



The Result of Vocabulary Teaching
By Using Multiple Vocabulary Enhancement Technique (MVET)
ผลของการใช้เทคนิคการสอนคำศัพท์แบบผสมผสาน (MVET)

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Abstract

Vocabulary is the main source of all the four skills in English. The inability to communicate and comprehend everyday messages, texts, and literature lies in the inadequate amount of vocabulary bank of each learner. This research aimed to expand and enlarge students' vocabulary bank by using a designed vocabulary enhancement technique called MVET or Multiple vocabulary Enhancement Technique. The purposes of this classroom room research were: to analyze the basic vocabulary 3000 of the students, to analyze the vocabulary learning techniques of students, and to analyze the satisfaction level in terms of perceived self-efficacy and motivation level after the administration of MVET. The population were 52 second year students who enrolled in Lexicology Course. The MVET technique had been developed by the researcher to help solve vocabulary problems of students. The course was designed to incorporate the MVET ideas into each lessons. Data were collected using three types of



questionnaires: the Longman 3000 Basic Vocabulary list, open-ended questionnaire on students' vocabulary learning techniques, and open-ended questionnaire on satisfaction and self-perceived efficacy after using MVET technique. Data were analyzed using percentage and content analysis. Data were descriptively reported.

The results revealed that with regards to students' basic vocabulary bank based on Longman Communication 3000 wordlist were very low. Regarding students' vocabulary learning techniques, it was found that most of the students used unproductive vocabulary learning technique which relied mainly on memorization of easy word and difficult words. They have traditional way of learning vocabulary which is to note down the unknown words in a list with their meanings, their pronunciation, pronunciation practice and spelling practice. With regards to the satisfaction level and perceived self-efficacy, it was found that students were highly motivated in learning vocabulary in association with other words. They have slowly changed their way of learning vocabulary in their daily life. Using the MVET taught in class, saved time and energy in learning new vocabulary and it was a lot of fun to the students. Vocabulary learning was not seen as a burden for the students anymore. In terms of self-efficacy, students were satisfied with the positive impact that occurred to them.

Keywords : Vocabulary Bank, Vocabulary Teaching Technique,
Second Year Undergraduate, English Major

บทคัดย่อ

ความรู้คำศัพท์คือแหล่งทรัพยากรในการเรียนรู้ภาษาอังกฤษและใช้ในการสื่อสาร การที่ผู้เรียนไม่สามารถสื่อสารและทำความเข้าใจเรื่องราวในชีวิตประจำวัน มาสามารถทำความเข้าใจบทอ่าน หนังสือ หรือ วรรณกรรม เป็นผลของการขาดคำศัพท์ที่สามารถใช้งานได้ งานวิจัยชิ้นนี้มีเป้าหมายเพื่อเพิ่มทักษะในการเรียนรู้คำศัพท์โดยใช้เทคนิควิธีเรียนรู้ MVET ในการเรียนรู้คำศัพท์ การวิจัยในชั้นเรียนเรื่องนี้มีวัตถุประสงค์หลัก 3 ประการคือ



เพื่อศึกษาวิเคราะห์ปริมาณคำศัพท์พื้นฐาน 3000 คำของนักศึกษา เพื่อศึกษาวิเคราะห์เทคนิคในการเรียนรู้คำศัพท์ของนักศึกษา และเพื่อศึกษาความพึงพอใจและในการเรียนการสอนที่ใช้วิธีสอนคำศัพท์แบบ MVET เก็บข้อมูลจากประชากรซึ่งเป็นนักศึกษาชั้นปีที่ 2 วิชาเอกภาษาอังกฤษจำนวน 52 คนที่ลงทะเบียนเรียนในรายวิชาศัพทวิทยาโดยใช้กระบวนการเรียนการสอนที่ออกแบบโดยผู้วิจัยกล่าวคือมีการนำวิธีการมาสอนในชั้นเรียนเป็นรายบทไป เครื่องมือที่ใช้เก็บข้อมูลคือ แบบรายการคำศัพท์พื้นฐานของ Longman จำนวน 3000 คำ แบบคำถามปลายเปิดเทคนิคการเรียนรู้คำศัพท์และแบบคำถามความพึงพอใจในวิธีการเรียนรู้คำศัพท์และการพัฒนาที่เพิ่มขึ้นที่ผู้วิจัยสร้างขึ้น และวิเคราะห์ข้อมูลโดยใช้ค่าร้อยละและวิเคราะห์เนื้อหาและรายงานผลโดยวิธีพรรณนา

ผลการวิจัยพบว่าคลังคำศัพท์พื้นฐานของผู้เรียนที่วัดโดยรายการคำศัพท์พื้นฐานเพื่อการสื่อสารจำนวน 3000 คำนั้นมีจำนวนคำในระดับต่ำ วิธีการเรียนรู้คำศัพท์ของผู้เรียนใช้วิธีการเรียนรู้แบบเดิมที่มีประสิทธิภาพน้อย อิงการท่องคำศัพท์จากคำที่ง่ายไปหาคำที่ยาก ใช้วิธีการจดบันทึกเป็นรายการแล้วท่องจำคำศัพท์ การออกเสียง การฝึกออกเสียงซ้ำ ๆ และการฝึกสกดคํา ในด้านระดับความพึงพอใจในวิธีการ และความสามารถที่เพิ่มขึ้นพบว่าผู้เรียนมีความกระตือรือร้นในการเรียนคำศัพท์ด้วยวิธี MVET เพราะใช้หลักการของความสอดคล้อง ผู้เรียนเริ่มมีพฤติกรรมเปลี่ยนแปลงวิธีการเรียนรู้คำศัพท์ เพราะใช้เวลาและพลังในการเรียนคำศัพท์ใหม่น้อยลงแต่ได้คำศัพท์เพิ่มมากขึ้น การเรียนคำศัพท์ไม่ได้ถูกมองว่าเป็นภาระอีกต่อไปแต่เป็นความสนุกในการเรียน ในด้านสมรรถนะของตนเองที่เพิ่มขึ้น นักศึกษามีความพึงพอใจและเห็นผลลัพธ์ในเชิงบวกที่มีต่อ

คำสำคัญ : คลังคำศัพท์ การสอนคำศัพท์ นักศึกษาชั้นปีที่ 2 วิชาเอกภาษาอังกฤษ

Introduction

The lack of vocabulary bank or low vocabulary bank has always been a problem of all the learners of English. No matter what skills learners need to improve, be it listening, speaking, reading and writing, all the skills need a strong backup of a good number of vocabulary knowledge in the learner's mental lexicon. Research has shown that a lack of vocabulary could contribute to the difficulties in language skills for foreign language learners (Lee, 2003: 538). The inability to communicate either by speaking or writing is



a result of the lack of productive vocabulary whereas the inability to comprehend the reading texts and the inability to grasp what has been said by a speaker shows that part of the misunderstanding is a result of the lack of receptive vocabulary in the English language.

In an attempt to enlarge and expand learners' own vocabulary banks, there are many basic notions concerning the 'knowing' of the structure of meaning of words and the vocabulary bank that learners need to master and dealt with while learning such as types of vocabulary, types of meaning, lexical relations, semantic field analysis, collocation, and scope of vocabulary learning.

With regards to the types of vocabulary, there are two main types of vocabulary as mentioned above: productive and receptive vocabulary. With productive vocabulary learners need to know and are able to use the words correctly whereas the receptive vocabulary learner needs to know them but does not have to use them in daily lives. Not only knowing the types of vocabulary will enhance their skills, learners need to know different types of meaning in order to use the words correctly and in varieties of appropriate contexts.

According to Leech (1981: 23) there are 7 types of meaning that learners need to know in order to fully understand the functioning of the words either in isolation or in context or theme. The seven types of meaning are: Conceptual Meaning, Connotative Meaning, Social Meaning, Affective Meaning, Reflected Meaning, Collocative Meaning and Thematic Meaning.

Moreover, knowing how a word is related to other words either by way of synonyms, antonyms, or hyponyms and meronyms in a language, helps learners in enlarging and expanding their vocabulary bank. Knowing how words are related and that their meaning can be broken down into smaller meanings or semantic units, coupled with how the words are used in contexts with other words help in the expansion of vocabulary bank immensely.



However, vocabulary learning needs boundaries of words to be learnt. Learning vocabulary without a prior plan of scope is a disaster in terms of morale and also the motivation to learn. Scope has to be set for what to learn in certain timing to evaluate the short term success. This will boost learners' morale and enable them to keep on going with their vocabulary expansion. Motivation, both intrinsic and extrinsic, is what keeps the students going with their self-organized learning plans or autonomous learning at later stages.

The researchers found that students who enrolled in the course with the researcher, the Pure English second year students, have inadequate amount of vocabulary, both to communicate and to comprehend the texts. Their lack of vocabulary creates a situation where they could not communicate about issues in their daily life. The need to upgrade their vocabulary bank is a major concern to the researcher. Moreover, this group of students, 52 in total, enrolled in the course EN 3302 Lexicology which deals mainly with the knowledge of words and their meanings and dictionary making which requires a strong English vocabulary background and the knowledge that comes with it. The low vocabulary bank becomes a hindrance to the students as well as the teacher in assigning work and planning for lectures. On finding out about students' vocabulary knowledge through initial interviews, the researcher found that the majority of the students are still using traditional method in learning vocabulary which is a vocabulary list or words list. Learning vocabulary on sheer memory is not a match to how the brain functions in terms of information storing and word meaning retention (Oupra.1998).

Thus, the technique, Multiple Vocabulary Enhancement Techniques or MVET, which is developed by the research is based on the idea of vocabulary competence. The model developed, asks a common question "What does it means knowing a word?". Knowing a word means to know



the following concepts (Carter & McCarthy. 1988; Dodd. 1993; Jordan. 1997; Lee. 2003; Leech. 1981; Nattinger. 1988; Tsang. 1993; Oupra. 1998).

1. Knowing the different types of meanings
2. Knowing the etymological properties of the words
3. Knowing the morphological construction of the words
4. Knowing how words are related lexically
5. Knowing that meaning can be broken down into smaller constituents of meaning
6. Knowing how a word can be used in conjunction with other words around them and in what contexts.

The above mentioned knowledge of words, hereby is called the vocabulary competence, gives learners an opportunity to learn the knowledge of vocabulary in two broad dimensions: the width and the depth of vocabulary competence (Lee. 2003: 537).

Lee (ibid:358) quoted a few authors' techniques, which is quite similar to what the researchers had developed, and summarized their ideas that the teaching of vocabulary if uses methods containing the "depth of word knowledge" then it is most likely to be successful as it gives learner a rich meaning representation of words, leading to precise comprehension necessary for recognition vocabulary to become active or productive vocabulary."

In order to enlarge and expand the students' vocabulary bank, the researcher had incorporated series of lessons and techniques to be implemented in the classroom to enhance the vocabulary knowledge to which the researcher hereby termed it as 'Multiple Vocabulary Enhancement Techniques' to assist the students in the learning of their English vocabulary.

Thus, this research was conducted to find out how much vocabulary the students have as the starting point before taking the lesson and



that after having administered the series of lessons and multiple vocabulary learning techniques have been taught. Thus, the research questions framed were: what are the vocabulary banks of the students when assessed using the Longman 3000 Vocabulary for communication wordlist; what are the students' vocabulary learning techniques; and

Objectives of the study

The objectives of this study were:

1. To analyze the second year English major students' basic vocabulary for communication using Longman 3000 basic vocabulary wordlist.
2. To analyze the vocabulary learning techniques of the second year English major students.
3. To analyze the satisfaction level in terms of perceived self-efficacy and motivation level after the administration of MVET of the second year English major students'

Research Methodology and Procedures

With regards to the population and procedures, the following were conducted.

1. The population studied were 52 second year students majoring in English who enrolled in the course EN3302 lexicology in the academic year 2012. (The researcher was fully aware that the improvement in vocabulary learning may not be at the same level due to individual differences in basic vocabulary level and vocabulary bank.)
2. Students were given a standard list of Longman 3000 basic vocabulary, designed by Longman Dictionary Company and available freely on the Longman website, to test if they have the vocabulary knowledge of the 3000 words. The Longman 3000 wordlist was compiled with the concept that the 3000 wordlist was based on the most frequently used 3000 words in both the spoken and written corpora.



3. Students were given questionnaire asking about their vocabulary learning strategies and their time allocated in the learning of vocabulary. The questionnaire was designed and tested with the other group of students to measure the validity of the questionnaire. The items that were inappropriate or wrongly answered in the try out were then corrected.

4. Students were then given series of lessons on the following topics: different types of meanings, etymological properties of the words, morphological construction of the words, lexical relations, Semantic constituents of words, and word collocations. With these series of lessons students learned to analyze words and their meanings, using dictionary as the main source of analysis.

5. Students were asked on a focus group basis and diary writing basis on the self-perceived efficacy of the MVET techniques and knowledge taught.

Results of the Research

The results of the research is discussed in accordance to the objectives aforementioned.

Objective one: To analyze students' basic vocabulary levels.

Students were administered the Longman Communication 3000 basic word list and were required to only tick the words that they knew and in the cases of the those words they do not know; they are suggested to leave it blank. Questions were asked that if students were not sure of the meaning how should they mark the words? The solution were to leave it blank. This is due to the discussion raised in class and answers found by students during the discussion that that if students were not sure of the meaning that means they do not know it well enough, thus, makes it a "no" for the answer. After the tally of all the results, it was found that the level of basic vocabulary of the students were very low as summarized below.



Average scores	Percentage of students scores
2001-3000	0
1001-2000	2.083
801-1000	6.25
601-800	10.41
401-600	25
201-400	56.25
Total	100%

Table 1: The table illustrates the percentage of the words scored by students

Most of the students' basic vocabulary is in the range of 201-400 words or 56.25% which is considered extremely low vocabulary knowledge. Only 2.083% of the students scored in the range of 1001-2000 words while none could reach the top 3000 range. This clearly illustrates that students have a low vocabulary bank. Having a low vocabulary bank creates a hindrance in everyday communication and comprehension of the texts.

Objective two: To analyze students' vocabulary learning techniques.

Students' vocabulary learning techniques were quite unproductive. They mostly memorize any words they do not know the meaning. They have traditional way of learning vocabulary which is to note down the unknown words in a list with their meanings, their pronunciation, pronunciation practice and spelling practice. Then the words are memorized. The words were categorized based on two criteria: the easy words and the difficult words. With regards to the time taken in learning, easy words can take less time to learn and when used often they can recall the words for use. On the contrary if the words are difficult, it takes longer time to memorize and to recall the words. If less often used then the rate of loss is very high. If they see or use the words often then they can recall the words.



No particular time is allocated to the learning of vocabulary. Whatever words learnt in the classroom or by chance, those were worked upon.

However, there were three students whose vocabulary learning technique is considered advanced when compared to the rest. The three students noted down words with its associates or semantic field then they study the differences of the words in association and look up the word origins and meanings. They also mentioned that these techniques had helped them understand the words at a deeper level and thus they remember the words and meaning for a longer length of time.

Objective three: To analyze the satisfaction level in terms of perceived self-efficacy and motivation level after the administration of MVET.

The technique taught in the classroom, MVET or Multiple Vocabulary Enhancement Technique, highly motivated the students in learning vocabulary in association with other words. They have slowly changed their way of learning vocabulary in their daily life. They have started to look for words with similar meanings and look for differences in the meanings. Students started to learn vocabulary in groups of words instead of list of words. Using the technique taught in class, saves time and energy in learning new vocabulary and it is a lot of fun to the students. Vocabulary learning was not seen as a burden for the students anymore.

In terms of self-efficacy, students were satisfied with the positive impact that has happened to them. They were satisfied with all the works submitted as partial fulfillment to the course. They were satisfied with the insights they had from watching themselves learn through vocabulary learning. They started using the vocabulary learning technique in their daily life. They have also allocated specific time to the self-learning of vocabulary. Apart from the technique, their achievements were satisfactory. They were all happy with their works and their grades.



Discussion

This research results revealed interesting insights into the study of vocabulary and also the learners. There are a few discussions which needed to be put forward.

The Longman Basic Communication 3000 word list results of the students were extremely low. One of the reasons for the low score may have been due to the Basic communication list 3000 may have been the words selected based on the native speakers' level and not the non-native speakers' level. However, it can also be argued that the 3000 word list was selected by Longman based on the first 3000 most frequently used words in both spoken and written languages. Most of the words are headwords with its variants so the words are quite easy to guess. Moreover, these 3000 most frequently used words are used in 80% of the communication in a native speaker's daily life in all domains. Thus, the words should not be very difficult. Leaving us with room for only one explanation that, students may have very little knowledge of basic communication 3000 wordlist used for communication.

However, it can also be argued that the test itself may be too long and students were all worn out by the time they reached a certain point and left off the questionnaires. As some of the students left the class while doing the questionnaire, and some asked to go home and do the questionnaire.

The result also shows that there is an urgent need for the department to solve this limited basic vocabulary situation. Without the basic vocabulary fit for communication students will have difficulties in keeping up with studies and discussions in advanced classes.

With regards to the vocabulary learning techniques students used the traditional vocabulary learning which does not enhance the vocabulary bank neither coincides with the brain on storing information (Oupra. 1998). Thus,



students tend to forget the vocabulary learnt and the retention rate is also low. Later on when the technique, which coincided with how the brain store information, is taught in the class, students could do well and had more fun with learning vocabulary. This could be argued that treating vocabulary in the form of cognitive learning helps students to better link the units of meaning. When a link between the units of meaning and also association with other words and their units of meaning are formed; there is a highly likely chance that the meaning of the words stayed linked and makes it difficult to forget the meaning of the words. Once the units are connected in the brain, the recalling of the words becomes quicker too. Thus, there is a highly likely that the words and their meaning stay longer in the brain without forgetting too soon. This has no difference in either the difficult or easy words. They all stay connected when words are associated.

In conclusion, this technique could be used to enhance the four main skills as vocabulary is the fundamental building blocks of all the skills. When the vocabulary is enhanced the four skills should also be improved. However, this will need a new research study into the matter. Apart from the 4 skills, this technique can be used individually to enhance individual vocabulary bank for those wanting to improve their vocabulary bank at their own pace.

Recommendations

The recommendations are as follows:

The department should prepare for the enhancement of the vocabulary for new intake students so that they prepare themselves for higher level learning. Students should have larger vocabulary bank. A special vocabulary enhancement course or a vocabulary workbook should be implemented or organized as a compulsory unit in a reading or communication class.



This study could be replicated in other classes. The technique can be used without the knowledge part as taught in the classroom. The technique should be suitable to only university students and adult students as these have not been developed for very young learners. However, this leaves room for the development of vocabulary enhancement technique for young learners.

MVET can be used with students in their daily life to enhance their own vocabulary bank. This technique can be used as autonomous learning. Moreover, it can also be used with a group of 3-4 students this is because there is a section where students need to analyze semantic components and 3 people with the 3 words task load is considered highly likely a lot of word. When doing individually two words at a time can be studied.

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- ชิมมี อุปรา. (2541). การวิเคราะห์คำศัพท์ในข้อบ่งชี้ความหมายและการปรากฏร่วมกันของคำศัพท์ในหนังสือแบบเรียนการอ่านในระดับชั้นมัธยมศึกษาตอนปลาย. วิทยานิพนธ์ระดับปริญญาโท ภาควิชามัธยมศึกษา สาขาการสอนภาษาอังกฤษเป็นภาษาต่างประเทศ, มหาวิทยาลัยเชียงใหม่.