

กลยุทธ์ในการเรียนคำศัพท์ของผู้ที่เรียนวิชาเอกภาษาอังกฤษธุรกิจ
ในระดับดีในมหาวิทยาลัยขอนแก่น*

Vocabulary Learning Strategies Employed by Good Language
Learners of Business English Majors at Khonkaen University

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษา
กลยุทธ์ในการเรียนคำศัพท์ของผู้ที่เรียนวิชาเอกภาษา
อังกฤษธุรกิจในระดับดี 2) ศึกษาวิธีการใช้กลยุทธ์ใน
การเรียนรู้คำศัพท์ของผู้ที่เรียนวิชาเอกภาษาอังกฤษ
ธุรกิจในระดับดี

กลุ่มตัวอย่างในการศึกษานี้เป็นนักศึกษาที่
เป็นผู้ที่เรียนวิชาเอกภาษาอังกฤษในระดับดีซึ่งเรียนเอก
ภาษาอังกฤษธุรกิจชั้นปีที่ 3 คณะมนุษยศาสตร์และ
สังคมศาสตร์ มหาวิทยาลัยขอนแก่น จำนวน 30 คน
ซึ่งพิจารณาจากผลการเรียนคะแนนเฉลี่ยวิชาเอกภาษา
อังกฤษเป็นหลัก

เครื่องมือที่ใช้ในการวิจัยประกอบด้วย แบบ
สอบถามเกี่ยวกับกลยุทธ์ในการเรียนรู้คำศัพท์ภาษา
อังกฤษและแบบสัมภาษณ์เกี่ยวกับวิธีการใช้กลยุทธ์ใน
การเรียนรู้คำศัพท์ภาษาอังกฤษ สถิติที่ใช้ในการ
วิเคราะห์ข้อมูลคือ ค่าเฉลี่ย (\bar{X}) และส่วนเบี่ยงเบน
มาตรฐาน (S.D.)

ผลการวิจัยพบว่า สำหรับกลยุทธ์ในการหาความ
หมายของคำศัพท์นั้น ผู้ที่เรียนวิชาภาษาอังกฤษธุรกิจ
ในระดับดีใช้พจนานุกรมภาษาอังกฤษ - ภาษาไทย

และภาษาไทย-ภาษาอังกฤษ รวมถึงการใช้การเดาความ
หมายของคำศัพท์จากบริบท นอกจากนี้ ผู้ที่เรียนวิชา
ภาษาอังกฤษธุรกิจในระดับดีได้พิจารณาองค์ประกอบ
ต่างๆ ในพจนานุกรมซึ่งประกอบด้วยชนิดของ
คำสัทอักษรความหมายที่หลากหลายและประโยค
ตัวอย่าง และใช้บริบทในประโยคและย่อหน้าในการค้น
หาความหมายของคำศัพท์ใหม่ สำหรับกลยุทธ์ในการ
จำคำศัพท์นั้น ผู้ที่เรียนวิชาภาษาอังกฤษธุรกิจในระดับ
ดีจำคำศัพท์ใหม่โดยการฟังเพลงและฟังการสนทนาของ
บุคคลอื่นเช่นเดียวกันกับศึกษาการออกเสียงและการ
สะกดของคำศัพท์และยังได้ทำรายการคำศัพท์ในสมุด
บันทึกโดยวิธีการบันทึกความหมายและคำศัพท์พร้อม
กับการทบทวนคำศัพท์บ่อยๆ นอกจากนี้ ผู้ที่เรียนวิชา
ภาษาอังกฤษธุรกิจในระดับดีใช้ประโยคในการระลึก
และจำคำศัพท์ใหม่ สำหรับกลยุทธ์ในการเพิ่มพูนคำศัพท์
นั้น ผู้ที่เรียนวิชาภาษาอังกฤษในระดับดีได้เพิ่มพูน
ความรู้ของคำศัพท์โดยการจดบันทึกในชั้นเรียนและใช้
สื่อภาษาอังกฤษ และใช้พจนานุกรมเมื่อเจอคำศัพท์ใหม่
ในขณะที่ดูภาพยนตร์เสียงในฟิล์มและฟังเพลง

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Abstract

The purposes of this study were 1) to investigate types of vocabulary learning strategies employed by good language learners of Business English majors, and 2) to examine how they use vocabulary learning strategies. The participants of the study were thirty third-year Business English majors in the Faculty of Humanities and Social Sciences, Khon Kaen University. The research instruments used in this study were 1) the questionnaire and 2) interview. The statistics used for data analysis included means () and standard deviation (S.D.). The results indicated that for the discovery strategies, the good language learners used English-Thai dictionaries and Thai-English dictionaries as well as guessing meanings from context clues.

They looked at other features in a dictionary including parts of speech, the phonetic alphabet, multiple meanings, and example sentences. Moreover, they utilized context clues of sentences and paragraphs to discover the meaning of new words. For the retention strategies, the good language learners retained new words by listening to English songs and the English conversation of other people. They also studied pronunciation and spelling. In addition, they reported listing words in a notebook and then reviewed the words often. Moreover, they used sentences to recall and memorize new words. For the expansion strategies, the good language learners expanded the word knowledge by taking notes in class and using English media.

Introduction

For decades, English has been used as an international language. It is estimated that there are approximately one billion English speakers in all regions of the world (Crystal, 2003). As the most used language, English is referred to as an international language (McKay, 2002). Furthermore, English is not only a necessary medium for communication, but also a requirement for people looking for better job opportunities (Al-Salman, 2007).

In learning English, vocabulary learning is especially important for those learning English as a second or foreign language. The most essential part of acquiring a second language is to master vocabulary (Avila & Sadoski, 1996). Learners need to learn large numbers of vocabulary words when they learn a language (Laufer & Hulstijn, 2001). The need for vocabulary is also crucial for developing skills in speaking, listening, writing, and reading. Richard and

Renandya (2002) emphasize that the foundation of learners' proficiency in the language skills of speaking, listening, reading, and writing is provided by vocabulary. Thus, to learn a language effectively involves vocabulary learning strategies.

Nevertheless, vocabulary learning problems are obvious for students learning English as a foreign language. Several studies have shown that English as a Foreign Language (EFL) learners have inadequate vocabulary to use in their English language learning (Nurweni & Read, 1999; Tschirner, 2004; Evans & Green, 2007). Therefore, these learners have difficulties with vocabulary use that affects their four English skills listening, speaking, reading and writing. Consequently, applying vocabulary learning strategies may allow learners to gain more knowledge of vocabulary in their field of study. Nation (2001) claims that vocabulary learning strategies aid learners to decide what vocabulary to pay attention to, to find information about vocabulary, and to establish vocabulary knowledge. Therefore, it is essential that learners understand vocabulary learning strategies, especially those strategies used by good language learners, to push them to success in language learning.

Although there have been several studies in Thailand and abroad investigating vocabulary learning strategies (Gu & Johnson, 1996; Lawson & Hogben,

1996; Schmitt, 1997; Intaraprasert, 2004; Koh Thong Chiang, 2006; Chansin, 2007; Kongthong, 2007; Siriwan, 2007; Wei, 2007; Mongkol, 2008), rare research projects have addressed the vocabulary learning strategies of good language learners among Business English majors. Therefore, this study is significant as it aims to fill this gap.

The present study thus aims to investigate what types of vocabulary learning strategies good language learners of Business English majors employ and how these learners use these vocabulary learning strategies. Thirty good language learners of Business English majors were chosen as the participants of this study. Questionnaires were used to identify types of vocabulary learning strategies, and interviews were used to explore how the learners use vocabulary learning strategies.

Literature Review

Vocabulary Learning Strategies

Definition of Vocabulary Learning Strategies

Nation (2001) claims that vocabulary learning strategies are used to facilitate the decisions of learners as to what vocabulary to pay attention to, how to find information about vocabulary, and how to increase vocabulary knowledge. Ellis (1994) stated that vocabulary learning strategies are the strategies that learners use to memorize isolated

vocabulary and to learn new vocabulary from context. According to Schmitt (1997), vocabulary learning strategies are used to discover the meaning of a new word and to consolidate the word that has been newly encountered. Cameron (2001) defined vocabulary learning strategies as the actions that learners take to help themselves understand and remember vocabulary items.

Classification of Vocabulary Learning Strategies

The classifications of vocabulary learning strategies are proposed by several experts as follows:

Gu and Johnson (1996) divided vocabulary learning strategies into six main groups including guessing strategies, dictionary strategies, note-taking strategies, rehearsal strategies, encoding strategies, and activation strategies. These vocabulary learning strategies were reported employing Chinese university students.

Lawson and Hogben (1996) classified vocabulary learning strategies based on data elicited by the think-aloud technique. The four categories of vocabulary learning strategies included repetition, word feature analysis, simple elaboration, and complex elaboration. However, the data obtained in the study was only a report of strategies used by the participants in order to learn new words.

Schmitt (1997) developed taxonomy of vocabulary learning strategies. The taxonomy was divided into two main classes: 1) strategies used for discovering a new word's meaning, and 2) strategies used for consolidating a word that has been already encountered. His taxonomy includes determination, social, memory, cognitive, and metacognitive categories. Determination strategies are used in order to gain initial knowledge of vocabulary by word part analysis, guessing from context, and consulting dictionaries. Social strategies were when learners ask other people such as an instructor, a peer, or a native speaker for word meanings or translations. Memory strategies are applications that help retain and recall vocabulary by connecting to existing knowledge such as mnemonic techniques, semantic features, and associations. Cognitive strategies include rehearsal and repetition learning, such as verbal or written repetition. Metacognitive strategies are used to control and assess one's learning process; for example, learners study through English media, or they evaluate their own performance.

Hedge (2000) proposed strategies for learning vocabulary items. These vocabulary learning strategies were classified under two main categories, namely, Cognitive and Metacognitive strategies. Cognitive strategies involve

strategies for using the vocabulary and for understanding how vocabulary works. Metacognitive strategies concern preparing, planning for learning, selecting, and using learning strategies, monitoring strategy use, orchestrating various kinds of strategies, and evaluating the effectiveness of strategy use and learning.

Nation (2001) also proposed taxonomy of vocabulary learning strategies, which he classified into three main categories: planning, sources, and processes. The planning category is divided into three strategies which help learners determine what aspects of vocabulary knowledge are worthwhile to concentrate on. The sources category is comprised of four strategies, which facilitate learning a word through determining useful information about it. The processes category consists of three strategies which involve retaining the word in the student's memory and enhancing word use.

Methodology

Participants

The participants were divided into two groups as follows:

The participants for questionnaires were thirty third-year students majoring in Business English in the Faculty of Humanities and Social Sciences, Khon Kaen University, and they were purposively selected. They enrolled in the

second semester of the academic year 2010.

The five participants participating in the interviews were also purposively selected. Five students were chosen from 30 good language learners. These five students were the top-five good language learners who had earned a cumulative grade point average in the compulsory subjects of the Business English major in the top fifth of their peers.

Research Instruments

Questionnaire

The vocabulary learning strategies in the questionnaire were based on those reported as being commonly used by Thai university students in the studies of Koh Thong Chiang (2006), Kongthong (2007), Siriwan (2007) a. The questionnaire was checked by two English experts. Then the questionnaire was piloted by fourth-year Business English majors since these students were from a similar population, but not the actual participants in this study.

The questionnaire consisted of two main parts. The first part asked about the students' general information. The second part consisted of a list of questions asking about the frequency of use of the vocabulary learning strategies. The strategy list was divided into three main categories: 1) discovery strategies, 2) retention strategies, and 3) expansion strategies. The strategies to

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discover the meaning of new words comprised of 13 items. The strategies to retain the newly-learned words comprised of 21 items. The strategies to expand the knowledge of words comprised of 17 items. The reliability of the questionnaire was at 0.75.

Interviews

The semi-structured interviews were conducted with five participants who were chosen because they were good language learners. The interview questions consisted of two parts. The first part asked about students' personal background information. This part aimed to help build the interviewees' confidence. The second part asked how the interviewees

- 1) discover the meaning of new vocabulary,
- 2) retain the newly-learned vocabulary,
- and 3) expand the knowledge of vocabulary.

Data Collection

Questionnaire

The questionnaires were intended to be administered to all third-year Business English majors outside class, and the researcher was able to collect data from a total of 90 students. They were asked to complete all parts of the questionnaires. Then the researcher collected all completed questionnaires from the students for analysis. Thirty questionnaires of good language learners were separated from the other questionnaires and regarded as target questionnaires used for further analysis.

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Interviews

The researcher made an appointment which suited each student, so the interviewees were able to choose a convenient time, and they participated in the interview individually. During the interviews, the language used to interview was Thai, not English, so that the interviewees had no problem understanding the questions and giving responses. Firstly, the researcher explained about the purposes and details of the interviews. Then the students were asked about their personal information and background. Next, they were asked the questions of how they used vocabulary learning strategies prepared by the researcher. Each interview lasted about 15 – 20 minutes. Afterwards, the tape records were further analyzed.

Data Analysis

Quantitative Data

The statistical procedure used to illustrate the results of this study was descriptive statistics, including means (\bar{x}) and standard deviation (S.D.). These statistical results were obtained through the SPSS (Statistical Package for Social Sciences) for Microsoft Windows.

Qualitative Data

The semi-structured interviews were used to find qualitative data. Content analysis was applied to interpret the data from the semi-structured interviews.

Results and Discussions

What are the types of vocabulary learning strategies employed by good language learners among Business English majors?

Discovery Strategies

For discovery strategies, the results from the questionnaires indicated that the most frequently-used strategy was using an English-Thai dictionary ($\bar{x} = 3.53$). The second most frequently-used strategy was guessing the meaning from context ($\bar{x} = 3.27$). The third most frequently-used strategy was using a Thai-English dictionary ($\bar{x} = 3.23$). The fourth most frequently-used strategy was guessing the meaning from real situations ($\bar{x} = 3.20$), and the fifth most frequently-used strategy was guessing the meaning from word classes ($\bar{x} = 3.17$). The other strategies with mean scores (\bar{x}) above 3.00 were guessing the meaning from gestures ($\bar{x} = 3.03$), and using an English-English dictionary ($\bar{x} = 3.00$).

The results of this study are similar to those of the study by Siriwan (2007), which reported the top three strategies as using English - Thai dictionaries, using Thai - English dictionaries, and guessing meaning from context. This study also correlated with research on vocabulary learning strategies employed by Thai university students (Koh Thong Chiang, 2006; Chansin, 2007; Kongthong, 2007; Mongkol, 2008). These studies indicated that most of the students at the university level rely heavily on a bilingual dictionary. The study of Kor Thong Chiang (2006) is similar and indicates that guessing the meaning from context is used as well as using dictionaries while students are reading.

1.1 Frequency of Individual Strategy Use for the Discovery of the Meaning of New Words

Table 1 below indicates the frequency of individual strategy use for the strategies reported being employed by the Business English majors to discover the meaning of new words.

Vocabulary Learning Strategies to Discover the Meaning of New Words	Mean (\bar{x})	Standard Deviation
Use an English-Thai dictionary	3.53	.681
Guess the meaning from contexts	3.27	.691
Use a Thai-English dictionary	3.23	.935
Guess the meaning from real situations	3.20	.714
Guess the meaning from word classes, such as nouns, verbs, adjectives, adverbs	3.17	.648
Guess the meaning from gestures	3.03	.928
Use an English-English dictionary	3.00	.871
Guess the meaning from a single vocabulary item	2.93	.828
Ask teachers of English	2.87	.819
Guess the meaning by analyzing the structure of words (prefixes, roots, and suffixes)	2.80	.714
Ask classmates or friends	2.77	.817
Guess the meaning from grammatical structure of a sentence	2.60	.724
Guess the meaning from aural features, such as stress, intonation, pronunciation	2.10	.845

Retention Strategies

For retention strategies, the results from the questionnaires indicated that the most frequently-used strategy was listening to an English conversation of other people (\bar{x} =3.30). The second most frequently-used strategy was singing English songs (\bar{x} =3.23). The third most frequently-used strategy was studying pronunciation of a word (\bar{x} =3.20). The fourth most frequently-used strategy was studying spelling of a word (\bar{x} =3.20), and the fifth most frequently-used strategy was saying a single vocabulary item with its meaning repeatedly (\bar{x} =3.07).

The other strategies with mean scores (\bar{x}) above 3.00 were connecting newly-learned words to one's previous learning experience (\bar{x} =3.07), doing homework or exercises after classes (\bar{x} =3.03), and writing English words with Thai meanings (\bar{x} =3.00).

The results above are similar to the results in the study by Kongthong (2007), which indicated that studying the sound of a word was used in a high level of frequency. However, the results of this study contrast with the study of Mongkol (2008), which most of students paraphrase the meaning of new word

and remember its affixes and roots in memory strategies. The results of this study also contrast with the study of Chansin (2007), which indicated that good language learners reported the high use of rehearsal strategies such as visual repetition and oral repetition.

Table 2 below indicates the frequency of individual strategy use

for the retention of the knowledge of newly-learned vocabulary words reported being employed by the Business English majors to discover the meaning of new words.

1.2 Frequency of Individual Strategy Use for the Retention of the Knowledge of Newly-Learned Vocabulary Words

Vocabulary Learning Strategies to Retain the Knowledge of Newly-Learned Vocabulary Items	Mean (\bar{x})	Standard Deviation
Listen to an English conversation of other people such as classmates, friends, English teachers, or native speakers of English	3.30	.702
Sing English songs	3.23	.858
Study pronunciation of a word	3.20	.805
Study spelling of a word	3.20	.761
Say a single vocabulary item with its meaning repeatedly	3.07	.868
Connect newly-learned vocabulary items to one's previous learning experience	3.07	.740
Do homework or exercises after classes	3.03	.765
Write English vocabulary items with Thai meanings	3.00	.947
Paraphrase the word's meaning by oneself	2.97	.765
Use vocabulary items to converse with classmates or friends	2.93	.740
Do written repetition	2.80	.847
Look at words' prefixes, suffixes, and roots	2.77	.817
Use newly-learned vocabulary items to practice writing in sentences	2.77	1.006
Review previous English lessons	2.73	.785
Look at real objects and associate them with vocabulary items	2.70	.798
Associate newly-learned vocabulary items with previously-learned ones	2.70	.837
Write a vocabulary item with its example sentence	2.67	.802
Associate pictures to vocabulary items	2.60	.814
Say vocabulary items with their lexical sets repeatedly	2.50	.861
Say vocabulary items in rhymes repeatedly	2.37	.809
Say vocabulary items in sentence repeatedly	2.17	.699

Expansion Strategies

For expansion strategies, the results from the questionnaires indicated the most frequently-used strategy was taking notes in class ($\bar{x} = 3.60$). The second most frequently-used strategy was listening to English songs ($\bar{x} = 3.57$). The third most frequently-used strategy was practicing listening to English lectures, presentation or cassettes of conversation ($\bar{x} = 3.53$). The fourth most frequently-used strategy was watching English soundtrack movies ($\bar{x} = 3.53$), and the fifth most frequently-used strategy was conversing with native English teachers in English ($\bar{x} = 3.47$). The other strategies with mean scores (\bar{x}) above 3.00 were studying words from advertisements, public relations notices, traffic signs ($\bar{x} = 3.33$), searching for English information through the Internet ($\bar{x} = 3.23$), watching English program channels on TV ($\bar{x} = 3.20$), studying words from English textbooks ($\bar{x} = 3.17$), and studying words from English-Thai conversation books ($\bar{x} = 3.10$).

The results above indicated that the English media is used with high frequency, which correlates with the study of Siriwan (2007). This study found that

students with high English proficiency made use of media as sources in learning vocabulary, and these students engaged in watching movies and television programs, and listening to the radio and English conversation cassettes. Chansin's (2007) study also reported a similar result that good language learners reported the high use of note taking including note-taking with meaning and note-taking with usage. On the other hand, the result of this study indicating the high use of media stands in contrast with the study of Wei (2007), which indicated that learners are less likely to use extracurricular sources such as listening to English songs, radio programs, watching English movies, reading stories, and magazines.

1.3 Frequency of Individual Strategy Use for Expansion of the Knowledge of Words

Table 3 below indicates frequency of individual strategy use for expansion of the knowledge of words reported being employed by the Business English majors to discover the meaning of new words.

Vocabulary Learning Strategies to Expand the Knowledge of Vocabulary	Mean (\bar{x})	Standard Deviation
Take notes in class	3.60	.621
Listen to English songs	3.57	.774
Practice listening to English lectures, presentation or cassettes of conversation	3.53	.730
Watch soundtrack movies	3.53	.730
Converse with native English teachers in English	3.47	.629
Study vocabulary items from advertisements, public relations notices, traffic signs, etc.	3.33	.711
Search for English information through the Internet	3.23	.858
Watch English program channels on TV, such as news, documentaries, English lessons	3.20	.664
Study vocabulary items from English textbooks	3.17	.699
Study vocabulary items from English-Thai conversation books	3.10	.712
Practice translating articles from Thai to English	2.87	.860
Do extra English exercises from other sources, such as texts, newspapers, Internets	2.87	.776
Read English articles from different sources, such as texts, books, newspapers, magazines, brochures, leaflets	2.83	.747
Practice translating articles from Thai to English	2.73	.785
Listen to English radio programs	2.63	.890
Converse in English with classmates and friends	2.60	.770
Play English games, such as scrabble and/or crossword puzzle	2.60	.932

How do good language learners among Business English majors use vocabulary learning strategies?

Discovery Strategies

For discovery strategies, the results from the interviews indicated that good language learners generally look first at the meaning of new words. Then

they look at different features available in a dictionary, including parts of speech, pronunciation, phonetic alphabet, multiple meanings of a word, and example sentences. If they encounter difficult words, especially technical terms and slang, they would use other reference sources, such as dictionary

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websites and electronic dictionaries. They may also practice pronunciation by using the phonetic alphabet available in most dictionaries. Moreover, the results from the interviews indicated that good language learners generally utilized context clues to discover the meaning of new words. They read whole sentences and guess the meaning of unknown words. If the meaning is unsuccessfully discovered by using sentences, they try to read whole paragraphs for the main idea and then determine the meaning of the new word.

The results above show that good language learners use a dictionary in a combination with guessing from context. According to Nation (2001), learners use dictionary to look up unknown words met when listening, reading or translating, in order to confirm the meaning of partly know words and to confirm guesses from context. Furthermore, Gairns and Redman (1986) claim that learners use a dictionary as a backup when they cannot guess meanings from context. In terms of dictionary usage, when good language learners open a dictionary, they look up not only the meaning, but also they may look at other available features, such as different parts of speech, pronunciation, and example sentences. This is supported by Richard (1976) stating that knowing a word involves knowing many aspects such as form and derivations, network associations, and multiple meanings.

Regarding the use of guessing from context, the ease of guessing a word depends on the number of clues provided in the text (Nation, 2001). Thus, the good language learners use clues as much as possible from the sentences and paragraphs to help them infer the meaning of a new word.

Retention Strategies

For retention strategies, the results from the interviews indicated that good language learners generally list unknown words in a notebook when they encounter them in textbooks or other sources. They may write only an unknown word, a meaning or definition of the unknown words, a part of speech, or grammar lessons on the pages. Then, in order to memorize the words, they review those words often, and they revise the words until they can recall the words that are listed in the notebook. In addition, the results from the interviews indicated that good language learners generally use a sentence to remember new words. They try to use new words as much as possible both in writing and speaking to remember them. They pay attention to the example sentences provided in the dictionary. They also try to recall the sentences in which the new words are contained. Mostly, they recall the sentences introduced by teachers.

The results above indicated that when good language learners encounter

unknown words, they pay attention to them. They list unknown words in a notebook. It is also emphasized by Gu(2003) that after getting information about a new word, learners may take notes, in the form of vocabulary notebooks, vocabulary cards, or simply notes along the margins or between the lines. It is not surprising that good language learners often revise words in their notebook. Generally, learners are unable to grasp the meaning once they encounter a word, so they need repetition in order to memorize a word. It may be due to the fact that the first and easiest strategy people pick up and use naturally is simply repeating new words until they can be recognized (Gu, 2003). In terms of using sentences, according to Schmitt's (1997) memory strategy, a new word can be integrated into existing knowledge and previous experiences. Good language learners in this study link the target words to their previous experience, especially by using the new words in sentences. Good language learners also report that they use words in sentences repetitiously until they memorize them. This is similar to above discussion that learners need more opportunities to expose to a word in order to retain it.

Expansion Strategies

For expansion strategies, the results from the interviews indicated that good language learners generally listen to the song first, and then they search

for lyrics when they do not understand what the song is about. They also use a dictionary to discover the meaning of unknown words when they look at the lyrics of a song. They use different features provided in the dictionary. Furthermore, the results from the interviews indicated that good language learners generally pay attention to English subtitles. They look at the subtitles while they are watching the screen. Then they keep a paper or a notebook handy to take note of new words. When they encounter new vocabulary, they use a dictionary to immediately look up the words. They may also use the context of the subtitles or of the story to discover the meaning of new words. They tend to watch movies over and over again.

The results above show that good language learners in this study use media to expand their knowledge of words. Media is commonly used by learners because they have easy access to it so that they have opportunities to encounter and learn new words from authentic contexts. According to Gu and Johnson (1996) and Siriwan (2007), higher proficiency students seek opportunities to expose themselves to English both inside and outside classroom. In addition, good language learners in this study also discover the meaning of new words by using a dictionary while listening and watching

English media. According to Hedge (2000), one of metacognitive strategies used by students is consciously collecting words from authentic contexts. Furthermore, in order to expand knowledge of word, good language learners first list the new words that they encounter in various media and then they use a dictionary to find the meaning of the new words. Then they review the words repeatedly in order to commit them to memory. According to Nation (2001), strategies to establish knowledge of words includes noticing, retrieving, and generating words. Similarly to that Intaraprasert (2004) has proposed, when learners encounter a new word, they will find a way to discover the meaning of the new word, and once the word is learned, they will find a way to remember the word for later use. However, if the learners cannot remember the words, they will start over in the process of noticing the words, checking the meaning, and then reviewing.

Recommendations

General Recommendations

1. Teachers should include different kinds of vocabulary learning strategies in their teaching plan, and the students should be taught how to use these vocabulary learning strategies, both inside and outside the classroom.

2. In order to assist students to discover the meaning of words, teachers

should design materials for students in order to improve their skills in using dictionaries. Moreover, teachers should design exercises to let students practice using context clues for identifying the meaning of new word. .

3. In order to support students to retain the knowledge of newly-learned words, teachers should plan to use an English song as medias in their vocabulary teaching, and the teachers should design materials that can assist students in practicing pronunciation and spelling. In addition, teachers should design a format for a vocabulary notebook that allows students to keep new words with different features, such as synonyms, antonyms, and example sentences.

4. In order to aid students to expand the knowledge of words, teachers should plan to employ some media such as soundtrack movies, songs, and Internet into classroom. Furthermore, the teachers should design tasks that provide opportunities for students to practice taking notes in class and out of class.

Research Recommendations

1. Further research should be conducted with a larger group of good language learners in the Business English major in order to ensure that results are generalizable to the overall Thai university context.

2. More research methods should be used to gain insight into vocabulary learning strategies of good language learners of Business English majors.

3. This study only addresses the frequency of use of vocabulary learning strategies. Further studies should investigate the usefulness of vocabulary learning strategies perceived by good language learners.

Conclusions

This investigation of the vocabulary learning strategies of good language learners of Business English majors will

be beneficial to students who have difficulty of learning vocabulary. The students might use vocabulary learning strategies from the findings to learn vocabulary by themselves inside and outside the classroom. Teachers may also use the findings of the study as a guideline to develop their teaching plans and materials in vocabulary teaching and to help design Business English courses. Therefore, the results of this study may help teachers develop the Business English courses and teaching approaches.

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