



**VOCABULARY LEARNING STRATEGIES  
OF NEW EMPLOYEES IN THE FOREIGN SUPPLY AND  
PROCUREMENT DIVISION AT THE ELECTRICITY  
GENERATING AUTHORITY OF THAILAND (EGAT)**

**BY**

**MISS PATCHARAPORN KRAILERT**

**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL  
FULFILLMENT OF  
THE REQUIREMENTS FOR THE DEGREE OF  
MASTER OF ARTS IN ENGLISH FOR CAREERS  
LANGUAGE INSTITUTE  
THAMMASAT UNIVERSITY  
ACADEMIC YEAR 2015  
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INDEPENDENT STUDY

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ENTITLED

VOCABULARY LEARNING STRATEGIES OF NEW EMPLOYEES  
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AT THE ELECTRICITY GENERATING AUTHORITY OF THAILAND (EGAT)

was approved as partial fulfillment of the requirements for  
the degree of Master of Arts in English for Careers

on June 19, 2016

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Independent Study Title	VOCABULARY LEARNING STRATEGIES OF NEW EMPLOYEES IN THE FOREIGN SUPPLY AND PROCUREMENT DIVISION AT THE ELECTRICITY GENERATING AUTHORITY OF THAILAND (EGAT)
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Academic Years	2015

## **ABSTRACT**

This study was carried out to discover the most used vocabulary learning strategies of EGAT's new employees working in the Foreign Supply and Procurement Division and to investigate the strategies used by successful learners. The participants of the study were 40 new employees who started working in the Foreign Supply and Procurement Division between 2008 and 2015. A questionnaire, adapted from Gu and Johnson's (1996) and Schmitt's (1997) taxonomies for vocabulary learning strategies was used to collect data. Frequency, percentage, mean and standard deviation were used to analyze the data.

The findings show that the most used strategies of all participants were guessing strategies at the highest mean score (4.03), followed by activation strategies (mean = 3.99), and strategies under beliefs about vocabulary learning were ranked third with the mean score of 3.89. The least used strategies were note-taking with the mean score of 2.46. The most popular strategy used by successful learners is 'I use my experience and common sense to guess' and they suggested extensive reading and listening will be helpful in vocabulary learning.

**Keywords:** vocabulary learning strategies, vocabulary, vocabulary learning skill

## ACKNOWLEDGEMENTS

This study was completed with the help of a number of people. I would like to take this opportunity to convey my appreciation to these important persons.

Firstly, I would like to acknowledge the great support of Assoc. Prof. Sripatum Noom-ura, my advisor for this study, who gave me valuable suggestions and encouragement as well as kind attention during the entire process of the study. I also wish to extend my thankfulness to all teachers in MEC program for sharing their knowledge.

Also, I am extremely grateful for the kind cooperation of all participants in answering the questionnaires and the generous support of the management of the Foreign Supply and Procurement Division, Electricity Generating Authority of Thailand.

Lastly, I would like to express special thanks to my beloved family for their care and encouragement during my study period and many thanks to my close friends for their assistance and cheering.

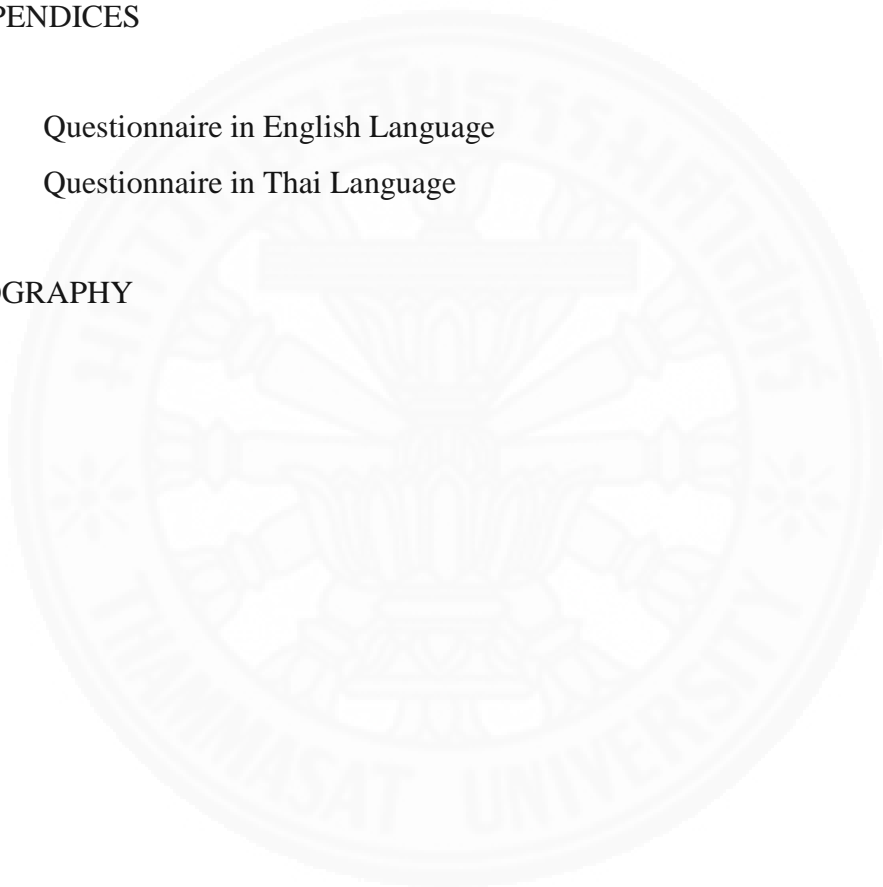
Miss Patcharaporn Krailert

## TABLE OF CONTENTS

	Page
ABSTRACT	(1)
ACKNOWLEDGEMENTS	(2)
LIST OF TABLES	(6)
CHAPTER 1 INTRODUCTION	1
1.1 Background of the study	1
1.2 Research questions	3
1.3 Research objectives	3
1.4 Definition of terms	4
1.5 Scope of the study	4
1.6 Significance of the study	4
1.7 Organization of the study	5
CHAPTER 2 REVIEW OF LITERATURE	6
2.1 Distinction of EGP and ESP	6
2.2 Examples of EGAT English documents, terms, and conditions	9
2.3 Vocabulary Learning Strategies (VLS)	11
2.3.1 Definitions and meanings	11
2.3.2 Classifications of vocabulary learning strategies	13
2.4 Previous related studies	21
CHAPTER 3 RESEARCH METHODOLOGY	26
3.1 Participants	26
3.2 Materials	26

3.3 Procedures	28
3.3.1 Research design	28
3.3.2 Data collection	29
3.4 Data analysis	29
CHAPTER 4 RESULTS	31
4.1 Personal information	31
4.2 The use of vocabulary learning strategies of all participants	33
4.2.1 Overall strategies use of the eight strategy groups	33
4.2.2 Use of each strategy group	34
4.3 The use of vocabulary learning strategies of successful learners	46
4.4 Suggestions for other useful vocabulary learning strategies	50
CHAPTER 5 CONCLUSIONS AND RECOMMENDATIONS	51
5.1 Summary of the study	51
5.2 Discussion	52
5.2.1 The use of vocabulary learning strategies of all participants	52
5.2.1.1 Overall strategies use	52
5.2.1.2 Beliefs about vocabulary learning	52
5.2.1.3 Metacognitive regulation	53
5.2.1.4 Guessing strategies	53
5.2.1.5 Dictionary strategies	54
5.2.1.6 Note taking strategies	54
5.2.1.7 Memory strategies	54
5.2.1.8 Activation strategies	55
5.2.1.9 Social strategies	55
5.2.2 Comparing the use of vocabulary learning strategies of all participants and successful learners	56

	(5)
5.3 Conclusions	57
5.4 Recommendations for further research	57
REFERENCES	59
APPENDICES	
Questionnaire in English Language	62
Questionnaire in Thai Language	67
BIOGRAPHY	72





## LIST OF TABLES

Tables	Page
2.1 Specific vocabulary concerning law, business, and engineering professions used in EGAT's standard terms and conditions	9
2.2 Gu and Johnson's Taxonomy of Vocabulary Learning Strategies (1996)	14
2.3 Schmitt's Taxonomy of Vocabulary Learning Strategies (1997)	15
2.4 Nation's Taxonomy of Vocabulary Learning Strategies (2001)	17
2.5 Similarity and Dissimilarity of the Reviewed Taxonomies	18
4.1 Personal Information of the Participants	32
4.2 Mean, Standard Deviations and Degree of Overall Strategies Use	34
4.3 Frequency, Percentage, Mean, Standard Deviations and Degree of Use of Beliefs about Vocabulary Learning by Item	35
4.4 Frequency, Percentage, Mean, Standard Deviations and Degree of Use of Metacognitive Regulation by Item	36
4.5 Frequency, Percentage, Mean, Standard Deviations and Degree of Use of Guessing Strategies by Item	38
4.6 Frequency, Percentage, Mean, Standard Deviations and Degree of Use of Dictionary Strategies by Item	39
4.7 Frequency, Percentage, Mean, Standard Deviations and Degree of Use of Note Taking Strategies by Item	41
4.8 Frequency, Percentage, Mean, Standard Deviations and Degree of Use of Memory Strategies by Item	42
4.9 Frequency, Percentage, Mean, Standard Deviations and Degree of Use of Activation Strategies by Item	43
4.10 Frequency, Percentage, Mean, Standard Deviations and Degree of Use of Social Strategies by Item	44
4.11 First Ten Ranked Vocabulary Learning Strategies Rated by the Participants	45

4.12 Top Five Vocabulary Learning Strategies Rated by the Successful Learners	47
4.13 Comparison of the Top Ranked Vocabulary Learning Strategies of all Respondents with the Successful Learners	49



# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the study

To be successful nowadays, an organization has to put its emphasis on the English skills of its employees, since English is a language that has long been recognized as a common medium for international and intercultural communication in the globalized world. It is certain that many organizations yearn for expanding their business across borders and finding other potential markets as well as new sources of supplies besides their home countries. With an increasing integration of economies around the world, the importance of English is more and more recognized by modern organizations in the past few decades, which includes modern Thai organizations and Thai people as well.

The Electricity Generating Authority of Thailand (EGAT), a state-owned power-utility enterprise under the supervision of Ministry of Energy, which is responsible for electric power generation and transmission for the whole country, is one of those organizations that is inevitably involved with many international activities due to the fact that there are only a few sources of supply and manufacturers in this kind of industry in Thailand. Therefore, EGAT has to do business with foreign companies, i.e. purchase of electricity, fuel, power plants' parts and other equipment. In EGAT, there are many divisions that are involved in international works but only one of those, namely, the Foreign Supply and Procurement Division is directly responsible for the whole process of foreign procurement work and negotiating with international firms.

For foreign procurement work, EGAT uses its own standard terms and conditions which are written in English and uses a formal writing style derived from the government sector; consequently, language and vocabulary appearing in such documents often cause comprehension difficulties for new employees, especially at the beginning period of work. Moreover, there are also a number of technical terms included in the documents

such as specific words used in the legal, engineering and business professions, since it was translated from “Thai Law, Regulations of the Office of the Prime Minister on Procurement, EGAT Act” and includes technical words used in the energy industry. Even though EGAT’s new employees working in the Foreign Supply and Procurement Division are competent in use of English – their TOEIC scores are above 550 points, EGAT’s minimum requirement, which means they possess English skills at the level needed for working in an international environment, they still experience a hard time learning unfamiliar vocabulary or specific words. The newcomers, therefore, need to be aware of many aspects of English knowledge e.g. grammar, vocabulary, and register so that they can work correctly and professionally.

To master English learning, vocabulary is considered to be an integral part which plays a crucial role in the language learning process and contributes greatly to learners’ comprehension since one is unable to understand a sentence without knowing the meaning of most words. Moreover, vocabulary knowledge is fundamental to all of the four language skills which are listening, speaking, reading and writing. In other words, insufficient vocabulary knowledge affects all those language skills. There are many ways of defining learning strategy but the definition that has been agreed upon by many educators includes the following attributes: 1.) involves several strategies to choose from 2.) involves many steps to study 3.) possesses certain knowledge and yields benefits from practice 4.) increases the learning and use of vocabulary (Nation, 2001).

Many studies on vocabulary learning strategies have been conducted by a number of researchers during the past years. Some studies aimed to discover the most useful and most frequently used vocabulary language learning strategies among students; for example, Lip (2009) carried out a study with Cantonese-speaking Chinese students in a postsecondary institution in Hong Kong and Asgari and Mustapha (2010) explored the strategies possessed by ESL Malaysian students in Universiti Putra Malaysia. Riankamol (2008) conducted a research with Thai students who study in a special curriculum for high English proficiency at Triam Udomsuksa School for the purpose of improving teaching methods by providing students with

effective vocabulary learning strategies. Besides, a study carried out by Waldvogel (2013) investigated the correlations between the vocabulary learning strategies used by students with high and low vocabulary test scores. The students were military cadets/students at the United States Air Force Academy enrolled in Spanish courses. In addition, some researchers are interested in investigating the use of vocabulary learning strategies of adult learners or workers such as Sangpitak (2012) who conducted a research with 40 Thai administrative assistants at Blumenthal Richter and Sumet Ltd., where they had to translate lots of English documents every day.

Based on the ideas above, as the researcher is one of EGAT's new employees, it is essential to pay attention to effective vocabulary learning strategies employed and found useful by the newcomers so that they can be beneficial to those who still struggle with using English at work and the future newcomers. Yet, many research studies focus on examining the vocabulary learning strategies used by students for acquiring a variety of foreign languages. In fact, this kind of study is not only important for students, but also for the adult learners to be successful in their careers.

## **1.2 Research questions**

1. What vocabulary learning strategies are most used by EGAT's new employees working in the Foreign Supply and Procurement Division?
2. What are the strategies the successful learners employed in learning vocabulary?

## **1.3 Research objectives**

1. To investigate the most used vocabulary learning strategies of EGAT's new employees working in the Foreign Supply and Procurement Division
2. To examine the strategies employed by the successful learners in learning vocabulary

#### **1.4 Definition of terms**

1. ***EGAT's new employees:*** Employees of Electricity Generating Authority of Thailand who started working in the Foreign Supply and Procurement Division between 2008 and 2015 – EGAT did not recruit new staff for ten years until 2008.
2. ***Foreign Supply and Procurement Division:*** The division responsible for international purchasing including importation and inventory management.
3. ***Vocabulary learning strategies (VLS):*** A process or technique which learners use to help them comprehend new vocabulary.
4. ***Successful learners:*** Ten of the new employees of the Foreign Supply and Procurement Division who got highest TOEIC scores.
5. ***Test of English for International Communication (TOEIC):*** An English language test designed specifically to measure the everyday English skills of people working in an international environment; the total score is 990 points.

#### **1.5 Scope of the study**

This study focuses on an investigation of vocabulary learning strategies used by 40 new employees working in the Foreign Supply and Procurement Division at the Electricity Generating Authority of Thailand. These new employees use English terms and conditions in the whole process of work. There were 27 female and 13 male participants who started working between 2008 and 2015.

#### **1.6 Significance of the study**

The findings of this study will reveal the vocabulary learning strategies implemented most by EGAT's new employees who work in the Foreign Supply and Procurement Division and discover the strategies employed by the first ten employees who got the highest TOEIC scores and are considered as successful learners. The results will be beneficial to EGAT in encouraging its new employees to practice the most useful strategies as assessed by experienced employees. Moreover, it can be a

guideline in developing effective English vocabulary learning courses for EGAT's employees, not only for those working in the Foreign Supply and Procurement Division but also in other divisions that use English materials at work. This could be a way to ease the newcomers into learning unfamiliar vocabulary appearing in work documents. Also, the strategies used by successful learners should be beneficial for struggling learners.

Since foreign procurement work is to some extent involved with the organization's finances, it requires employees' accuracy in every process. Thus, having adequate English vocabulary knowledge and knowing the exact meaning of words in each context might be one of the main factors that enhance the correctness of the work. For this reason, the findings of this study may help EGAT's new employees improve their English proficiency, especially vocabulary learning skill at the levels needed for their jobs.

### **1.7 Organization of the study**

This paper is structured as follows. The first chapter presents the introduction including background, statement of the problems, objectives of the study, definitions of terms, and significance of this study. The second presents the review of literature concerning English for general and specific purposes, vocabulary learning strategies, and relevant studies. The third explains research methodology used in this survey study. Chapter four is the report of the findings obtained from the questionnaires. And the fifth chapter presents the conclusion, discussion, and recommendations for further research.

## **CHAPTER 2**

### **REVIEW OF LITERATURE**

This chapter reviews the literature in 4 main areas and provides the summaries of: (1) distinction of English for general purposes and English for specific purposes (2) examples of EGAT's English documents, terms, and conditions (3) vocabulary learning strategies and (4) previous related studies.

#### **2.1 Distinction of EGP and ESP**

There are different purposes of learning English for each person; however, the beginning study by every person may start from English for everyday life, which is sufficient for some people to communicate, study, and work at certain levels. The University of Western Australia (2016) proposed that "General English aims to achieve a high standard of everyday English communication skills. It covers the four main skills of reading, writing, listening and speaking." The definition of English for General Purposes (EGP) is typically left vague due to the meaning of general purposes itself. However, an interesting meaning was suggested by Hutchinson and Waters (1987); they refer to "contexts such as the school where needs cannot be readily specified. It is more useful to consider EGP providing a broad foundation rather than a detailed and selective specification of goals like ESP" (p. 53-54). In addition, a more recent view was introduced by Strevens (1988), who would rather use the term English for Educational Purposes (EEP) to account for school-based language learning or a fundamental learning course within the school curriculum.

Since EGP is the primitive knowledge of English that anyone may need, the EGP learners' ages, therefore, range from children to adults. The study of EGP is mainly concentrated on basic grammar, language composition and general vocabulary; therefore, EGP courses focus on learners' general language acquisition and ability to use English in some certain situations. EGP helps learners to cope with everyday English which each of the four skills is equally treated. If learners of EGP are



well-taught, they will be able to apply their limited English to cope with the various tasks of language. (Popescu, 2010)

However, to meet diverse communication needs in a globalized economy, many people tend to have specific academic and professional reasons for seeking to improve their proficiency in a foreign language. These adult learners are particularly interested in learning languages for specific purposes or practical fields, such as law, science and technology, engineering, business, tourism, etc. For more specific areas and distinct purposes of English usage, the learning of English for specific purposes has been taken into account.

Robinson (1991) defined English for specific purposes (ESP) on the basis of two criteria:

1. ESP is commonly “goal-directed” and
2. ESP courses create a base on an analysis of learners’ needs, which intends to determine exactly what learners need to implement through the English medium, as well as from several attributes which demonstrate that ESP study courses are naturally constrained by the time limit in which their goals have to be accomplished and taught to adults who have the same background or adequate knowledge in terms of their work or special area of studies.

Dudley-Evans and St. John (1998) offered an altered definition and expressed their new concept on the core of ESP in two aspects which are absolute characteristics and variable characteristics.

Definition of ESP (Dudley-Evans and St. John, 1998, p. 4)

“Absolute Characteristics

1. ESP is defined to meet specific needs of the learners
2. ESP makes use of underlying methodology and activities of the discipline it serves
3. ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

### Variable Characteristics

1. ESP may be related to or designed for specific disciplines
2. ESP may use, in specific teaching situations, a different methodology from that of General English
3. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level
4. ESP is generally designed for intermediate or advanced students.
5. Most ESP courses assume some basic knowledge of the language systems”

It can be noted that absolute characteristics involve the nature of the ESP language elements while variable characteristics are mainly concerned with syllabus design and instructional aspects.

The field of ESP is among one of the popular areas of second language learning because increasing globalization and developing technologies creates new modes of international connection and new occasions for second language use. Johns and Dudley-Evans (2001) stated: “the demand for English for specific purposes... continues to increase and expand throughout the world.” (p. 297) In particular, increased interest has been cited due to the fact that there are specific texts and terms, both written and spoken, used specially in each profession; for example, business English, technical English, English for medical professionals, English for hospitality industry, English for art purposes, and so forth.

Referring to the information above, the difference of EGP and ESP can be concluded according their distinct characteristics. There were two factors which established a major difference: the learners and their purposes of learning. Most ESP learners are adults, who are familiar with English language, and they were motivated by their needs of achievement. So, they learn English in order to get specific professional information as well as to carry out some job-related functions while EGP learners vary from children to adults with their aim to cope with everyday English and general language use. Another obvious distinction is that for learning of EGP all four language skills: listening, speaking, readings, and writing, are stressed equally, but in

ESP, the need analysis has been done to determine which language skills are most needed by the learners, and the study-outline is created accordingly.

To conclude, this study is concerned with English for specific purposes (ESP) since there is a wide range of professional terms used at work e.g. English for law, business, and engineering professions, and workers need to be able to understand and use vocabulary properly in each context. A suitable way to improve the EGAT's new employees' ability to comprehend English for this specific area of work – foreign procurement – is to develop vocabulary learning skills, since vocabulary is considered to be a primary matter to overcome. In other words, if the new employees are able to understand specific words used in working materials, they will interpret and convey messages for work more effectively and efficiently.

## 2.2 Examples of EGAT English documents, terms, and conditions

EGAT's standard English terms and conditions used in foreign procurement work comprises three major fields of professions, i.e. English for law, business, and engineering professions. The researcher will present the meaning of the vocabulary used in different contexts. The following are examples of vocabulary used in some articles under the terms and conditions.

**Table 2.1**

*Specific vocabulary concerning law, business, and engineering professions used in EGAT's standard terms and conditions*

<b>English Terms and Condition</b>	<b>Professional area</b>	<b>General meaning</b>	<b>Specific meaning</b>
“The Bidding is limited to all firms, either alone or in joint venture ( <i>jointly and severally responsible</i> ) ...”	Law	Jointly = together  Severally = separately	Jointly and Severally = A designation of liability by which members of a group are either individually or mutually responsible to another party

*(table continues)*

Table 2.1 (continued)

English Terms and Condition	Professional area	General meaning	Specific meaning
“The Contractor shall <i>indemnify</i> and <i>hold</i> EGAT, its officers, agents, and employees <i>harmless</i> against and from liability of any nature or kind...”	Law	Indemnify = compensate	Indemnify = to guarantee against any loss which another might suffer
“The Contractor shall fully indemnify and <i>hold harmless</i> EGAT and its employees... of whatsoever nature, except for <i>breach</i> of Contract”		Hold = to take and keep something Harmless = not likely to cause harm Breach = violate, break	Hold harmless = promise to pay any costs or claims which may result from something Breach = an act of breaking a law, promise, agreement, or relationship
“If the product of the quantity and the unit price as entered does not <i>agree</i> with the amount entered for the same item, the unit price shall <i>govern</i> .”	Business	Agree = to have the same opinion Govern = to control	Agree = the same, conform Govern = to apply
“Price shall be quoted ... in the Bidders’ own currency only if its currency trading is <i>prevailed</i> at the time of bidding in any international market other than in Bidders’ own country”	Business	Prevail = to get control or influence	Prevail = continue to exist
“The Contractor shall, at the time of <i>execution</i> of each purchase order under this Contract, deposit with EGAT a performance security...”	Business	Execution = killing, act of doing or performing something	Execution = issuance, signing

(table continues)

**Table 2.1 (continued)**

<b>English Terms and Condition</b>	<b>Professional area</b>	<b>General meaning</b>	<b>Specific meaning</b>
“Payment of each purchase order shall be <i>made to</i> the Contractor by telegraphic transfer or bank draft in the amounts and <i>manners</i> as specified hereunder :-	Business	Make = do, produce  Manners = culture, the usual way in which you behave towards other people	Make = pay  Manners = the way in which money transferred
“The Contractor is required to furnish <i>drawings</i> and data for approval according to the enclosures attached to EGAT’ s enquiry”	Engineer	Drawing = the act of making a picture	Drawing = picture which illustrate the details of spare part
The Contractor shall provide any <i>accessories</i> and necessary instructions for maintenance	Engineer	Accessory = something added for decorative purpose	Accessory = small parts that are not repairable, are considered consumable parts

### 2.3 Vocabulary Learning Strategies (VLS)

This section concerns the definitions and meanings as well as significant classifications of vocabulary learning strategies.

#### 2.3.1 Definitions and Meanings

Vocabulary learning is considered as an essential part when one is learning a language since inadequate lexical knowledge can cause learners difficulties in comprehension and production of language. When considering the profoundness of this issue, strategies of vocabulary learning seem to be pivotal in learning a language

and accordingly being aware of these strategies is essential for both learners and teachers and strongly linked to the success of learners. O'Malley and Chamot (1990) described language learning strategies as the specific processes or behaviors which individuals employ to help themselves understand, master, or retain new knowledge. In addition, another interesting definition by Oxford (1990, p. 518) defined language learning strategies as “specific actions, behaviors, steps, or techniques that students, often intentionally, use to improve their progress in developing L2 skills. These strategies can facilitate the internalization, storage, retrieval, or use of the new language.”

Nation (1990) pointed out that vocabulary learning was a new trend of second language learning that has attracted researchers' interest since the late 1980s. Researchers were acutely aware that most of learners' difficulties resulted from a lack of vocabulary knowledge, and even those who possess a high level of language capability still feel in need of learning vocabulary. In addition, Rubin and Thompson (1994) mentioned: “One cannot speak, understand, read or write a foreign language without knowing a lot of words. Therefore, vocabulary learning is at the heart of mastering a foreign language” (p. 79).

According to Schmitt (1997), vocabulary learning strategies have been identified as any means which affects the procedure by which vocabulary are gained, stored, recovered and used. In order that learners can learn new vocabulary and enlarge their vocabulary size, which means acquiring a large number of words with their meanings and how to use them appropriately in different contexts, learners may need to be concerned with a variety of vocabulary learning strategies, then each of the learners can determine their own way for learning vocabulary later on. Schmitt (2000) proposed that competent learners naturally use a wide range of strategies to learn new words and are not reluctant to experiment and practice new strategies. The perceived usefulness of strategies for learning vocabulary is also different depending on the language learners' initial goal as to whether it is to communicate (listening and speaking), to comprehend the language (reading) or to produce it (speaking or writing). Thus, successful vocabulary learning depends on developing one's own process of learning to be more

effective, more suitable for each individual, and more efficient in terms of how the learners can apply their knowledge to new situations. Moreover, the complication of learning new vocabulary is that it involves the ability to memorize its form and many possible meanings in the dictionary, as well as it also includes recognition of using a word correctly and properly in any contexts of communication and writing (Nation, 1990). The proficiency of learners is also vital since inexperienced learners tend to be restrained to the use of their word lists, whereas competent learners may guess the words' meanings from the context (Cohen & Apeh, 1981, cited in Schmitt, 2000).

The term “vocabulary learning strategies” in this study refers to “any set of techniques or learning behaviours, which language learners reported using in order to discover the meaning of a new word, to retain the knowledge of newly-learned words, and to expand one’s knowledge of vocabulary” (Intaraprasert, 2004, p. 53) and these will facilitate their work at EGAT.

### **2.3.2 Classifications of vocabulary learning strategies**

Over the past thirty years, many studies concerning the investigation of strategies that learners successfully use in language learning have been carried out and there were numerous classifications for vocabulary learning strategies that have been attempted to develop. A variety of strategies used when learning vocabulary were presented in the classifications, aka taxonomy, of vocabulary learning strategies which have been established by a number of researchers. Among the most significant are Gu and Johnson’s taxonomy, Schmitt’s taxonomy and Nation’s taxonomy as presented in detail below.

#### **Gu and Johnson’s Taxonomy**

Gu and Johnson (1996) developed a taxonomy based on the responses of their sample, 850 Chinese university students, to the self-reporting vocabulary learning questionnaire. They listed six types of strategies which are guessing, using a dictionary, taking notes, memory (rehearsal), memory (encoding), and activation, together with the other two factors: beliefs about vocabulary learning and metacognitive regulation.

**Table 2.2***Gu and Johnson's Taxonomy of Vocabulary Learning Strategies (1996)*

<b>Strategies</b>	<b>Learner's Behavior</b>
Beliefs about vocabulary learning	<ul style="list-style-type: none"> <li>• Words should be learned by memorizing</li> <li>• Words should be learned through use.</li> </ul>
Metacognitive regulation	<ul style="list-style-type: none"> <li>• Selective attention</li> <li>• Self-initiation</li> </ul>
Guessing strategies	<ul style="list-style-type: none"> <li>• Using prior knowledge</li> <li>• Using linguistic clues</li> </ul>
Dictionary strategies	<ul style="list-style-type: none"> <li>• Using a monolingual/bilingual dictionary</li> <li>• Looking-up strategies</li> <li>• Finding the appropriate usage from a dictionary</li> </ul>
Note-Taking strategies	<ul style="list-style-type: none"> <li>• Take note of word's meaning</li> <li>• Take note of word use</li> </ul>
Memory strategies (repetition)	<ul style="list-style-type: none"> <li>• Memorizing word lists</li> <li>• Verbal repetition</li> <li>• Written repetition</li> </ul>
Memory strategies (encoding)	<ul style="list-style-type: none"> <li>• Association with similar words</li> <li>• Imagery</li> <li>• Visual encoding</li> <li>• Analyzing word-structure</li> <li>• Literal encoding</li> <li>• Contextual encoding</li> </ul>
Activation strategies	<ul style="list-style-type: none"> <li>• Practice using newly-learned words in different situations/contexts</li> </ul>

Metacognitive strategies comprise selective awareness and self-initiation strategies. Foreign language learners who use selective awareness strategies are likely to pick up some words that seem important for them to learn and are necessary for understanding of any texts. Learners who possess self-initiation strategies tend to use many different methods to help them understand the meaning of words better or more clearly. Guessing strategies, skillful dictionary use and note-taking strategies are considered as cognitive strategies. Learners employing guessing strategies like to make



use of their background knowledge and use semantic clues such as sentence structures and parts of speech to infer the word's meaning. Memory strategies are divided into two categories – repetition (practicing) and encoding. The examples of memory strategies are memorizing word lists and repeatedly writing new words. Encoding strategies consist of the strategies of association, imagery, word structure analysis, and linguistic and contextual encoding (such as analyzing a word by separating it into different parts – root, prefix, and suffix). Activation strategies are the strategies in which the learners make use of or apply the words that they have just learned in different contexts and in everyday matters.

### Schmitt's Taxonomy

In order to investigate strategies that language learners implemented and found useful when learning, Schmitt (1997) employed a vocabulary learning strategy questionnaire in his study and ask them to rate each strategy. He created two groups of vocabulary learning strategy categorized by their main purposes: (1) strategies that are used when discovering a word's meaning for the first time and (2) strategies that help consolidate the word when learners encounter it again. The first group comprises determination and social strategies; and the second consists of cognitive, metacognitive, memory and social strategies. There was one strategy that Schmitt added in both groups, that is, social strategies, since the behaviors under this strategy can be helpful for both purposes.

**Table 2.3**

*Schmitt's Taxonomy of Vocabulary Learning Strategies (1997)*

Strategies	Learner's Behavior
<b>Category 1:</b> Strategies used when discovering a word's meaning for the first time	
Determination Strategies (DET)	<ul style="list-style-type: none"> <li>- Analyze part of speech</li> <li>- Analyze prefix, suffix and root</li> <li>- Check for a first language (L1) related meaning</li> <li>- Guess meaning from linguistic context</li> <li>- Use a dictionary (bilingual or monolingual)</li> </ul>
Social Strategies (SOC)	<ul style="list-style-type: none"> <li>- Ask teachers for L1 translation of new words, or paraphrasing the passage</li> <li>- Ask experts for a synonym or antonym</li> <li>- Ask classmates for meaning</li> </ul>

*(table continues)*

**Table 2.3 (continued)**

<b>Strategies</b>	<b>Learner's Behavior</b>
<b>Category 2: Strategies that help consolidate the word when learners encounter it again</b>	
Social Strategies (SOC)	<ul style="list-style-type: none"> <li>- Study and practice using new words in a group</li> <li>- Interact with foreigners (English-speaking)</li> </ul>
Memory Strategies (MEM)	<ul style="list-style-type: none"> <li>- Connect word to a previous experience</li> <li>- Associate the word with its coordinates</li> <li>- Connect the word to its synonyms and antonyms</li> <li>- Think about word form</li> <li>- Think about word's meaning</li> <li>- Use Keyword Method</li> <li>- Group words together to study them</li> <li>- Practice spelling new words</li> <li>- Say new word aloud when studying</li> <li>- Use physical action when learning a word</li> </ul>
Cognitive Strategies (COG)	<ul style="list-style-type: none"> <li>- Oral repetition</li> <li>- Written repetition</li> <li>- Create word lists</li> <li>- Put English labels on physical things</li> <li>- Note in a vocabulary notebook</li> </ul>
Metacognitive strategies (MET)	<ul style="list-style-type: none"> <li>- Use English media (songs, movies, newspapers, etc.)</li> <li>- Doing word tests to see ones progress in learning</li> <li>- Skip or pass unimportant words</li> <li>- Review of newly-learned words over time</li> </ul>

Determination strategies (DET) are personal learning strategies that help the individual learners to explore the new words' meanings by themselves, that is, not depending on assistance from teachers and friends, such as guessing the words by using their background knowledge of a topic, or inferring the meaning from the context. Social strategies (SOC) mean learners learning words when engaging in interaction with their peers or asking someone for help with unfamiliar vocabulary. One example is group work activities through which a learner can study the use of new words with their peers and ask a teacher to assist. Memory strategies (MEM), also known as Mnemonics, include association of the new word with some previously learned information by the help of imagery and grouping. Cognitive strategies (COG)

is similar to memory strategies but, instead of grouping words together to study or paraphrasing the word's meaning, they focus on repetition, both verbal and written, and using creative method such as word lists, flash cards, and vocabulary notebooks to study new words. Lastly, metacognitive strategies (MET) are the strategies learners use to create and assess their own learning, for example, testing oneself with vocabulary tests, finding an important word and studying it over time and using English media (songs, movies, newspaper, etc.) to help their improvement.

### Nation's Taxonomy

Later, Nation (2001) developed a taxonomy that distinguishes aspects of vocabulary knowledge. The strategies according to this taxonomy, therefore, were classified into three common classes: planning, source and the learning processes.

**Table 2.4**

*Nation's Taxonomy of Vocabulary Learning Strategies (2001)*

Class of strategies	Types of strategies
<b>Planning</b> : choosing what to focus on and when to focus on it	<ul style="list-style-type: none"> <li>• Choosing words to focus on</li> <li>• Choosing aspects of word knowledge to focus on</li> <li>• Selecting appropriate strategies to use and switching to another strategy when needed</li> <li>• Planning repetition (increasingly spaced repetition)</li> </ul>
<b>Source</b> : finding information about the words	<ul style="list-style-type: none"> <li>• Analyzing word parts</li> <li>• Using the textual context</li> <li>• Consulting reference sources e.g. dictionaries, glossaries, concordances</li> <li>• Comparing similarities and differences in L1 and L2 words (e.g. cognate words)</li> </ul>

*(table continues)*

**Table 2.4 (continued)**

General class of strategies	Types of strategies
<b>Processes</b> : establishing knowledge	<ul style="list-style-type: none"> <li>• Noticing (seeing a word as an item to be learnt, e.g. keeping a notebook, using word cards, written and verbal repetition)</li> <li>• Retrieving (recall of previously learnt/met items, e.g. meeting a word in a new context, covering parts of a word recorded in a notebook)</li> <li>• Generating (generation of word knowledge, e.g. using a word in new contexts across the 4 skills, speaking, reading, writing or listening)</li> </ul>

After reviewing the content of the above-mentioned taxonomies, most of the vocabulary learning strategies proposed in these three taxonomies are alike, only the names of the strategies are different. Since all strategies proposed in Gu and Johnson's taxonomy (1996) and one unique strategy proposed in Schmitt's taxonomy (1997), that is, social strategy, seem to be the most suitable for the work context, the researcher, therefore, grouped and illustrated the similarities and dissimilarities of these three taxonomies based on the categories of Gu and Johnson and Schmitt as follows.

**Table 2.5*****Similarity and Dissimilarity of the Reviewed Taxonomies***

Categories	Strategies	Researcher(s)
Beliefs about vocabulary learning	The best way to remember words is to memorize word lists	Gu & Johnson
	Repetition is the best way to remember words	Gu & Johnson
	I can acquire a large vocabulary by memory of individual words	Gu & Johnson

*(table continues)*

**Table 2.5 (continued)**

<b>Categories</b>	<b>Strategies</b>	<b>Researcher(s)</b>
Metacognitive regulation	I think about my progress in vocabulary learning	Gu & Johnson, Schmitt (MET)
	I try to find out all I can about the new words I learn	Gu & Johnson, Nation (Planning)
	I know which words are important for me to learn	Gu & Johnson, Schmitt (MET), Nation (Planning)
	I check meaning of words that I'm interested in	Gu & Johnson, Schmitt (MET)
	I make a note of words that seem important to me	Gu & Johnson, Schmitt (MET)
	I know what cues I should use in guessing the meaning of a particular word	Gu & Johnson, Schmitt (DET), Nation (Sources)
Guessing strategies	I use my experience and common sense to guess	Gu & Johnson, Schmitt (MEM)
	I guess the meaning and then look at the dictionary (when I meet new words in reading)	Gu & Johnson
	I use alternative clues and try again if I fail to guess the meaning of a word	Gu & Johnson
	I make use of my knowledge of the topic to guess the meaning of word	Gu & Johnson
	I look at the part of speech of the new word (to guess the meaning of the new word)	Gu & Johnson, Schmitt (DET), Nation (Sources)
	I analyze the word structure (prefix, root and suffix) when guessing the meaning of the word)	Gu & Johnson, Schmitt (DET),
Dictionary strategies	I use an English dictionary	Gu & Johnson, Schmitt (DET), Nation (Sources)
	I use a English-Thai dictionary	Gu & Johnson, Schmitt (DET), Nation (Sources)
	I use a Thai-English dictionary	Gu & Johnson, Schmitt (DET), Nation (Sources)
	I use the dictionary to find only the meaning of the word	Gu & Johnson

*(table continues)*

**Table 2.5 (continued)**

<b>Categories</b>	<b>Strategies</b>	<b>Researcher(s)</b>
Dictionary strategies	I look in the dictionary for the grammatical patterns of the word	Gu & Johnson
	I use the dictionary to find the appropriate usage (example sentence) of the word.	Gu & Johnson
Note Taking Strategies	I have a vocabulary note book to list down the new word	Gu & Johnson, Schmitt (COG), Nation (Processes)
	I write down the English word and Thai translation of the word	Gu & Johnson
	I only take note of the meaning of the word	Gu & Johnson,
	I take note of the usages of the word (example sentences, part of speech, etc.)	Gu & Johnson, Schmitt (MEM), Nation (Sources)
	I take note of the synonym or antonym of the word	Gu & Johnson, Schmitt (MEM)
Memory Strategies	To remember a word, I repeat it aloud to myself	Gu & Johnson, Schmitt (COG) Nation (Processes)
	To remember a word, I write it repeatedly	Gu & Johnson, Schmitt (COG) Nation (Processes)
	I create a mental image of the new word to help me remember the word	Gu & Johnson, Schmitt (MEM)
	To remember a word, I analyze the word by breaking it into different parts (prefix, root, suffix)	Gu & Johnson, Schmitt (MEM)
Activation Strategies	I make use of the words I learned in speaking and writing	Gu & Johnson, Schmitt (COG) Nation (Processes)
	I make use of the words I learned in everyday situations	Gu & Johnson, Nation (Processes)
Social strategies	I ask an expert or boss for the Thai translation.	Schmitt (SOC)
	I review new words with colleagues.	Schmitt (SOC)
	I ask an expert or boss for the new word's synonym.	Schmitt (SOC)
	I ask colleagues for the meaning of the new word.	Schmitt (SOC)

*(table continues)*

**Table 2.5 (continued)**

<b>Categories</b>	<b>Strategies</b>	<b>Researcher(s)</b>
Social strategies	I discover the meaning of new words when working in group works.	Schmitt (SOC)
	I practice English in group work activities.	Schmitt (SOC)

The researcher decided to select some of the types of strategies that relate to the context of this study. For investigation of the employees' behaviors in learning English vocabulary for professional purposes, all strategies, the eight categories proposed above, were chosen while some strategies were ignored because they have little connection with the work context and these methods cannot be used in learning specific texts for professions. Those strategies are, such as, analyze any available pictures or gestures (DET), teacher checks students' word lists for accuracy (SOC - Consolidation), use physical action to help remember a word (MEM), put English labels on physical objects (COG), and use spaced word practice (MET).

#### **2.4 Previous related studies**

After an extensive review, it was found that a number of researchers adopted Schmitt's inventories:

Riankamol (2008) conducted a study with Thai students who study in an English gifted program, a special curriculum for English high proficient students, at Triam Udomsuksa School. The instrument of this study was a questionnaire consisting of six types of strategies and it was adapted from Schmitt's Taxonomy (1997) vocabulary learning strategy classification. The results revealed that "Metacognitive strategies" – memorizing words from English magazines and listening to English news and songs, was the most frequently used because it provided many English sources as well as interest and motivation in English learning. On the contrary, the least used strategy was "Social strategies (Discovery)" of which some

examples were studying together outside the class, asking for help, and asking questions for clarification.

Another research conducted by Lip (2009) on the vocabulary language learning strategies which were the most frequently used and most useful ones of 36 Cantonese-speaking Chinese students, who learned English as a foreign language, in a postsecondary institution in Hong Kong, has yielded insightful results. The study indicated that the frequency of vocabulary language learning strategies use among the target students is positively and significantly related with their perceptions about the use of the vocabulary language learning strategies. The results also showed that the most useful strategies were (1) use of cognitive strategies for repeating the spelling of the word in their minds (COG), (2) analyzing the word by breaking it into sound segments (DET), (3) remembering words by doing a project (SOC), and (4) asking classmates for the meaning of a word (SOC).

Asgari and Mustapha (2010) conducted research with students who learn English as a second language (ESL) in Universiti Putra Malaysia to find out the types of vocabulary learning strategies which the students used. The findings showed that the most common strategies employed extensively among participants were determination, cognitive, social and metacognitive strategies. Consequently, at least one of the most popular strategies; guessing from the context, using a monolingual dictionary and learning English language through the media, were used by all students. In contrast, the interviews showed that the majority of the students tended to use dictionaries and rote memorization strategies because they were unaware of the existence of the other strategies used to learn new words.

Another interesting study was conducted by Komol and Sripetpun (2011) who conducted a survey on the topic of vocabulary learning strategies possessed by second year university students and the relationship between the strategies and students' vocabulary knowledge. A total of 192 students of Prince of Songkla University were the subjects of this study. According to their vocabulary size, the students were divided into two groups and they were asked to complete the questionnaire adapted



from Schmitt's taxonomy (1997) to rate the frequency of use in vocabulary learning. The results presented that the most frequently used strategy was determination strategies while the less often used one was social strategies. In the study, the same strategies were selected for use by both groups of students with high and low vocabulary size, but it was obvious that the high-vocabulary-size group used the strategies more often. The behaviors under those popular strategies were (1) using an English-Thai dictionary; (2) asking classmate for meanings; (3) learning the word by paraphrasing the words meaning; (4) taking notes in class; and (5) using English media.

A study of Sangpitak (2012), whose participants were 40 Thai administrative assistants at Blumenthal Richter and Sumet Ltd., aimed to investigate the types of English vocabulary learning strategies that were most employed by their subjects and investigated the problems, opinions and suggestions in learning English vocabulary. The questionnaires used in the data collection process were adapted from Schmitt's taxonomy of vocabulary learning strategies (1997). The results of this study revealed that the strategy "I use English language when chatting on the internet" under "Metacognitive strategies" was most frequently used among the staff which was slightly more used than "Determination strategies" – I guess from textual context. In contrast, the strategies the administrative officers rated to be the least used strategies were "Cognitive strategies" – I take notes at work.

In a more recent study, Amirian and Heshmatifar (2013) conducted research with 74 EFL students at Hakim Sabzevari University in Iran to find out the most or less used strategies in English vocabulary learning. The following orders were the results of this research: (1) Determination (DET), (2) Cognitive (COG), (3) Memory (MEM), (4) Metacognitive (MET), and (5) Social strategies (SOC). To explain more clearly, the findings showed that the most popular strategies were guessing from context and dictionary use, while the rarely used strategies were asking the teacher or peers for meaning.

Waldvogel (2013) studied vocabulary learning strategies used among adult learners (university students) of Spanish as a foreign language. This study aimed at investigating the relationships between the types of vocabulary learning strategies used by students at different levels of proficiency, the amount of time they devote to study Spanish outside the classroom, and their vocabulary size. In addition, the correlations between the strategies used by high and low vocabulary test score students and their vocabulary size were investigated. The 475 military cadets/students at the United States Air Force Academy enrolled in Spanish courses at the beginning, intermediate, and advanced language proficiency levels were the respondents. The findings revealed that participants in the high proficiency group were likely to use “Determination strategies” (I analyze the part of the speech), “Social Strategies” (I try using the word in interactions with Spanish speakers) and “Memory Strategies” (I use the word in Spanish sentences) significantly more than both beginning groups while “Social strategies (Consolidation)” received the lowest rating score.

There are also many educators who adopted Gu and Johnson’s inventories:

Zhang (2009) explored the use of vocabulary learning strategies of 481 undergraduates from six universities in five provinces of Western China when considering their attitudes on vocabulary learning and vocabulary size. The first three frequently-used strategies were belonging to the “Cognitive strategies”, i.e. “using a dictionary, “guessing meaning in contexts” and “taking notes”. By examining the correlation, he found that only two strategies significantly correlated with vocabulary sizes, that is, using a dictionary and note taking or, in other words, the more successful group used these two strategies.

Additionally, fruitful findings were found in a study of Cicko, Pojani, and Stavre (2013); they examined the English vocabulary learning strategies used by 50 undergraduates who studied at Fan S. Noli University of Korça – an Albanian university in the Faculty of Education and Philology. In this study, an adapted version of the vocabulary learning strategies questionnaire presented by Gu and Johnson (1996) was used as an instrument. The analysis revealed the most commonly used

strategies which were “Dictionary strategies”, “Memory strategies” and “Guessing strategies” with the use of experience and common sense, while the “Note taking strategies” and “Guessing strategies” with the use of background knowledge received the lowest rating score.

After reviewing theories concerning learning English for specific purposes, vocabulary learning strategies and previous relevant studies, the researcher of this current study was interested in investigating the most commonly used strategies of EGAT newcomers who work in the Foreign Supply and Procurement Division and examining the strategies employed by the successful learners. Furthermore, the researcher wishes to confirm that the ones used by successful learners are the same/similar/different from the discoveries of previous research so that the findings from this study can be recommended to those newcomers who are still struggling with improving their vocabulary in the workplace. The process of this investigation is described in the next chapter

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

This section discusses the target population, materials used in the study, procedures of data collection and data analysis methods.

#### **3.1 Participants**

The participants in this study were 40 new employees working in the Foreign Supply and Procurement Division at Electricity Generating Authority of Thailand. The entire new employee population of the Foreign Supply and Procurement Division was involved. There were 27 female and 13 male participants of ages that ranged between 23 and more than 31 years old. All participants were considered as a homogenous group because (1) they were qualified by passing EGAT's recruitment test (2) they got at least 550 points in TOEIC test (3) they used English at work (4) they engaged in foreign procurement work; for example, responding to foreign companies by electronic mails, preparing international bid documents, evaluating and comparison of the company's proposals and executing contracts. The researcher obtained the consent of all employees to participate in the study.

#### **3.2 Materials**

The method employed to collect the data for this study was a survey. Since the researcher planned to collect numerical data including level of use to explain certain questions, a questionnaire was a suitable instrument to be used in this survey. Moreover, the advantages of the questionnaire were (1) time-saving: data from a large number of people can be collected in limited time, (2) convenient: the obtained information can be interpreted through the use of software, and (3) the respondents have time to read and respond to each question. In addition, from the questionnaire's outcome, a form which contained the first ten ranked strategies rated by all participants was set up and used in a follow-up meeting in which all successful

learners were asked to participate. After the researcher studied the content of English for specific purposes, learning strategies, vocabulary learning strategies and other relevant research studies, an appropriate questionnaire for this survey study was based on Gu and Johnson's taxonomy (1996) and Schmitt's taxonomy (1997) for vocabulary learning strategies, since their concept matched with the researcher's objectives. Gu and Johnson's (1996) vocabulary learning questionnaire originally consisted of 92 vocabulary learning methods which were divided into eight major categories, namely, beliefs about vocabulary learning, metacognitive regulation, guessing strategies, dictionary strategies, note-taking strategies, memory strategies (rehearsal) and memory strategies (encoding) and activation strategies and Schmitt's questionnaire (1997) presented vocabulary learning strategies in five strategy groups with a total number of 58 sub-strategies. The strategies are determination strategies, social strategies, memory strategies, cognitive strategies, and metacognitive strategies. Finally, 42 behaviors of the strategies above were chosen to be asked in the questionnaire. However, some strategies were selected and modifications were made in order to suit the work context, learning environment in the workplace and background knowledge of the subjects, for instance, changing the sentence "Ask teacher for meaning" to "Ask colleagues for meaning of the new word." in order to match the scope of study. In addition, to prove that questions in the questionnaire can be correctly understood as the researcher intended, the researcher conducted a pilot test with five EGAT employees who were not included in the target group. From their suggestions, some question items were modified to make them more precise and the researcher decided to create a Thai version of this questionnaire.

The questionnaire consisted of three main parts as follows:

**Part I:** The participants' personal information

The first part was designed to collect personal data of the participants including their age, gender, field of study, duration of work, TOEIC score, and how long the respondents have been studying English language.

**Part II:** The statement of vocabulary learning strategies.

The 42-item questionnaires consisted of eight strategy groups classified in Gu and Johnson's vocabulary learning taxonomy (1996), namely, beliefs about vocabulary learning, metacognitive regulation, guessing strategies, dictionary strategies, note-taking strategies, memory strategies and activation strategies, with the addition of one unique strategy proposed in Schmitt's taxonomy (1997), that is, social strategy. The participants were asked to respond to the questions, which were concerned with the strategies they used when learning vocabulary in the English documents relating to work, using a 5-point Likert scale, rating from "Always" to "Never" based on their own experience.

**Part III:** Suggestions for other useful vocabulary learning strategies

The last part contained one open-ended question which asked the respondents to write down other useful strategies they employed in learning English vocabulary.

### **3.3 Procedures**

#### **3.3.1 Research design**

A quantitative approach was proposed for this study to collect the numerical data from participants. Firstly, a 5-point Likert scale questionnaire was used as the material to obtain the self-reported information about vocabulary learning strategies used by all participants – 40 new employees who work in the Foreign Supply and Procurement Division. Secondly, the data collected from questionnaires were analyzed in order to get the ten highest-rated vocabulary learning strategies that all subjects most used. Thirdly, those ten behaviors or methods of vocabulary learning were prepared in a form and used as questions to ask the successful learners in a follow-up meeting. By doing this, the researcher was able to confirm that the ones used by successful learners are the same, similar or different from the primary discovery.

### **3.3.2 Data collection**

The questionnaires were distributed to 40 new employees on March 24, 2016 at the Electricity Generating Authority of Thailand. The purposes of the questionnaire were explained by the researcher. The respondents were also informed that they had to answer in terms of their frequency of use based on perceptions of usefulness. All respondents were requested to complete the questionnaire within one week. The answered questionnaires were collected and analyzed in order to get a list of the ten vocabulary learning strategies that all respondents most used – the ten highest reported behaviors or methods of learning under those strategies. The researcher created a form containing these top ten ranked strategies used and on April 6, 2016, ten successful learners were asked to join in a follow-up meeting and completed the form by ranking the strategies only which corresponded to their usage. During the meeting, many of them suggested that it might be more precise if they could rank only the first five strategies that they often used. After finishing the meeting, all of them returned the forms to the researcher. This step was taken by the researcher to investigate whether the strategies most used by all participants reveal the same result as those used by successful learners or not.

### **3.4 Data analysis**

The Statistical Package for the Social Sciences (SPSS) program was used to analyze the data obtained from the questionnaires.

3.4.1 The participants' personal information was analyzed by using descriptive statistics, namely frequency and percentage.

3.4.2 The mean score and standard deviation of the ratings given by all new employees working in the Foreign Supply and Procurement Division based on the perceived usefulness of each item belonging to each subcategory of the vocabulary learning strategies were calculated and compared.

Regarding to the evaluation of the degree of use of each vocabulary learning strategy, mean score range of each level can be calculated by using following statistical formula.

$$\begin{aligned}
 \text{Level of Interval} &= \frac{\text{Range}}{\text{The Width of Level}} \\
 &= \frac{\text{The Highest Width} - \text{The Lowest Width}}{\text{The Width of Level}} \\
 &= \frac{5 - 1}{5} \\
 &= 0.8
 \end{aligned}$$

The criteria for interpreting the degree were divided into five levels and can be explained as follows:

<b>Degree of Use</b>	<b>Mean Scores Range</b>
Always	4.21 - 5.00
Very often	3.41 - 4.20
Sometimes	2.61 - 3.40
Seldom	1.81 - 2.60
Never	1.00 - 1.80



## **CHAPTER 4**

### **RESULTS**

This chapter reports the results obtained from the questionnaires to find the most used vocabulary learning strategies of the respondents participating in this study, and to examine the strategies employed by the successful learners in learning English vocabulary. The findings will be presented in the actual number of responses as well as in percentage form and the mean scores.

The results were divided into four parts: (1) the participants' personal information, (2) the use of vocabulary learning strategies of all participants, (3) the use of vocabulary learning strategies of successful learners and (4) suggestions for other useful vocabulary learning strategies.

#### **4.1 Personal information**

The participants' personal information was asked for in the first part of the questionnaire, i.e. age, gender, field of study, duration of work, TOEIC score, and how long the respondents have been studying the English language.

As shown in Table 4.1, most of the 40 respondents (67.5%) were female. Half of the participants' ages ranged between 26-28 years old, followed by 23-25 years (25%), 29-31 years (20%), and more than 31 years (5%). The majority of their fields of study (62.5%) were business-oriented. More than half of the respondents (67.5%) have studied English for more than 15 years. 35% of the respondents have been working in the Foreign Supply and Procurement Division for 4-6 years, followed by less than 1 year (30%), 1-3 years (30%), and 7-9 years (5%). For TOEIC scores, the maximum was 990 points and the minimum was 600 points; the first ten ranked participants scored 990, 970, 955, 950, 945, 920, 915, and 910 points.

**Table 4.1**  
*Personal Information of the Participants*

General Information		Frequency	Percentage
1. Gender	Female	27	67.5
	Male	13	32.5
	Total	40	100.0
2. Age	23-25 years	10	25.0
	26-28 years	20	50.0
	29-31 years	8	20.0
	more than 31 years	2	5.0
	Total	40	100.0
3. Field of Study	Art-oriented	15	37.5
	Business-oriented	25	62.5
	Total	40	100.0
4. Duration of Studying the English Language	5-10 years	6	15.0
	11-15 years	7	17.5
	more than 15 years	27	67.5
	Total	40	100.0
5. Duration of Working in the Foreign Supply and Procurement Division	less than 1 year	12	30.0
	1-3 years	12	30.0
	4-6 years	14	35.0
	7-9 years	2	5.0
	Total	40	100.0
6. TOEIC Scores	990	1	2.5
	970	1	2.5
	955	2	5.0
	950	1	2.5
	945	1	2.5
	920	1	2.5
	915	1	2.5
	910	2	5.0
	905	2	5.0
	900	1	2.5
	895	2	5.0
	885	2	5.0
	880	1	2.5

*(table continues)*

**Table 4.1 (continued)**

<b>General Information</b>	<b>Frequency</b>	<b>Percentage</b>	
6. TOEIC Scores	870	1	2.5
	840	1	2.5
	815	1	2.5
	800	3	7.5
	795	1	2.5
	790	2	5.0
	780	1	2.5
	765	2	5.0
	755	2	5.0
	745	1	2.5
	735	1	2.5
	715	1	2.5
	705	1	2.5
	670	1	2.5
	655	1	2.5
	650	1	2.5
	600	1	2.5
	<b>Total</b>	<b>40</b>	<b>100.0</b>

## **4.2 The use of vocabulary learning strategies of all participants**

The following parts present the results of questionnaires regarding the use of vocabulary learning strategies of all participants in (1) overall strategies use of the eight strategy groups and (2) use of each strategy group.

### **4.2.1 Overall strategies use of the eight strategy groups**

In the second part, the participants were asked to respond to the questions concerning the strategies they used when learning English vocabulary relating to work.

As illustrated in Table 4.2, the findings show that the most used strategies of the participants were guessing strategies at the highest mean score (4.03). The second frequently used strategies were activation strategies which had the mean score of 3.99,

followed by strategies under beliefs about vocabulary learning with the mean score 3.89. However, all of the first three ranked were reported as being used very often. On the contrary, the least used strategies were note-taking strategies at the lowest mean score (2.46).

**Table 4.2**

*Mean, Standard Deviations and Degree of Overall Strategies Use*

<b>Groups of vocabulary learning strategy</b>	<b>Mean (<math>\bar{X}</math>)</b>	<b>S.D</b>	<b>Degree of using strategies</b>
1. Beliefs about vocabulary learning	3.89	0.428	Very often
2. Metacognitive regulation	3.69	0.521	Very often
3. Guessing strategies	<b>4.03</b>	<b>0.456</b>	<b>Very often</b>
4. Dictionary strategies	3.73	0.677	Very often
5. Note-taking strategies	2.46	0.918	Seldom
6. Memory strategies	3.21	0.761	Sometimes
7. Activation strategies	3.99	0.729	Very often
8. Social strategies	3.19	0.931	Sometimes

#### **4.2.2 Use of each strategy group**

The participants were asked to give ratings to the eight strategy groups, namely, beliefs about vocabulary learning, metacognitive regulation, guessing strategies, dictionary strategies, note-taking strategies, memory strategies, activation strategies, and social strategies, by a 5-point Likert scale to find the most frequently used strategies.

According to beliefs about vocabulary learning, the results show that the most frequently used strategy of the subjects was item 2: “I will remember words by repeatedly using them.” ( $\bar{X}$  = 4.60), followed by item 5: “. I can expand my vocabulary through reading a lot” ( $\bar{X}$  = 4.15). Meanwhile, the least used strategy was item 1: “I will remember words if I memorize word lists.” ( $\bar{X}$  = 3.25) (see Table 4.3).

**Table 4.3**

***Frequency, Percentage, Mean, Standard Deviations and Degree of Use of Beliefs about Vocabulary Learning by Item***

Item	Degree of frequency					Mean	S.D.	Degree
	Always	Very often	Sometimes	Seldom	Never			
1. I will remember words if I memorize word lists	2 5%	18 45%	11 27.5%	6 15%	3 7.5%	3.25	1.032	Sometimes
2. I will remember words by repeatedly using them	27 67.5%	10 25%	3 7.5%	0 0%	0 0%	<b>4.60</b>	<b>0.632</b>	<b>Always</b>
3. I can acquire a large vocabulary by memorizing many individual words	3 7.5%	15 37.5%	17 42.5%	2 5%	3 7.5%	3.33	0.971	Sometimes
4. I can identify the meaning of most words through reading	6 15%	20 50%	12 30%	2 5%	0 0%	3.75	0.776	Very often
5. I can expand my vocabulary through reading a lot	15 37.5%	17 42.5%	7 17.5%	1 2.5%	0 0%	4.15	0.802	Very often
6. I use the words that I have learned	11 27.5%	23 57.5%	6 15%	0 0%	0 0%	4.13	0.648	Very often

*(table continues)*

**Table 4.3 (continued)**

Item	Degree of frequency					Mean	S.D.	Degree
	Always	Very often	Sometimes	Seldom	Never			
7. When I have learned the word, I will recall the meaning to help me understand the context	9	23	7	1	0	4.00	0.716	Very often
	22.5%	57.5%	17.5%	2.5%	0%			
	<b>Total</b>					3.89	0.428	Very often

Table 4.4 presents item 11; “I check meaning of words that I’m interested in.” was the most often used strategy of metacognitive regulation ( $\bar{X} = 4.68$ ). While the least used strategy was item 8: “I think about my progress in vocabulary learning” ( $\bar{X} = 3.23$ ).

**Table 4.4**

*Frequency, Percentage, Mean, Standard Deviations and Degree of Use of Metacognitive Regulation by Item*

Item	Degree of frequency					Mean	S.D.	Degree
	Always	Very often	Sometimes	Seldom	Never			
8. I think about my progress in vocabulary learning	2	14	16	7	1	3.23	0.891	Sometimes
	5%	35%	40%	17.5%	2.5%			
9. I try to find out all I can about the new words I learn	1	16	17	4	2	3.25	0.870	Sometimes
	2.5%	40%	42.5%	10%	5%			
10. I know which words are important for me to learn	9	20	7	3	1	3.83	0.958	Very often
	22.5%	50%	17.5%	7.5%	2.5%			

(table continues)

**Table 4.4 (continued)**

Item	Degree of frequency					Mean	S.D.	Degree
	Always	Very often	Sometimes	Seldom	Never			
11. I check the meaning of words that I'm interested in	28	11	1	0	0	4.68	0.526	Always
	70%	27.5%	2.5%	0%	0%			
12. I make a note of words that seem important to me	7	11	12	5	5	3.25	1.256	Sometimes
	17.5%	27.5%	30%	12.5%	12.5%			
13. I know what cues I should use in guessing the meaning of a particular word	10	18	11	1	0	3.93	0.797	Very often
	25%	45%	27.5%	2.5%	0%			
	<b>Total</b>					3.69	0.521	Very often

From table 4.5, under guessing strategies, the participants reported that they most employed strategy item 14; "I use my experience and common sense to guess." when learning new English vocabulary at work ( $\bar{X} = 4.58$ ), followed by item 17: "I make use of my knowledge of the topic to guess the meaning of a word" ( $\bar{X} = 4.23$ ). While the least used strategy was item 16: "I use alternative clues and try again if I fail to guess the meaning of a word." ( $\bar{X} = 3.68$ ).

**Table 4.5**

*Frequency, Percentage, Mean, Standard Deviations and Degree of Use of Guessing Strategies by Item*

Item	Degree of frequency					Mean	S.D.	Degree
	Always	Very often	Sometimes	Seldom	Never			
14. I use my experience and common sense to guess	26 65%	13 32.5%	0 0%	0 0%	1 2.5%	4.58	0.747	Always
15. I guess the meaning and then look at the dictionary (when I meet new words in reading)	12 30%	22 55%	3 7.5%	1 2.5%	2 5%	4.03	0.974	Very often
16. I use alternative clues and try again if I fail to guess the meaning of a word.	4 10%	23 57.5%	11 27.5%	0 0%	2 5%	3.68	0.859	Very often
17. I make use of my knowledge of the topic to guess the meaning of a word	15 37.5%	19 47.5%	6 15%	0 0%	0 0%	4.23	0.698	Always
18. I look at the part of speech of the new word (to guess the meaning of the new word)	14 35%	8 20%	14 35%	3 7.5%	1 2.5%	3.78	1.097	Very often

*(table continues)*



**Table 4.5 (continued)**

Item	Degree of frequency					Mean	S.D.	Degree
	Always	Very often	Sometimes	Seldom	Never			
19. I analyze the word structure (prefix, root and suffix) when guessing the meaning of the word)	12	15	11	1	1	3.90	0.955	Very often
	30%	37.5%	27.5%	2.5%	2.5%			
	<b>Total</b>					4.03	0.456	Very often

According to the frequency of dictionary strategies, the results revealed that using an English-Thai dictionary, item 21, was the strategy most used by the subjects ( $\bar{X} = 4.05$ ), followed by item 25: "I use the dictionary to find the appropriate usage (example sentence) of the word" ( $\bar{X} = 4.00$ ). On the other hand, the least popular strategy was "I use a Thai-English dictionary." ( $\bar{X} = 3.28$ ) in item 22. (See Table 4.6)

**Table 4.6**

*Frequency, Percentage, Mean, Standard Deviations and Degree of Use of Dictionary Strategies by Item*

Item	Degree of frequency					Mean	S.D.	Degree
	Always	Very often	Sometimes	Seldom	Never			
20. I use an English-English dictionary	13	15	5	6	1	3.83	1.130	Very often
	32.5%	37.5%	12.5%	15%	2.5%			
21. I use an English-Thai dictionary	17	14	6	0	3	<b>4.05</b>	<b>1.131</b>	<b>Very often</b>
	42.5%	35%	15%	0%	7.5%			

(table continues)

**Table 4.6 (continued)**

Item	Degree of frequency					Mean	S.D.	Degree
	Always	Very often	Sometimes	Seldom	Never			
22. I use a Thai-English dictionary	3 7.5%	17 42.5%	12 30%	4 10%	4 10%	3.28	1.086	Sometimes
23. I use the dictionary to find only the meaning of the word	9 22.5%	12 30%	10 25%	6 15%	3 7.5%	3.45	1.218	Very often
24. I look in the dictionary for the grammatical patterns of the word	10 25%	14 35%	13 32.5%	2 5%	1 2.5%	3.75	0.981	Very often
25. I use the dictionary to find the appropriate usage (example sentence) of the word	16 40%	14 35%	5 12.5%	4 10%	1 2.5%	4.00	1.086	Very often
						<b>Total</b> 3.73	0.677	Very often

As shown in table 4.7 regarding note taking strategies, “I write down the English word and Thai translation of the word”, item 27, was the strategy that was most employed by the subjects ( $\bar{X} = 2.70$ ), followed by the slightly lower mean score – item 28: “I only take note of the meaning of the word” ( $\bar{X} = 2.63$ ). On the contrary, the least preferred strategy was “I have a vocabulary notebook to list down new words.” ( $\bar{X} = 2.25$ ) in item 26.

**Table 4.7**

*Frequency, Percentage, Mean, Standard Deviations and Degree of Use of Note Taking Strategies by Item*

Item	Degree of frequency					Mean	S.D.	Degree	
	Always	Very often	Sometimes	Seldom	Never				
26. I have a vocabulary notebook to list down new words	2	5	5	17	11	2.25	1.149	Seldom	
	5%	12.5%	12.5%	42.5%	27.5%				
27. I write down the English word and Thai translation of the word	6	5	8	13	8	2.70	1.344	Sometimes	
	15%	12.5%	20%	32.5%	20%				
28. I only take note of the meaning of the word	4	4	14	9	9	2.63	1.234	Sometimes	
	10%	10%	35%	22.5%	22.5%				
29. I take note of the usages of the word (example sentences, part of speech, etc.)	1	6	10	14	9	2.40	1.081	Seldom	
	2.5%	15%	25%	35%	22.5%				
30. I take note of the synonym or antonym of the word	1	5	9	15	10	2.30	1.067	Seldom	
	2.5%	12.5%	22.5%	37.5%	25%				
						<b>Total</b>	2.46	0.918	Seldom

Table 4.8 shows that item 34: “To remember a word, I analyze the word by breaking it into different parts (prefix, root, suffix)” was the most frequently used memory strategies ( $\bar{X} = 3.60$ ). Whereas the strategy item 32: “To remember a word, I write it repeatedly” was the least used strategy ( $\bar{X} = 2.73$ ).

**Table 4.8**

*Frequency, Percentage, Mean, Standard Deviations and Degree of Use of Memory Strategies by Item*

Item	Degree of frequency					Mean	S.D.	Degree
	Always	Very often	Sometimes	Seldom	Never			
31. To remember a word, I repeat it aloud to myself	9 22.5%	10 25%	9 22.5%	8 20%	4 10%	3.30	1.305	Sometimes
32. To remember a word, I write it repeatedly	4 10%	6 15%	12 30%	11 27.5%	7 17.5%	2.73	1.219	Sometimes
33. I create a mental image of the new word to help me remember the word	5 12.5%	14 35%	9 22.5%	8 20%	4 10%	3.20	1.203	Sometimes
34. To remember a word, I analyze the word by breaking it into different parts (prefix, root, suffix)	6 15%	18 45%	11 27.5%	4 10%	1 2.5%	<b>3.60</b>	<b>0.955</b>	<b>Very often</b>
<b>Total</b>						3.21	0.761	Sometimes

Regarding activation strategies, in table 4.9, the respondents reported using strategy item 35: “I make use of the words I learned in speaking and writing” the most ( $\bar{X} = 4.18$ ), followed by “I make use of the words I learned in everyday situations” ( $\bar{X} = 3.80$ ) in item 36.

**Table 4.9**

*Frequency, Percentage, Mean, Standard Deviations and Degree of Use of Activation Strategies by Item*

Item	Degree of frequency					Mean	S.D.	Degree
	Always	Very often	Sometimes	Seldom	Never			
35. I make use of the words I learned in speaking and writing	14	19	7	0	0	4.18	0.712	Very often
	35%	47.5%	17.5%	0%	0%			
36. I make use of the words I learned in everyday situations	10	15	12	3	0	3.80	0.911	Very often
	25%	37.5%	30%	7.5%	0%			
<b>Total</b>						3.99	0.729	Very often

As shown in table 4.10, the findings revealed that the social strategy which the employees most frequently used for acquiring new vocabulary knowledge was item 40: “I ask colleagues for the meaning of the new word” ( $\bar{X} = 3.68$ ), followed by item 38: “I review new words with colleagues” ( $\bar{X} = 3.33$ ). In contrast, item 42: “I practice English in group work activities” ( $\bar{X} = 2.68$ ) was reported as least used.

**Table 4.10**

*Frequency, Percentage, Mean, Standard Deviations and Degree of Use of Social Strategies by Item*

Item	Degree of frequency					Mean	S.D.	Degree	
	Always	Very often	Sometimes	Seldom	Never				
37. I ask an expert or boss for the Thai translation	10 25%	5 12.5%	15 37.5%	6 15%	4 10%	3.28	1.281	Sometimes	
38. I review new words with colleagues	5 12.5%	16 40%	9 22.5%	7 17.5%	3 7.5%	3.33	1.141	Sometimes	
39. I ask an expert or boss for the new word's synonym	4 10%	10 25%	9 22.5%	13 32.5%	4 10%	2.93	1.185	Sometimes	
40. I ask colleagues for the meaning of the new word	8 20%	18 45%	10 25%	1 2.5%	3 7.5%	<b>3.68</b>	<b>1.071</b>	<b>Very often</b>	
41. I discover the meaning of new words when working in group works	4 10%	15 37.5%	11 27.5%	7 17.5%	3 7.5%	3.25	1.104	Sometimes	
42. I practice English in group work activities	1 2.5%	7 17.5%	16 40%	10 25%	6 15%	2.68	1.023	Sometimes	
						<b>Total</b>	3.19	0.931	Sometimes

Table 4.11 illustrates the first ten highest ranked vocabulary learning strategies. The 40 participants chose one of the strategies under metacognitive regulation the most: “I check the meaning of words that I’m interested in.” with the highest mean score (4.68), followed by strategy “I will remember words by repeatedly using them.” (4.60) regarding beliefs about vocabulary learning which maintain the idea that words should be learned through use. The third rank was guessing strategies: “I use my experience and common sense to guess.” (4.58). When considering the tenth rank, there were two strategies which received the same mean score (4.00); however, the strategy “when I have learned the word, I will recall the meaning to help me understand the context” which had the S.D. of 0.716 was considered to be more reliable than the strategy “I use the dictionary to find the appropriate usage (example sentence) of the word” because most of the respondents rated this item less deviating from the mean. The results also showed that, from the list of ten highest ranked strategies, strategies according to beliefs about vocabulary learning (words should be learned through use) were the most popular strategies since it gained 4 strategies out of 10, followed by guessing strategies which gained 3 strategies out of 10, and dictionary strategies which reported 2 strategies in the ten highest ranked list.

**Table 4.11**

***First Ten Ranked Vocabulary Learning Strategies Rated by the Participants***

<b>Rank</b>	<b>English Vocabulary Learning Strategies</b>	<b>Mean (<math>\bar{X}</math>)</b>	<b>S.D.</b>	<b>Categories</b>
1	I check the meaning of words that I’m interested in	4.68	0.526	Metacognitive regulation
2	I will remember words by repeatedly using them	4.60	0.632	Beliefs about vocabulary learning (Words should be learned through use)
3	I use my experience and common sense to guess	4.58	0.747	Guessing strategies

*(table continues)*

**Table 4.11 (continued)**

<b>Rank</b>	<b>English Vocabulary Learning Strategies</b>	<b>Mean (<math>\bar{X}</math>)</b>	<b>S.D.</b>	<b>Categories</b>
4	I make use of my knowledge of the topic to guess the meaning of a word	4.23	0.698	Guessing strategies
5	I make use of the words I learned in speaking and writing	4.18	0.712	Activation strategies
6	I can expand my vocabulary through reading a lot	4.15	0.802	Beliefs about vocabulary learning (Words should be learned through use)
7	I use the words that I have learned	4.13	0.648	Beliefs about vocabulary learning (Words should be learned through use)
8	I use an English-Thai dictionary	4.05	1.131	Dictionary strategies
9	I guess the meaning and then look at the dictionary (when I meet new words in reading)	4.03	0.974	Guessing strategies
10	When I have learned the word, I will recall the meaning to help me understand the context	4.00	0.716	Beliefs about vocabulary learning (Words should be learned through use)
	I use the dictionary to find the appropriate usage (example sentence) of the word	4.00	1.086	Dictionary strategies

### **4.3 The use of vocabulary learning strategies of successful learners**

The successful learners, ten employees who got the highest TOEIC score, were asked to join in a follow-up meeting and discuss the first ten ranked English vocabulary learning strategies reported as used by all 40 respondents regarding whether those useful and frequently used strategies are similar to or different from what the successful learners employed. After that, if any strategies matched their use, they were asked to rank those strategies in the form prepared by the researcher. Then, the researcher calculated the score for each item and presented the top five.



The score for each rank are as follow:

<b>Rank</b>	<b>Score</b>
1	5
2	4
3	3
4	2
5	1

Table 4.12 shows that the strategy “I use my experience and common sense to guess” got the first rank with an outstanding score of 32. The second-highest-scoring strategy was “I make use of my knowledge of the topic to guess the meaning of a word” which had the score at 25. There were 9 out of 10 successful learners who rated these 2 strategies in their first five ranks. Moreover, these 2 strategies belong to the same strategy group: “guessing strategies”. The third rank, scored at 22, was “I can expand my vocabulary through reading a lot” which 6 successful learners found useful and ranked it in their top 5 strategies use. The fourth order was the strategy “I check the meaning of words that I’m interested in” with the score at 16 points. In the last order, the fifth, there were two strategies which got the same score at 12 points: “I make use of the words I learned in speaking and writing” and “I guess the meaning and then look at the dictionary (when I meet new words in reading)”.

**Table 4.12**

*Top Five Vocabulary Learning Strategies Rated by the Successful Learners*

<b>Rank</b>	<b>English Vocabulary Learning Strategies</b>	<b>Scores</b>	<b>Number of Successful Learners Ranking the Strategies in their Top Five List</b>
1	I use my experience and common sense to guess	32	9
2	I make use of my knowledge of the topic to guess the meaning of a word	25	9

*(table continues)*

**Table 4.12 (continued)**

<b>Rank</b>	<b>English Vocabulary Learning Strategies</b>	<b>Scores</b>	<b>Number of Successful Learners Ranking the Strategies in their Top Five List</b>
3	I can expand my vocabulary through reading a lot	22	6
4	I check the meaning of words that I'm interested in	16	6
5	I make use of the words I learned in speaking and writing	12	4
	I guess the meaning and then look at the dictionary (when I meet new words in reading)	12	6

The table below demonstrates the findings of the first ten ranked strategies rated by all new employees compared with those implemented by successful learners. From the top ten strategies, the successful learners were asked to rank only strategies that matched with their usage and at the meeting many of them informed the researcher that they could rank precisely only the top five-frequently-used strategies. Therefore, the researcher presents only the first five ranked strategies of the successful learners.

By comparing the first five ranked strategies of both groups, it was revealed that 4 strategies were the same which were “I check the meaning of words that I’m interested in.”, “I use my experience and common sense to guess.”, “I make use of my knowledge of the topic to guess the meaning of a word.”, and “I make use of the words I learned in speaking and writing.” Since there were two strategies which had the same score, the top five ranked strategies of successful learners contained six strategy items. Therefore, 2 strategies rated by successful learners were not in the top five ranked strategies use of all participants which were “I can expand my vocabulary through reading a lot” and “I guess the meaning and then look at the dictionary (when I meet new words in reading)”. However, the ranks between these two investigations were different; in other word, they emphasized those strategies differently.

**Table 4.13**

*Comparison of the Top Ranked Vocabulary Learning Strategies of all Respondents with the Successful Learners*

<b>First 10 ranked strategies of all respondents</b>	<b>First 5 ranked strategies of successful learners</b>
1. I check the meaning of words that I'm interested in	1. I use my experience and common sense to guess
2. I will remember words by repeatedly using them	2. I make use of my knowledge of the topic to guess the meaning of a word
3. I use my experience and common sense to guess	3. I can expand my vocabulary through reading a lot
4. I make use of my knowledge of the topic to guess the meaning of a word	4. I check meaning of words that I'm interested in
5. I make use of the words I learned in speaking and writing	5. I make use of the words I learned in speaking and writing
6. I can expand my vocabulary through reading a lot	I guess the meaning and then look at the dictionary (when I meet new words in reading)
7. I use the words that I have learned	
8. I use an English-Thai dictionary	
9. I guess the meaning and then look at the dictionary (when I meet new words in reading)	
10. When I have learned the word, I will recall the meaning to help me understand the context	
I use the dictionary to find the appropriate usage (example sentence) of the word	

#### **4.4 Suggestions for other useful vocabulary learning strategies**

In the third part of the questionnaire, there was an open-ended question asking the respondents to give suggestions for any other vocabulary learning strategies, besides those mentioned in the questionnaire, that they found useful for learning English vocabulary relating to work.

There were ten participants out of 40 who expressed their opinions on this question. The most suggested strategies were reading and listening a lot which, each of which got recommendations from the three participants. Moreover, two of the subjects indicated that they learn new English vocabulary through reading online media. One participant proposed that learning from corrected work was a very helpful way to learn vocabulary relating to work – help memorizing, which got support from another employee who mentioned that she learned vocabulary from problems at work. Other recommendations were sharing new words with friends, writing down new words on paper and sticking it around the desk, and practicing the use of new words by writing.

## **CHAPTER 5**

### **CONCLUSION, DISCUSSION, AND RECOMMENDATIONS**

This chapter presents a summary of this study, discussions of the use of vocabulary learning strategies, conclusions of the study, and recommendations for further research.

#### **5.1 Summary of the study**

This section provides a brief summary of this study including objectives, participants, materials and procedures.

This research study was carried out to investigate the most used vocabulary learning strategies of EGAT's new employees working in the Foreign Supply and Procurement Division when they learned English vocabulary relating to work and to examine the strategies that the ten employees who got the highest TOEIC scores and are considered as successful learners employed when learning vocabulary. There were 40 participants who work in the Foreign Supply and Procurement Division involved in this study; 27 of the participants were women and 13 were men. The instrument employed to collect the data was a questionnaire which was adapted from Gu and Johnson's vocabulary learning taxonomy (1996) and Schmitt's taxonomy (1997) for vocabulary learning strategies. When completing the analysis of questionnaire outcomes, the researcher determined the first ten ranked strategies that all respondents rated. These ten strategies were prepared in a form and used as questions to ask the successful learner group in a follow-up meeting. This was to explore whether the ones used by successful learners are the same, similar or different from the primary discovery. The data were analyzed statistically by SPSS program in order to measure the degree of use of each strategy. The statistical methods were frequency, percentage, mean ( $\bar{X}$ ) and standard deviation (S.D.). The findings give a guideline to the employees, and the organization as well, regarding what strategies or methods of learning are commonly used. By applying the useful strategies, the employees may enhance their ability in learning new English words.

## **5.2 Discussion**

This section concerns the discussions of the use of vocabulary learning strategies reported by EGAT's new employees – (1) the new employee population and (2) the successful learner group.

### **5.2.1 The use of vocabulary learning strategies of all participants**

#### **5.2.1.1 Overall strategies use**

An examination of the results of all 40 participants revealed that in this study “Guessing strategies” were the highest-rated strategies of the overall strategies used. It shows that when new employees learned new English vocabulary related to their work, most of them found it useful to draw upon their background knowledge and use experience as well as common sense to guess the meaning of a word. Consequently, guessing strategies were the most frequently used strategy group which received the mean score of 4.03; that's comparatively high. This finding corresponded with Cicko, Pojani, and Stavre (2013). Their subjects, second and third year university students, reported that guessing strategies were their top three most often used strategies, among which experience and common sense are widely used. Moreover, it was similar to Zhang's (2009) findings which demonstrated that the strategy “Guessing meaning in contexts” was one of the three frequently-used strategies apart from using dictionary and taking notes. Another study by Sangpitak (2012) revealed that determination strategies (guessing the meaning of a new word from the textual context) was the second-frequently used strategy of Thai administrative assistants at Blumenthal Richter and Sumet Ltd.

#### **5.2.1.2 Beliefs about vocabulary learning**

According to beliefs about vocabulary learning, the top three rated items were “I will remember words by repeatedly using them”, “I use the words that I have learned” and “I can expand my vocabulary through reading a lot” which can describe the belief of the participants that “words should be learned through use” more than memorization. Therefore, the mean scores of the above-mentioned items were higher than those of the memory-based items. Similar result was presented in

Lip (2009)'s study; his respondents found "remembering words by doing a project" under cognitive strategies useful when learning new vocabulary. However, this finding was different from the interviews conducted by Asgari and Mustapha (2010) which reveals that most of the students were not aware of using many different strategies except using rote memorization. Riley (1997) stated that language learning beliefs are a set of concepts about learning and values that exist within a person related to language learning that directly influence learners' behavior. This might be the reason for the findings discussed above.

#### **5.2.1.3 Metacognitive regulation**

Regarding the metacognitive regulation, "I check the meaning of words that I'm interested in" was the strategy that received the highest awareness from participants. Referring to the idea proposed by Gu and Johnson (1996), this metacognitive regulation, based on the selective attention and self-initiation of learners, were approaches that aim at helping learners think about their own methods of learning more explicitly. Therefore, the researcher can conclude that participants were often looking up the meaning of words and are eager to learn new words according to their interest and most of them perceived the usefulness of this method.

#### **5.2.1.4 Guessing strategies**

This study demonstrated that the most frequently used strategy of guessing strategies was using experience and common sense to guess when learning new English vocabulary, followed by making use of background knowledge of the topic to guess the meaning of a word. When comparing this result to the study of Cicko, Pojani, and Stavre (2013) an interesting issue was found. In guessing strategies, "use of experience and common sense" strategy was rated as one of the top three most often used strategies, while the strategy "use of some background knowledge" was the least employed strategy. It could possibly mean that both adult learners from this study and students from the previous study found it easy and convenient to use past experiences and common sense when guessing the meaning of new words, whereas only the adult group had sufficient background knowledge to make use of when they are trying to figure out a new word's meaning.

### **5.2.1.5 Dictionary strategies**

Using an English-Thai dictionary was the most used vocabulary learning strategy of dictionary strategies. The finding was consistent with Komol and Sripetpun (2011) who discovered that the most frequently used strategy of second year students at Prince of Songkla University was using an English-Thai dictionary. This is similar to Zhang (2009), who conducted a research with undergraduates from 6 universities in Western China and also found that the students most used a dictionary when learning new words. Unlike the investigation by Asgari and Mustapha (2010) which found that their subjects, ESL Malaysian students, preferred using a monolingual dictionary. It can be inferred that the learners who live in an English environment and are exposed to English early, like Malaysians who are from a former British colony, are able to understand English better than learners in countries where they use only their own language; therefore, they are accustomed to using an English-English dictionary.

### **5.2.1.6 Note taking strategies**

Under the note taking strategies, “writing down the English word and Thai translation of the word” was the most often used strategy. However, it received only a low rating score ( $\bar{X} = 2.70$ ) which was lower than the mean score of other strategies. It can be interpreted in two ways: the participants may not perceive the usefulness of this method or they did not always have time to jot down the new word and its meaning when working. The result was supported by the studies of Sangpitak (2012) who concluded that Thai administrative staff used cognitive strategies (I take notes at work) least frequently and Cicko, Pojani, and Stavre (2013) who asserted that the least employed strategies in their study were note taking strategies.

### **5.2.1.7 Memory strategies**

According to memory strategies, strategy “to remember a word, I analyze the word by breaking it into different parts (prefix, root, suffix)” was the most frequently used. The finding was similar to the discovery of Waldvogel (2013) who studied vocabulary learning strategies used among adult learners of Spanish as a foreign language which pointed out that employing determination strategies (I analyze



the part of the speech) can facilitate the learning of their respondents. The study of Gu and Johnson (1996) suggested something similar, that is, the nature of vocabulary learning progress starts from the initial discovery of word's meaning to a gradual transfer of the word to the active inventory and eventually to an integration of the word into any specific situation. The above progressing order can be easily explained as when a person learns new vocabulary a set of processes have been taken in each step in which the primary step was to memorize the word's meaning.

#### **5.2.1.8 Activation strategies**

Evaluation of the frequency of activation strategies illustrated that the EGAT's new employees used the strategy "I make use of the words I learned in speaking and writing" the most. It can be explained that using newly-learned words in different contexts help acquire vocabulary learning skill. This result was supported by Nation (2001) who found this method important, so he incorporated "Generating strategies" (generation of word knowledge, e.g. using a word in new contexts across the four skills – speaking, reading, writing or listening) in his taxonomy of vocabulary learning strategies.

#### **5.2.1.9 Social strategies**

The most used strategy under social strategies was "I ask colleagues for the meaning of the new word". This method of learning got a comparatively moderate mean score of 3.68 which means they used it quite often. Therefore, this result contrasted with other studies' findings, i.e. Riankamol (2008), Waldvogel (2013) and Amirian and Heshmatifar (2013) since their participants, who were students, reported that social strategies were rarely used. It may be possible that students do not feel comfortable asking their teachers and friends for help while adult learners with their assertiveness do not hesitate to consult with others to find new words' meanings.

### **5.2.2 Comparing the use of vocabulary learning strategies of all participants and successful learners**

From the top ten ranked strategies of vocabulary learning rated by the population, the researcher can notice that all participants or less successful learners learned mostly by practicing using words that they newly learned and find the meaning of words from a dictionary which appeared in 7 items of strategies out of 11. For example, the strategies “I check the meaning of words that I’m interested in”, “I will remember words by repeatedly using them” and “I use an English-Thai dictionary”. It might be possible that they do not have sufficient knowledge to guess, so they still feel in need of learning new words. Moreover, they may still feel not confident to interpret the meaning if they do not search from a dictionary.

Whereas, the strategies popular among successful learners were guessing strategies in which “I use my experience and common sense to guess” and “I make use of my knowledge of the topic to guess the meaning of a word” were the two highest-scoring items. The successful ones, who may have a high level of vocabulary knowledge, can guess the meaning by using their experiences and common sense. It means that even though they do not rely on the meaning in a dictionary, they can interpret and understand the new words correctly. Consequently, they tend to enhance their knowledge by guessing and depending less on memory and a dictionary. With reference to the previous studies of Zhang (2009) and Waldvogel (2013) who explored the strategies used by an advanced group or the group that got a high score in a vocabulary size test, different results were found; they employed many other strategies except guessing strategies such as determination strategies (I analyze the part of the speech), using a dictionary for word learning and noting down usage. However, according to Cohen & Aphek (as cited in Schmitt, 2000), the findings may be in accordance with their idea; the beginners might be restricted to the use of word lists, while advanced learners might guess the meaning of words from the text.

### **5.3 Conclusions**

From the investigation, it is obvious that “Guessing strategies” were the most frequently used strategies of EGAT’s new employees working in the Foreign Supply and Procurement Division employed when they acquired new vocabulary meanings related to work. This result received the highest rating score from the examination of overall strategies use and the most frequent strategy rating by successful learners. It shows that the participants perceived usefulness when learning vocabulary by using their experiences, common sense, and background knowledge to guess the meaning of new words.

In contrast, regarding overall strategies use of the eight strategy groups and each individual item, the least often used strategies was “Note-taking strategies” with the lowest mean score of 2.46 and 2.70, respectively. It could possibly mean that when learning vocabulary related to work, most of the participants did not find taking notes helpful.

Moreover, the results of this study revealed that the popular strategies among successful learners were “Guessing strategies” (I use my experience and common sense to guess and I make use of my knowledge of the topic to guess the meaning of a word) and “Beliefs about vocabulary learning” (I can expand my vocabulary through reading a lot). Almost all of these strategies conform to the top five selections of all subjects but emphasis on each one was different.

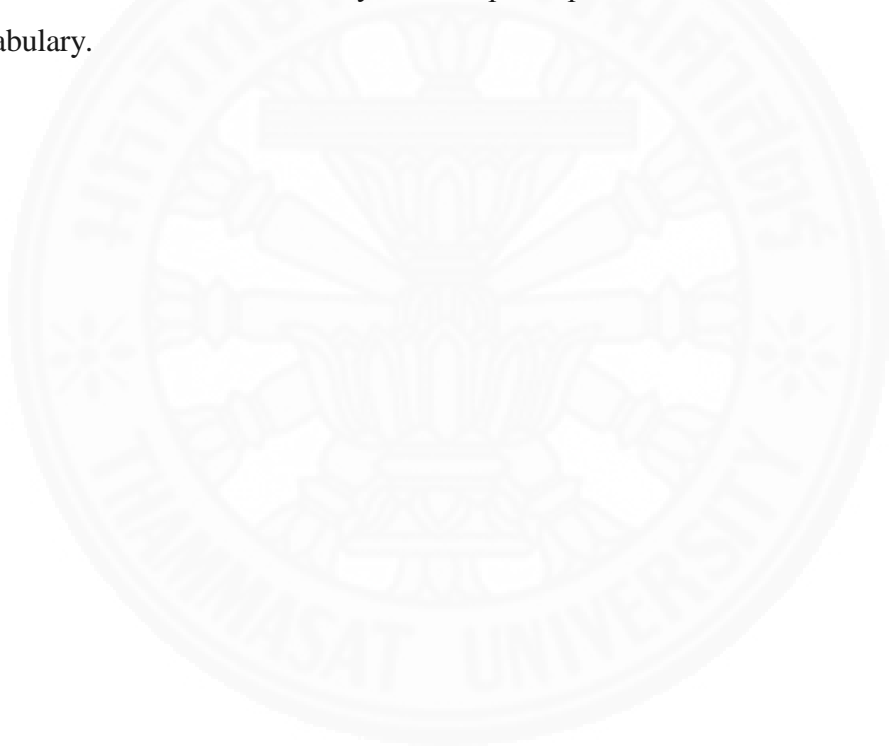
### **5.4 Recommendations for further research**

The researcher, after conducting the present study, has noticed some limitations and the following recommendations are suggested for future research.

5.4.1 Due to the time constraint, this study was focused only on a group of new employees working in the Foreign Supply and Procurement Division who started working between 2008 and 2015. Future research could be broadened to other groups of employee, e.g. senior employees, and include the comparison of the types of strategies used by the new and senior employees.

5.4.2 This research study explored the use of vocabulary learning strategies of Thai employees working in the Electricity Generating Authority of Thailand, therefore, the results was suitably applied to support workers' English learning in this organization. Although the findings cannot be generalized, the design of this study still can be a reference for a future study where the context is similar to the Thai context.

5.4.3 With a similar or differently designed instrument used for collecting the data and the capability of the analysis program, future researchers can investigate further into each factor, besides focusing on their TOEIC scores, e.g. gender, age and duration of work, which may affect participants' method of learning English vocabulary.



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## APPENDIX A

### Questionnaire in English Language

#### Vocabulary Learning Strategies

This questionnaire is a part of an independent study as a partial fulfillment of the requirements for Master's degree of Arts in English for Careers, Language Institute, Thammasat University.

This questionnaire explores the most used vocabulary learning strategies based on perceptions of usefulness of Electricity Generating Authority of Thailand's new employees working in the Foreign Supply and Procurement Division. The results of this research will be beneficial for newcomers who want to improve their vocabulary in the workplace and will lead to a guideline in developing an effective English vocabulary learning course for EGAT's employees. Your responses will be confidential and be used for the academic purpose only.

This questionnaire consists of three parts as follows:

- Part I : Personal Information
- Part II : The Statement of Vocabulary Learning Strategies
- Part III : Suggestion for other Useful Vocabulary Learning Strategies

#### **Part I: General Information**

**Directions:** Please put a tick ( / ) in the box ( ) on the statement which best correspond to you.

1. Gender:    ( ) Female                      ( ) Male
  
2. Age:        ( ) 23-25 years                      ( ) 26-28 years  
                   ( ) 29-31 years                      ( ) more than 31 years
  
3. Field of study  
       ( ) Art-oriented                      ( ) Business-oriented        ( ) Science-oriented



## 4. Duration of studying English language

- ( ) less than 5 years      ( ) 5-10 years      ( ) 11-15 years  
 ( ) more than 15 years

## 5. Duration of working in foreign supply and procurement division

- ( ) less than 1 year      ( ) 1-3 years      ( ) 4-6 years  
 ( ) 7-9 years

## 6. TOEIC Score \_\_\_\_\_ points

**Part II: The Statement of Vocabulary Learning Strategies**

**Directions:** Please put a tick ( / ) in the table (5, 4, 3, 2, 1) that tells the degree of frequency of using the vocabulary learning strategies based on perceptions of usefulness when you use them in learning English vocabulary *at work*.

5 = Always

4 = Very often

3 = Sometimes

2 = Seldom

1 = Never

Item	The Statement of Vocabulary Learning Strategies	Degree of Frequency				
		5	4	3	2	1
	<b>Beliefs about vocabulary learning</b>					
1	I will remember words if I memorize word lists					
2	I will remember words by repeatedly using them					
3	I can acquire a large vocabulary by memorizing many individual words					
4	I can identify the meaning of most words through reading					
5	I can expand my vocabulary through reading a lot					
6	I use the words that I have learned					

Item	The Statement of Vocabulary Learning Strategies	Degree of Frequency				
		5	4	3	2	1
7	When I have learned the word, I will recall the meaning to help me understand the context					
	<b>Metacognition Regulation</b>					
8	I think about my progress in vocabulary learning					
9	I try to find out all I can about the new words I learn					
10	I know which words are important for me to learn					
11	I check meaning of words that I'm interested in					
12	I make a note of words that seem important to me					
13	I know what cues I should use in guessing the meaning of a particular word					
	<b>Guessing Strategies</b>					
14	I use my experience and common sense to guess					
15	I guess the meaning and then look at the dictionary (when I meet new words in reading)					
16	I use alternative clues and try again if I fail to guess the meaning of a word.					
17	I make use of my knowledge of the topic to guess the meaning of word					
18	I look at the part of speech of the new word (to guess the meaning of the new word)					
19	I analyze the word structure (prefix, root and suffix) when guessing the meaning of the word)					
	<b>Dictionary Strategies</b>					
20	I use an English-English dictionary					
21	I use an English-Thai dictionary					
22	I use a Thai-English dictionary					

Item	The Statement of Vocabulary Learning Strategies	Degree of Frequency				
		5	4	3	2	1
23	I use the dictionary to find only the meaning of the word					
24	I look in the dictionary for the grammatical patterns of the word					
25	I use the dictionary to find the appropriate usage (example sentence) of the word.					
	<b>Note Taking Strategies</b>					
26	I have a vocabulary note book to list down new word					
27	I write down the English word and Thai translation of the word					
28	I only take note the meaning of the word					
29	I take note of the usages of the word (example sentences, part of speech, etc.)					
30	I take note of the synonym or antonym of the word					
	<b>Memory Strategies</b>					
31	To remember a word, I repeat it aloud to myself					
32	To remember a word, I write it repeatedly					
33	I create a mental image of the new word to help me remember the word					
34	To remember a word, I analyze the word by breaking it into different parts (prefix, root, suffix)					
	<b>Activation Strategies</b>					
35	I make use of the words I learned in speaking and writing					
36	I make use of the words I learned in everyday situations					
	<b>Social strategies</b>					
37	I ask the expert or boss for Thai translation.					
38	I review new words with colleagues.					
39	I ask the expert or boss for the new word's synonym.					

Item	The Statement of Vocabulary Learning Strategies	Degree of Frequency				
		5	4	3	2	1
40	I ask colleagues for meaning of the new word.					
41	I discover the meaning of new words when working in group works.					
42	I practice English in group work activities.					

### Part 3: Suggestion for other Useful Vocabulary Learning Strategies

In addition to using the vocabulary learning strategies in part II, what others useful strategies have you employed in learning English vocabulary?

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Thank you for your kind cooperation

## APPENDIX B

### Questionnaire in Thai Language

แบบสอบถาม

กลยุทธ์ในการเรียนรู้คำศัพท์ภาษาอังกฤษ

แบบสอบถามฉบับนี้เป็นส่วนหนึ่งของการศึกษาค้นคว้าอิสระ ซึ่งเป็นส่วนประกอบของหลักสูตรปริญญาโท สาขาภาษาอังกฤษเพื่ออาชีพ สถาบันภาษา มหาวิทยาลัยธรรมศาสตร์

แบบสอบถามนี้ใช้เพื่อศึกษาการใช้กลยุทธ์ในการเรียนรู้คำศัพท์ภาษาอังกฤษของพนักงานใหม่ในฝ่ายผลิตและจัดหาต่างประเทศ การไฟฟ้าฝ่ายผลิตแห่งประเทศไทย (กฟผ.) โดยผลจากการศึกษาจะเป็นประโยชน์ต่อพนักงานใหม่ในฝ่ายผลิตและจัดหาต่างประเทศที่ต้องการพัฒนาทักษะการเรียนรู้คำศัพท์และ กฟผ. สามารถใช้เป็นแนวทางในการจัดอบรมหลักสูตรการเรียนรู้คำศัพท์ภาษาอังกฤษให้กับพนักงานใหม่ของ กฟผ. ทั้งหมด ทั้งนี้ข้อมูลของท่านจะถูกเก็บไว้เป็นความลับและใช้เพื่อการศึกษาเท่านั้น

แบบสอบถามนี้ แบ่งออกเป็น 3 ส่วน ดังต่อไปนี้

- ส่วนที่ 1 : ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม
- ส่วนที่ 2 : การใช้กลยุทธ์การเรียนรู้คำศัพท์
- ส่วนที่ 3 : ข้อเสนอแนะเพิ่มเติมเกี่ยวกับกลยุทธ์การเรียนรู้คำศัพท์ที่เป็นประโยชน์

**ส่วนที่ 1: ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม**

คำแนะนำ: โปรดใส่เครื่องหมาย (/) ในช่อง ( ) ตามข้อที่ตรงกับข้อมูลของผู้ตอบแบบสอบถาม

- |          |                |                     |
|----------|----------------|---------------------|
| 1. เพศ:  | ( 1 ) หญิง     | ( 2 ) ชาย           |
| 2. อายุ: | ( 1 ) 23-25 ปี | ( 2 ) 26-28 ปี      |
|          | ( 3 ) 29-31 ปี | ( 4 ) มากกว่า 31 ปี |

## 3. สาขาที่เคยศึกษา

- ( 1 ) ศิลปศาสตร์                      ( 2 ) บริหารธุรกิจ                      ( 3 ) วิทยาศาสตร์

## 4. ระยะเวลาการเรียนภาษาอังกฤษ

- ( 1 ) น้อยกว่า 5 ปี                      ( 2 ) 5-10 ปี                      ( 3 ) 11-15 ปี  
( 4 ) มากกว่า 15 ปี

## 5. ระยะเวลาในการทำงานในฝ่ายผลิตและจัดหาต่างประเทศ

- ( 1 ) น้อยกว่า 1 ปี                      ( 2 ) 1-3 ปี                      ( 3 ) 4-6 ปี  
( 4 ) 7-9 ปี

## 6. ผลการสอบ TOEIC \_\_\_\_\_ คะแนน

## ส่วนที่ 2: การใช้กลยุทธ์การเรียนรู้คำศัพท์ภาษาอังกฤษ

คำแนะนำ: โปรดใส่เครื่องหมาย ( / ) ในตารางช่อง 5, 4, 3, 2 ,1 ที่แสดงถึงระดับของการใช้กลยุทธ์การเรียนรู้

คำศัพท์ที่ผู้ตอบแบบสอบถามใช้ในการเรียนรู้คำศัพท์ภาษาอังกฤษที่ใช้ในการทำงาน

5 = ใช้เป็นประจำ

4 = ใช้บ่อยๆ

3 = ใช้เป็นบางครั้ง

2 = แทบจะไม่ใช้

1 = ไม่เคยใช้

ข้อ	กลยุทธ์การเรียนรู้คำศัพท์ภาษาอังกฤษ	ระดับของการใช้กลยุทธ์				
		5	4	3	2	1
	<b>Beliefs about vocabulary learning</b>					
1	การท่องจำรายการศัพท์จะทำให้ฉันจำคำศัพท์ได้					
2	การใช้คำศัพท์ซ้ำๆ จะทำให้ฉันจำคำศัพท์เหล่านั้นได้					
3	ฉันสามารถเรียนรู้คำศัพท์ยาวๆ ได้จากการแยกจำคำศัพท์ย่อยแต่ละคำ					

ข้อ	กลยุทธ์การเรียนรู้คำศัพท์ภาษาอังกฤษ	ระดับของการใช้กลยุทธ์				
		5	4	3	2	1
4	การอ่านทำให้ฉันสามารถให้ความหมายของคำศัพท์ส่วนใหญ่ได้					
5	ฉันสามารถเรียนรู้คำศัพท์เพิ่มเติมได้ผ่านการอ่านหนังสือเยอะๆ					
6	ฉันนำคำศัพท์ที่ได้เรียนรู้มาใช้งานจริง					
7	เมื่อฉันได้เรียนรู้คำศัพท์ใดๆ ฉันจะนึกถึงความหมายของคำนั้นๆ เพื่อช่วยให้ฉันเข้าใจเนื้อหามากขึ้น					
<b>Metacognition Regulation</b>						
8	ฉันคำนึงถึงพัฒนาการในการเรียนรู้คำศัพท์ของตัวเอง					
9	ฉันพยายามคิดว่าฉันจะสามารถนำคำศัพท์ที่เรียนมาไปใช้อย่างไรได้บ้าง					
10	ฉันรู้ว่าคำศัพท์คำใดที่สำคัญกับฉันที่ฉันจะต้องเรียนรู้					
11	ฉันหาความหมายของคำศัพท์ที่ฉันสนใจ					
12	ฉันจดบันทึกคำศัพท์ที่ฉันคิดว่ามีความสำคัญกับฉัน					
13	ฉันรู้ว่าคำแวดล้อมคำใด ที่ฉันควรจะใช้ประกอบในการเดาความหมายของคำศัพท์หนึ่งๆ					
<b>Guessing Strategies</b>						
14	ฉันใช้ประสบการณ์และความรู้สึกในการเดาคำศัพท์					
15	ฉันเดาความหมายของคำศัพท์ก่อน แล้วจึงค้นหาความหมายจากพจนานุกรม (เมื่อฉันเจอคำศัพท์ใหม่จากการอ่าน)					
16	หากฉันไม่สามารถเดาความหมายของคำศัพท์ได้ ฉันจะเลือกใช้เนื้อหาที่บอกเป็นนัยต่างๆ เพื่อเดาความหมายของคำศัพท์นั้นอีกครั้ง					
17	ฉันใช้ความรู้เดิมของฉันที่มีเกี่ยวกับหัวข้อนั้นๆ ในการเดาความหมายของคำศัพท์					

ข้อ	กลยุทธ์การเรียนรู้คำศัพท์ภาษาอังกฤษ	ระดับของการใช้กลยุทธ์				
		5	4	3	2	1
18	ฉันพิจารณาจากชนิดของคำ ของคำศัพท์ใหม่เพื่อเดาความหมายของคำศัพท์					
19	ฉันวิเคราะห์โครงสร้างของคำ (ส่วนเติมข้างหน้า ศัพท์, ข้างหลังศัพท์ และรากศัพท์) ในการเดาความหมายของคำศัพท์					
<b>Dictionary Strategies</b>						
20	ฉันใช้พจนานุกรมอังกฤษ – อังกฤษ					
21	ฉันใช้พจนานุกรมอังกฤษ – ไทย					
22	ฉันใช้พจนานุกรมไทย – อังกฤษ					
23	ฉันใช้พจนานุกรมในการหาความหมายของคำศัพท์เท่านั้น					
24	ฉันใช้พจนานุกรมในการหารูปแบบทางไวยากรณ์ของคำศัพท์					
25	ฉันใช้พจนานุกรมในการหาตัวอย่างการนำคำศัพท์นั้นไปใช้อย่างเหมาะสม (เช่น ประโยคตัวอย่าง)					
<b>Note Taking Strategies</b>						
26	ฉันมีสมุดไว้สำหรับจดคำศัพท์ใหม่					
27	ฉันจดคำศัพท์ภาษาอังกฤษ พร้อมความหมายภาษาไทย					
28	ฉันจดบันทึกเฉพาะความหมายของคำศัพท์เท่านั้น					
29	ฉันจดบันทึกรูปแบบการนำคำศัพท์ไปใช้จริง (เช่น ประโยคตัวอย่าง, ชนิดของคำ)					
30	ฉันจดบันทึกคำพ้องความหมาย หรือคำที่มีความหมายตรงกันข้าม ของคำศัพท์นั้นๆ					
<b>Memory Strategies</b>						
31	ฉันพูดคำศัพท์ใหม่ออกมาดังๆ ซ้ำๆ เมื่อต้องการท่องจำ					
32	ฉันเขียนคำศัพท์ใหม่ซ้ำๆ เมื่อต้องการท่องจำ					



ข้อ	กลยุทธ์การเรียนรู้คำศัพท์ภาษาอังกฤษ	ระดับของการใช้กลยุทธ์				
		5	4	3	2	1
33	ฉันทจินตนาการภาพของคำศัพท์ใหม่ เพื่อช่วยให้ฉันทจำคำศัพท์นั้นได้					
34	ในการจำคำศัพท์ ฉันทวิเคราะห์คำศัพท์โดยการแยกคำออกเป็นส่วนๆ (ส่วนเติมข้างหน้าศัพท์, ข้างหลังศัพท์ และรากศัพท์)					
<b>Activation Strategies</b>						
35	ฉันทนำคำศัพท์ที่ฉันทได้เรียนรู้มาใช้ในการพูดและเขียน					
36	ฉันทนำคำศัพท์ที่ฉันทได้เรียนรู้มาใช้ในสถานการณ์ประจำวัน					
<b>Social strategies</b>						
37	ฉันทขอให้ผู้รู้หรือหัวหน้างานแปลภาษาอังกฤษเป็นภาษาไทย					
38	ฉันทบทวนคำศัพท์ใหม่กับเพื่อนร่วมงาน					
39	ฉันทขอให้ผู้รู้หรือหัวหน้างานยกตัวอย่างคำที่มีความหมายเหมือนกันกับคำศัพท์ใหม่					
40	ฉันทขอให้เพื่อนร่วมงานบอกความหมายของคำศัพท์ใหม่					
41	ฉันทพบความหมายของคำศัพท์ใหม่จากการทำกิจกรรมกลุ่ม					
42	ฉันทได้ฝึกฝนการใช้คำภาษาอังกฤษในการทำกิจกรรมกลุ่ม					

### ส่วนที่ 3: ข้อเสนอแนะเพิ่มเติมเกี่ยวกับกลยุทธ์การเรียนรู้คำศัพท์ที่เป็นประโยชน์

นอกเหนือจากการใช้กลยุทธ์การเรียนรู้คำศัพท์ในส่วนที่ 2 ผู้ตอบแบบสอบถามเคยใช้วิธีการเรียนรู้ศัพท์ที่ได้ผลดีวิธีอื่นๆ วิธีใดบ้าง

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ขอบคุณสำหรับความร่วมมือในการตอบแบบสอบถาม

## **BIOGRAPHY**

Name	Miss Patcharaporn Krailert
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