies as determination strategy.

In addition, both the present and Chiang's (2006) studies show similar results; the students preferred using a dictionary when they are faced with difficult words in order to translate the meaning. It should be noted that, students who learn English as a foreign language perceived that understanding the meaning by translating into their own language is much more understandable than trying to understand the meaning in English. Moreover, M.2 students perceived that using a bilingual dictionary was more suitable for them than using a monolingual dictionary. This result may be because they are young learners and using L1 translation would be much easier for them to understand the meaning.

Another previous research shows that Metacognitive Strategies are the most frequently used strategies among Grade 10 Thai students who studied in the gifted English program and were considered highly proficient (Riankamol, 2008). Metacognitive strategy is about planning preferred and effective learning styles outside the classroom. In addition, metacognitive strategies deal with the ability to select and use specific strategies for particular purposes or situations in order to make appropriate decisions for the learning process.

Natpassorn Riankamol (2008, p. 13) defines metacognitive strategy as follows:

Strategies used by learners to control and evaluate their own learning, by having an overview of the learning process in general. Testing oneself is an instance of metacognitive strategies which provides input to the effectiveness of one's choice of learning strategies, providing positive reinforcement if progress is being made or a signal to switch strategies if it is not.

According to Natpassorn Riankamol (2008), some examples of this strategy are listening to music, watching movies, and testing oneself with vocabulary online in English, outside of the classroom. In the same way, the present research shows the similarity of the result that M.2 students strongly believe that practicing vocabulary with online word tests by themselves is effective. This result may be due to the fact that students can access the Internet at home and practice English with a large number of vocabulary learning and testing programs. A paper-based test is an old-style exercise, while an online test is more attractive. That is because nowadays, online word tests provide various tactics such as animation and sounds in order to make students enjoy learning vocabulary and allows them to practice the online word tests frequently without boredom.

6.3 The Differences in the Perceptions about How Effective Vocabulary Learning Strategies Vary according to the English Language Achievement of the M.2 Students in a Thai Public School

This section answers the research question 2 and hypothesis 2. There has been previous research which investigated students' VLS according to their English language achievement (e.g. Ooi, & Lee, 1996, Chen, 1998, Kojic-Sabo, & Lightbown, 1999, Taichi, 2000, Loucky, 2003, Marefat, & Shirazi, 2003, Kung, & Chen, n.d., Mayuree Siriwan, 2007). The consensus results show that students who have high proficiency levels tend to use VLS more frequently than the students who have low proficiency levels of English. However, the present research was conducted to survey students' perceptions, not the actual use. The participants of the present research were separated into three groups, low, moderate, and high English language achievement according to their latest grade in English.

From the findings in Chapter 4, students of all three groups perceive that every VLS should be used at moderate and high levels when they learn new words. More specifically, only high proficiency level students highly agree that almost 20 VLS are effective, except strategy 8 (ask classmates for the meaning), strategy 12 (use physical actions), and strategy 18 (listen and watch English news) which received only a moderate level of agreement, similar to low and moderate proficiency level students.

From the results, asking classmates for the meaning is not a popular strategy among high proficiency level students. On the other hand, asking the teacher for L1 translation and asking the teacher to give a sentence including the new word are perceived to be highly effective for them. This may be because they choose to manage their learning style by selecting reliable resources to gain more information. Moreover, they believe that the teacher can provide more knowledge in order to develop their vocabulary knowledge.

Furthermore, using physical actions strategy received less attention from high proficiency level students and moderate and low proficiency level students. This could be due to the fact that the participants of this present research are age from 12 to 14, which is last stage of young learners' age. Nagy (1989) stated that students may feel weird if they use physical actions in the classroom among their classmates and teachers. Also, Young Learners (YLS) refers to children from the ages of four to twelve.

Listening and watching English news strategies are also moderately perceived by all proficiency level students. This may be due to the learning style of this age because learning vocabulary from news is too difficult and unpleasant for them. On the other hand, listening to music or watching movies for learning new words are popular and perceived at high levels of agreement by high proficiency level students because students enjoy learning new vocabulary and entertainment together. Students with low and moderate levels think that listening to music or watching movies to learn new words strategies are just moderately effective. It can be said that students with high proficiency level spend their free-time listening to music or watching movies without knowing that they are learning vocabulary at the same time, while students with low and moderate levels may not be interested in this.

As mentioned before in the discussion of research question 1, students of all three proficiency levels think that using a bilingual dictionary is highly effective,

while using a monolingual dictionary should be effective only for those who have high English proficiency. However, a monolingual dictionary is still very useful because it provides examples to show collocation, grammatical information, pronunciation, and typical context while a bilingual dictionary only provides information such as the meaning in L1 translation, related words, and pronunciation in the L1 sound.

Based on the results of the present research, it can be explained that all students tend to understand the values of VLS, but it calls into question why high proficiency level students are more successful in language learning than low and moderate level groups of students. There are many factors which could be implied from the results of this research, for example, intrinsic motivation or a motivation which comes from interest in language learning or the ambition for further personal development. Oxford (1990) explained that learners with high motivation use great and various ranges of strategies more than learners with less motivation. However, students can accomplish their goals by determining their own learning styles and by choosing the appropriate strategies for them. On the other hand, learners who have low motivation are different because they do not have any motivation or interest in learning language. Therefore, the teacher should teach students not only the subject matter, but also foster the desire to learn language.

6.4 The Actual Uses of VLS of the Selected Group of Students who Have High Vocabulary Learning Potential

According to the results of research question 2, the students with high English proficiency tend to perceive toward VLS that almost all strategies are effective. These students are aware of numerous strategies that should be used, but it is even more interesting to know in detail how they choose which VLS to use when they learn new vocabulary.

This section answers research question 3. From table 4.8 in Chapter 4, the result showed that all students think that using a bilingual dictionary is very effective; whereas using a monolingual dictionary is useful only for high proficiency level students. Likewise, the interview result of actual uses of VLS by the 5 selected students who have excellent vocabulary learning potential also revealed that when

they are faced with unfamiliar words, they immediately use a dictionary. Three of them chose to use bilingual dictionary as it is easy to look up words in their mother tongue. Two of them chose to use monolingual dictionary as it provides more detail of words such as affixes and its usage. However, bilingual and monolingual dictionaries both have advantages. A bilingual dictionary is simple and brief as learners can look up the meaning in their native language as well as see the direct translation immediately. On the other hand, a monolingual dictionary not only provides much more information about words, but also provides comprehensive information too. The researcher also believes that a monolingual dictionary is more effective than a bilingual dictionary because learners neglect using a monolingual dictionary because it is difficult to access and it does not show the meaning in the native language. Consequently, the best solution to support students to use a monolingual dictionary is to provide them a training program for using a monolingual dictionary at the earlier stage of language learning.

In their free time, the selected group of students improves their vocabulary learning skill by watching movies, listening to music, and playing the English version of games. These are alternative ways to expand the vocabulary size with fun and enjoyment. Moreover, it can improve a wide number of skills as students can have both visual and auditory memory. Therefore, teachers should aid their students in learning English vocabulary from movies, music, or games at any level of proficiency, not only for high proficiency level students. Moreover, teachers should know the recent movies, music or games which are interesting to students to have a topic in order to talk in class with the students. When students practice English by watching movies, listening to music, and playing the English version of games, they are developing their English skills. Hence, their English skills are improving continuously until they become high proficiency level students. This can explain why the selected group of students can get very high scores of quizzes and also receive high grades in all four skills of English.

Furthermore, the selected group of students had similar views; that paying attention in class is one of the keys to succeed in learning vocabulary. According to students, trying to seek what you like about English, even if it is a game, is very beneficial if you practice it more.

Lastly, the researcher believes that studying in a classroom is necessary; however, most students are not aware of the importance of classroom learning, which is actually the pathway to success. It is important because students are able to raise questions and ask teachers directly in class if they do not understand the lesson. Nevertheless, effective teaching and learning cannot take place in a poorly managed classroom. Before the class, teachers should prepare their lesson plans in order to teach in class thoroughly. On the other hand, expanding vocabulary knowledge can be practiced easily out of the classroom because students are able to access media directly and easily at home. Studying at home can be the result of life-long education, which is embraced as an important educational goal. Jarvis (2004, p. 61-62) stated that life-long education “is a process of accomplishing personal, social and professional development throughout the lifespan of individuals in order to enhance the quality of life, both individuals and their collectivities”.

6.5 The Perceptions of Teachers toward the Significant Role of VLS in Language Learning Achievement

This section answers research question 4. Vocabulary plays an important role in language learning achievement; it is essential for developing other English skills such as listening, speaking, reading, and writing. As can be seen from the students' results, the using pictures strategy was selected to be one of the most effective strategies which should be used for learners to learn new vocabulary. In the same way, teachers also perceive that using pictures should be presented while teaching new vocabulary. Using pictures to present new vocabulary is the most popular strategy used by teachers because it can be seen and understood easily by students. In addition, the use of pictures is visual instruction which can help students to learn abstract words or words which are rarely found in their native language; for example, Christmas, Halloween, or Thanks giving. Moreover, using pictures as a means of instruction can help students enjoy and remember the class. However, Allen (1983, p. 12) found that:

A picture is useful, if it is big enough to be seen by all members of the class. But real objects are better than pictures whenever we have them

in the classroom” (Allen, 1983, p. 24). As from the interview, all teachers did not mention using real objects to present new vocabulary in their instruction at all. This may be because finding pictures online is easier nowadays. It would be more challenging if the teachers encouraged the students to find pictures by themselves. According to Allen (1983) “In some classes for beginners, teachers use all three ways to show the meaning of vocabulary words: 1) Pictures; 2) Explanations in the students’ own language; 3) Definitions in simple English, using vocabulary that the students already know.

Besides, teachers also mentioned that when students learn new vocabulary, memorization is a simple strategy to help them remember vocabulary in the first step. Afterward, building vocabulary should be taught to help them understand and expand their knowledge of word families. Building vocabulary is about expanding the vocabulary size by learning its functions such as affixes, roots, and word formation in order to form new words from the existing words. Even though, the teachers believe that vocabulary building is effective, they do not use it substantially in their classroom instruction.

Furthermore, teaching pronunciation can help students to remember new vocabulary and is a strategy teachers use in class. However, the main purpose of using pronunciation is not about speaking like native speaker, but it is about speaking the vocabulary correctly. Gilbert (2008, p.1) stated that:

A teacher can help overcome this psychological barrier and other challenges by thinking of the goal of pronunciation instruction not as helping students to sound like native speakers, but as helping them to learn the core elements of spoken English so that they can be easily understood by others. In other words, teachers and students can overcome the frustrations, difficulties, and boredom often associated with pronunciation by focusing their attention on the development of pronunciation that is “listener friendly.

In the respondents' view, when students encounter new vocabulary, they should notice how it is pronounced and try to repeat it by themselves.

Technology in education is another way to make education more enjoyable both for the teachers and the students. Besides, the results show that games were used along with teaching vocabulary to students as a group activity in classroom. Allen (1983, p. 52) indicates that "games are helpful because they can make students feel that certain words are important and necessary, because without those words, the object of the game cannot be achieved". Nowadays, the Internet is very easy to access and there are many programs available to create instructional media such as a cross-word, mapping, and games. Both teachers and students are able to access them at home.

Lastly, similar to the students' views, all teachers think that every VLS is effective and suit their students. However, there are only 5 students, who have excellent vocabulary learning potential based on the quiz score. It can be seen that even though all students perceive that each strategy is effective to use when they learn new vocabulary, not all of them can succeed in their vocabulary learning potential. Thus, strategy training should be promoted for language learners and teachers. There are many training programs for strategy training such as strategy workshop, peer tutoring and awareness training.

Jirapa Abhakorn (2008, p. 196) stated that:

The strategy training should provide the learners with a repertoire of strategies which they can choose the strategies that they feel comfortable to use with a specific task. The training program should also train the learners how to select strategies that match their needs and goals, and the nature of the task.

Moreover, strategy training also has advantages for teachers as Oxford (1990, as cited in Rasekh, & Ranjbary, 2003, p. 5) stated that:

Teacher who uses strategy training often becomes enthusiastic about their roles as facilitators of classroom learning. Strategy training

makes them more learners oriented and more aware of their students' needs. Teachers also begin to scrutinize how their teaching techniques relate (or fail to relate) to their students' learning strategies and sometimes teachers choose to alter their instructional patterns as a result of such scrutiny.

6.6 Conclusion

This research study has been conducted to explore the perception about effective VLS perceived by Thai students with different English language proficiencies as well as to investigate the perception of teachers about the notable role of VLS on learning achievement. The research applies a mixed-method of quantitative survey and semi-structured interview to study a case of students' and teachers' perceptions toward VLS. The survey was conducted to describe the perceptions about effective VLS perceived by M.2 students and to examine the extent to which the perceptions vary according to students' reported achievement in English learning. The semi-structured interview was conducted in the form of a focus-group. The participants were students selected from all students based on their high performance on a vocabulary quiz. For the quantitative research, SPSS was used to find statistical results of the pre-designed research questions, and to test the hypotheses. Moreover, the descriptive statistics analysis was conducted by using mean, S.D., One-way ANOVAs, Post hoc (Multiple Comparison), and LSD (Least Significant Difference). For the quantitative research, all questions were grouped into 4 themes; opinion, teaching method, activity and method, and development of independent learners, in order to analyze with the interpretative approach. The findings revealed that the group of students reported their perception of effectiveness toward overall VLS at a moderate level (mean score of 3.579). Considerably, there were 15 VLS reported that students having different levels of achievement in language learning do significantly perceive different VLS. Moreover, students' interview results showed that the actual use of VLS depended on individual variation. Teachers believe that VLS play an important role in language learning, and also the teaching approaches are very significant for students' achievement in advance.

6.6.1 Suggestions for Future Research

Developing the vocabulary strategies training program can help to improve the low proficiency level of students to become high proficiency level students in vocabulary learning. Strategies training on vocabulary learning should be promoted as a long-term educational process for students. Further research is needed to consider the appropriate and effective vocabulary strategies training program which can be used at different proficiency language levels, with different genders, or with participants with different grades. Moreover, researchers may conduct experimental research with two groups of students; group 1 students use strategy training and group 2 students do not use strategy training to determine the difference of effectiveness by using strategy training. Furthermore, researchers may attempt a deeper study on creating a course which uses strategy training, and considers the progression and preference of students. Nevertheless, this present study was conducted by questionnaire. It can be seen that the data explored only learners' beliefs, which may not be a true reflection of what they actually do when learning vocabulary. My suggestion for future research is to observe what students actually learn or do during the class to determine their actual methods of learning vocabulary.

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APPENDICES

APPENDIX A
QUESTIONNAIRE OF VOCABULARY
LEARNING STRATEGIES

QUESTIONNAIRE OF VOCABULARY LEARNING STRATEGIES

Direction: Put ☒ in the box (1, 2, 3, 4, or 5) that tells the degree of agreement on the strategies that you should use to learn English vocabulary. Please mark the statement most describes your opinion.

1 = strongly disagree

2 = disagree

3 = neither agree nor disagree

4 = agree

5 = strongly agree

Part I: General Information

1. Gender ☐ Male ☐ Female
2. Age
3. The latest average grade of English subject

Part II: Statement of Vocabulary Learning Strategies

When learning new vocabulary, students should...	Degree of Agreement				
	1	2	3	4	5
1. use a bilingual dictionary to translate the meaning into Thai language.					
2. use a monolingual dictionary to translate the meaning into English					
3. analyze new words from its part of speech and affixes					
4. use pictures to remember the meaning of new words					
5. try to guess its meaning from the context.					
6. ask the teacher for L1 translation.					
7. ask the teacher to give a sentence including the new word.					
8. ask classmates for the meaning.					
9. ask native speakers to help, when you have a chance.					
10. group words together to study them based on sound or spelling.					
11. connect new words with a personal experience.					
12. use physical actions while learning new words.					
13. speak new words out loud while learning new words.					
14. try to speak and write to practice new words repeatedly.					
15. use flashcards to help you reminding new words.					
16. take notes during and after the class.					
17. keep the vocabulary notebooks with you, when you try to remind the words you have learned.					
18. listen and watch English news for learning new words.					
19. listen to music or watch movie for learning new words.					
20. practice about vocabulary size with online word test by yourself.					

APPENDIX B
QUESTIONNAIRE OF VOCABULARY LEARNING
STRATEGIES (THAI VERSION)

QUESTIONNAIRE OF VOCABULARY LEARNING STRATEGIES (THAI VERSION)

แบบสอบถามความสามารถในการเรียนรู้คำศัพท์ภาษาอังกฤษ

คำชี้แจง: ให้นักเรียนแสดงความคิดเห็นเกี่ยวกับเทคนิคหรือกลยุทธ์ที่ควรใช้ในการเรียนรู้คำศัพท์
ภาษาอังกฤษ โดยการนำเครื่องหมาย ☒ ลงในช่องระดับคะแนน ซึ่งมี 5 ระดับคะแนน
ดังนี้

1	หมายถึง	ไม่เห็นด้วยอย่างยิ่ง
2	หมายถึง	ไม่เห็นด้วย
3	หมายถึง	ไม่มีความเห็น
4	หมายถึง	เห็นด้วยมาก
5	หมายถึง	เห็นด้วยมากที่สุด

ส่วนที่ 1: ข้อมูลทั่วไป

- เพศ ☐ชาย ☐หญิง
- อายุ ปี
- เกรดเฉลี่ยวิชาภาษาอังกฤษภาคเรียนล่าสุด

ส่วนที่ 2: วิธีการเรียนรู้คำศัพท์ภาษาอังกฤษ

เมื่อเรียนรู้คำศัพท์ภาษาอังกฤษใหม่ๆ นักเรียนควรจะ...	ระดับความเห็น				
	1	2	3	4	5
1. ใช้พจนานุกรมภาษาไทย-ภาษาอังกฤษ เพื่อหาความหมายเป็นภาษาไทย					
2. ใช้พจนานุกรมภาษาอังกฤษ-ภาษาอังกฤษ เพื่อแปลความหมายเป็นภาษาอังกฤษ					

เมื่อเรียนรู้คำศัพท์ภาษาอังกฤษใหม่ๆ นักเรียนควรจะ...	ระดับความเห็น				
	1	2	3	4	5
3. วิเคราะห์ความหมายของคำศัพท์จากชนิดของคำ (part of speech) เช่น คำนาม คำกริยา คำคุณศัพท์และ หน่วยคำเติม (affixes) เช่น im-, -ness					
4. ใช้รูปภาพเพื่อช่วยในการจำความหมายของคำศัพท์ใหม่ๆ					
5. พยายามเดาความหมายของคำศัพท์จากบริบทหรือจากตัวช่วยต่างๆ เช่น รูปภาพประกอบหรือหัวข้อเรื่อง					
6. ถามอาจารย์เพื่อแปลความหมายของคำศัพท์ให้เป็นภาษาไทย					
7. ถามอาจารย์เพื่อยกตัวอย่างประโยคที่มีคำศัพท์ใหม่นั้นอยู่ในประโยคด้วย					
8. ถามความหมายจากเพื่อนในชั้นเรียน					
9. จะถามเจ้าของภาษา เมื่อมีโอกาส					
10. จัดกลุ่มคำศัพท์ที่เรียน โดยการเชื่อมโยงเสียงหรือการสะกดคำ					
11. เชื่อมโยงคำศัพท์ใหม่กับประสบการณ์ส่วนตัว					
12. จะแสดงท่าทางตามความหมายนั้นๆประกอบ ในขณะที่เรียนรู้คำศัพท์ใหม่					
13. จะอ่านออกเสียงคำศัพท์ใหม่นั้นๆ ในขณะที่เรียนรู้คำศัพท์ใหม่					
14. พยายามฝึกพูดและเขียนคำศัพท์ใหม่ซ้ำๆ					
15. ใช้บัตรคำศัพท์ (flashcards) เพื่อช่วยในการทบทวนคำศัพท์					
16. จดโน้ตคำศัพท์ระหว่างและหลังเรียน					
17. มีสมุดคำศัพท์ไว้ เพื่อทบทวนคำศัพท์ได้ตลอดเวลา					
18. ฟังและดูข่าวต่างประเทศที่เป็นภาษาอังกฤษเพื่อช่วยในการเรียนรู้คำศัพท์					
19. ฟังเพลงหรือดูภาพยนตร์ที่เป็นภาษาอังกฤษเพื่อช่วยในการเรียนรู้คำศัพท์					
20. ฝึกฝนตัวเองในด้านคำศัพท์กับสื่อออนไลน์ต่างๆ เช่น บททดสอบคำศัพท์ภาษาอังกฤษออนไลน์					

APPENDIX C
VOCABULARY QUIZ

VOCABULARY QUIZ

1. She cannot see anything because she is.....
a. blind b. bloody c. brave d. bright
2. Driving a car is expensive but riding a bike is a way to get around.
a. chubby b. cheap c. chunky d. cute
3. Lisa always smiles. She is happy and.....
a. sad b. sick c. cheerful d. cheeky
4. Tom-Yam Kung smells good. I like to eat because it is
a. bitter b. delusion c. salty d. delicious
5. It is a small book or piece of paper advertising something or giving information about something. It is a
a. leaflet b. newspaper c. laptop d. notebook
6. January 25th is the memorial day of King Naresuan the Great, Thailand's national hero and warrior King. There is King Naresuan at Donchedi, Suphanburi.
a. movement b. monument c. morphine d. monopoly
7. It is an insect that bites humans and animals and suck their blood. It's a
a. mouse b. mosquito c. mercury d. mermaid
8. This is! Tome went to Paris last year.
a. slowly b. fast c. smile d. exciting
9. Five years ago, David lived in city but now he lives in He travelled by train.
a. countryside b. Bunhan Tower c. temple d. school
10. I liked Rome. There are so many statues and museums.
a. dirty b. fantastic c. busy d. small
11. Kate was very tired after carrying
a. rings b. necklace c. suitcases d. earrings
12. We didn't have a/anso we travelled by bus.
a. bike b. truck c. boat d. camper van

13. I didn't bring a I can't take photos.
a. camera b. key c. notebook d. guidebook
14. Sara bought some for her friends after she went to London.
a. fried rice b. noodles c. pancake d. souvenirs
15. In Roman times,fought in the Coliseum.
a. birds b. gladiators c. the Emperord. horses
16. The artist painted a/anin the Sistine Chapel.
a. self-portrait b. Mechelangelo c.designer d. St Peter's
17. It said in a that Michelangelo finished his sculpture when he was 24 years old.
a. notebook b. guidebook c. cartoon book d. textbook
18. In Britain, letters and are delivered by the Royal Mail.
a. books b. parcels c. pets d. food
19. My grandfather is a man.
a. straight b. curly c. long d. tall
20. Be There is a little girl behind you.
a. clumsy b. funny c. sporty d. careful
21. Supermodels are
a. short b. thin c. silly d. fat
22. I have got hair.
a. tall b. friendly c. straight d. slim
23. Pupils in Britain wear.....
a. roller board b. school uniform c. school bag d. skateboard
24. People were of Hulk.
a. afraid b. angry c. happy d. popular
25. Spiderman canwalls.
a. fly b. climb c. run d. hop
26. Clark Kent to be a tall shy teenager with short dark hair and glasses.
a. got up b. bought up c. grew up d. made up

27. The wood in the fire made a noise.
a. cracking b. screaming c. looking d. falling
28. The On the mast saw a huge ship and started screaming.
a. captain b. crew c. naughty boy d. lookout boy
29. A sailing ship has got (a).....
a. wings b. paws c. claws d. mast
30. Danai was shocked and by the ghost.
a. happy b. relaxed c. scared d. peaceful.
31. It's bad luck to a mirror.
a. break b. bring c. buy d. build
32. A seal has
a. antennae b. flippers c. scales d. fins
33. The Hulk like a monster.
a. looked b. changed c. walked d. played
34. Stars Wars all box office records.
a. broke b. won c. made d. got
35. I feel sleepy because I had a strange last night.
a. luck b. dream c. film d. picture
36. The British horseshoes over the door.
a. carry b. hang c. catch d. find
37. This is.....! Tom went to Paris last year.
a. slowly b. fast c. smile d. exciting
38. Five years ago, David lived in city but now he lives in..... He travelled by train.
a. countryside b. Bunhan Tower c. temple d. school
39. I liked Rome. There are so many Statues and museums.
a. dirty b. fantastic c. busy d. small
40. Kate was very tired after carrying
a. rings b. necklace c. suitcases d. earrings
41. We didn't have, so we travelled by bus.
a. bike b. truck c. boat d. camper van

42. I didn't bring aI can't take photos.
 a. camera b. key c. notebook d. guidebook
43. Sara bought some.....for her friends after she went to London.
 a. fried rice b. noodle c. pancake d. souvenirs
44. In Roman time,fought in the Coliseum.
 a. Birds b. gladiators c. the Emperor d. horses
45. The artist painted a/an.....in the Sistine Chapel.
 a. self-portrait b. Michelangelo c. designer d. St Peter's
46. It said in athat Michelangelo finished his sculpture when he was 24 years old.
 a. notebook b. guidebook c. cartoon book d. textbook
47. In Britain, letters and are delivered by the Royal Mail.
 a. books b. parcels c. pets d. food

Passage A : Fill the Blanks with Correct Words.

A.sightseeing B.imagined C. traffic D. expected

Mexico City is the biggest and noisiest city in the world! It's much hotter and more crowded than I.....Theis worse than I....., but the people are very friendly. Today I'm going.....

Passage B: Fill the Blanks with Correct Words.

A. high school B. gymnastic
 C. local sports clubs D. primary school

In the UK all school children have to take PE (physical education).
In.....they have to do 75 minutes of PE a week, and in.....they to
do 90 minutes a week. The most widely available sports are football, cricket, rounder,
dance swimming, gymnastics and athletics. Usually, boys play football and cricket,
and girls do dance and....., and both boys and girls do athletics, swimming
and rounder. Schoolchildren can also do other sports such as golf, cycling, archery,
tennis and canoeing in afterschool clubs or at.....

Passage C: Fill the Blanks with Correct Words.

A. lifetime B. chance C. bold D. scenery

Are you.....enough to race the snow on a dog sled? Book now and
have theto admire the beautiful Alaskan.....A dog sled ride in
Alaska is an experience of a.....

APPENDIX D
STUDENTS INTERVIEW QUESTIONS

STUDENTS INTERVIEW QUESTIONS

Theme	Question
1. Dictionary Usage	Question 1: How do you learn new vocabulary? Question 2: When do you learn new vocabulary, what kind of dictionary do you use?
2. Asking for Meaning	Question 3: Who do you ask for the meaning of new vocabulary, and how?, if you have chance.
3. Self-Learners of Vocabulary	Question 4: While learning new vocabulary, what do you usually do to remember new vocabulary? Question 5: When you have learned new vocabulary already, how do you repeat the vocabulary in order to remember it in long-term memorization? Question 6: How do you practice yourself to learn new vocabulary out of the classroom?
4. Beneficial of Vocabulary	Question 7: What is the beneficial of remembering the vocabulary?
5. Opinion and Suggestion	Question 8: In your opinion, why some people cannot remember the vocabulary? Question 9: Do you have any suggestion for other people in order to remember new vocabulary?

APPENDIX E
TEACHERS INTERVIEW QUESTIONS

TEACHERS INTERVIEW QUESTIONS

Theme	Question
1. Opinion	<ol style="list-style-type: none"> 1. In your opinion, what is the role of vocabulary learning in language teaching and learning? 2. How should new vocabularies be presented to the students? 3. Between vocabulary building and memorizing vocabulary, which one do you think is the most effective for learning vocabulary? Why?
2. Teaching method	<ol style="list-style-type: none"> 1. Do you teach students how to learn word relations such as; collocation, connotation, synonyms, antonyms, hyponyms prefix, and suffix? If yes, explain how you do it and why. 2. While teaching vocabulary, do you teach students pronunciation, stress, and spelling? If yes, explain how you do it and why. 3. How do you help students to understand the English words which are not existed in Thai language? (For example, Thanks Giving day, Easter Day) 4. How do you deal with errors while teaching vocabulary; and while observing students' performances on vocabulary learning?
3. Activity & Method	<ol style="list-style-type: none"> 1. What kinds of activities or materials are used to teach vocabulary to students?
4. Develop independent learner	<ol style="list-style-type: none"> 1. Do you encourage students to acquire new vocabulary by themselves through tools such as; using flashcard, taking notes, listening and watching English medias, or practicing word test online? If so, explain what guidelines you give to them.

APPENDIX F
CONSENT FORM

CONSENT FORM

มิถุนายน 2556

เรื่อง ขอความอนุเคราะห์เก็บข้อมูล

เรียน ผู้อำนวยการโรงเรียนกรรณสูตศึกษาลัย จังหวัดสุพรรณบุรี

ด้วยนางสาวอรปวีณ์ กุลพรเพ็ญ นักศึกษาหลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาและการสื่อสาร (หลักสูตรภาษาอังกฤษ) คณะภาษาและการสื่อสาร สถาบันบัณฑิตพัฒนบริหารศาสตร์ อยู่ในระหว่างการทำวิทยานิพนธ์ในหัวข้อเรื่อง “The Effectiveness of Vocabulary Learning Strategies from the Views of EFL Students and Teachers in the Thai Learning Context” ซึ่งเป็นส่วนหนึ่งของการศึกษาในหลักสูตร มีความประสงค์จะศึกษาวิธีการสอนคำศัพท์ ภาษาอังกฤษของอาจารย์และวิธีการเรียนรู้คำศัพท์ภาษาอังกฤษของนักเรียนในระดับชั้นมัธยมศึกษา จึงขอความอนุเคราะห์เก็บข้อมูลโดยวิธีการสัมภาษณ์อาจารย์ผู้สอนวิชาภาษาอังกฤษชั้นมัธยมศึกษาปีที่ 2 และแจกแบบสอบถามแก่นักเรียนมัธยมศึกษาปีที่ 2 ในห้องเรียนของอาจารย์ท่านนั้น ตามวันเวลาที่ท่านเห็นว่าเหมาะสม

จึงเรียนมาเพื่อโปรดพิจารณาอนุญาตให้นักศึกษาเก็บข้อมูลดังกล่าวด้วย ทั้งนี้ ขอรับรองว่าจะนำข้อมูลที่ได้รับไปใช้เพื่อการศึกษาเท่านั้น หากท่านต้องการข้อมูลเพิ่มเติมสามารถติดต่อได้ที่ นางสาว อรปวีณ์ กุลพรเพ็ญ โทรศัพท์หมายเลข 084-730-5304 หรือ E-mail: onpa_k@yahoo.com

คณะภาษาและการสื่อสาร หวังว่าท่านคงยินดีให้ความอนุเคราะห์ และขอขอบคุณเป็นอย่างสูง
มา ณ โอกาสนี้

ขอแสดงความนับถือ

อาจารย์

(ผศ.ดร.ม.ล.จิราภา อภากร)

อาจารย์ที่ปรึกษา

สำนักงานเลขานุการคณะ

โทร. 0-2727-3141

APPENDIX G
ETHICAL ISSUES

ETHICAL ISSUES

With respect to ethical issues, the researcher used acronyms instead of using the real names and family names of teachers as follows:

Teacher 1	Ms. P
Teacher 2	Ms. S
Teacher 3	Ms. T
Teacher 4	Ms. A

BIOGRAPHY

NAME

Miss Onpawee Koonpornpen

ACADEMIC BACKGROUND

Bachelor's degree with a major in English from Mae Fah Luang University, Chiang Rai Province, Thailand in 2011.

POSITION AND OFFICE

Freelance English Tutor

EXPERIENCES

Received a scholarship from Ministry of Education, the government of the Republic of Korea for enrolling in Korean language and culture program at Kyonggi University, Suwon, Republic of Korea (6 months).

Received a scholarship for enrolling in the master program at the School of Language and Communication, National Institute of Development Administration (NIDA), Bangkok, Thailand.