



รายงานการวิจัย
เรื่อง

วงความรู้คำศัพท์ของนักศึกษามหาวิทยาลัยราชภัฏมหาสารคาม
The Vocabulary Size of Rajabhat Maha Sarakham University Students



มหาวิทยาลัยราชภัฏมหาสารคาม
RAJABHAT MAHASARAKHAM UNIVERSITY

ชวินทร์ ศรีสวัสดิ์

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ลิขสิทธิ์ของมหาวิทยาลัยราชภัฏมหาสารคาม

(งานวิจัยนี้ได้รับทุนอุดหนุนจากสถาบันวิจัยและพัฒนา มหาวิทยาลัยราชภัฏมหาสารคาม ปีงบประมาณ 2560)



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Research Title	The Vocabulary Size of Rajabhat Maha Sarakham University Students
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ABSTRACT

The aim of this study is to investigate the vocabulary size of Rajabhat University Students. The subjects were 94 first year students majoring in English, Rajabhat Maha Sarakham University. The research design is mixed method: qualitative and quantitative. The instrument was Vocabulary Level Translation Test (Srisawat & Poonpon, 2014). The results were analyzed by using SPSS 17.0 to find out the reliability of the test (Cronbach's alpha), percentage (%), mean (\bar{x}), and standard deviation (S.D.). The results of the study revealed the result of reliability at 0.95. The results of the test showed that RMU students get really small size of vocabulary. The results of the vocabulary size compared with General Service List in the first two thousand words revealed that students got 42.59% or about 852 words out of 2,000 word size. Moreover, students' result of the vocabulary size comparing with the Academic Word List was only 9.03% or about 52 words out of 570 word size. However, separately considered, the results of students in the first thousand words level was 56.38% or about 564 words (out of 1,000 words) which is only one level that is higher than 50%. However, the results of the second thousand words level, the 1-5 AWL sub-list level, and the 6-10 AWL sub-list level were 28.79%, 10.8%, and 7.01% that can be counted as 288 words (out of 1,000 words), 33 words (out of 300 words), and 19 words (out of 270 words) respectively. Nation (2001) determined that students who get score higher than 80% can be inferred that they already reached the level. Therefore, the results showed the insufficient vocabulary of Rajabhat University Students as they did not pass any levels from the study. Vocabulary is the main component in language learning, therefore, the size of vocabulary of the students should be enhanced. This study has the implication as the guideline for vocabulary teaching and learning, materials and course designing, and vocabulary size testing especially for Rajabhat University group.

Keywords: Vocabulary size, Rajabhat University, Vocabulary Testing, Revised Vocabulary Level Translation Test

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CHAPTER 1

INTRODUCTION

The aim of this study is to investigate the vocabulary size of Rajabhat University Students. This chapter describes the rationale and background of the study. Moreover, the chapter includes objective of the study and research question, scope of the study, significance of the study, and definition of terms.

1. Rationale and Background

Nation and Waring (1997) mentioned that when you know more vocabulary, you will get greater capacity of using language; with the greater language, your vocabulary knowing becomes extended; when the vocabulary knowledge is increased, you get greater capacity of using language; and so on continuously. This means vocabulary is really important and you may not produce a language if you do not know its vocabulary. Vocabulary is the important factor for EFL learners in order to understand a language and it is really important component in a language that cannot be ignored (Nation, 1990; Nation & Waring, 1997). Vocabulary is defined as a word or a group words that provides grammatical and lexical functions in spoken and written context. In order to know vocabulary, learners have to know three main features that are form, meaning, and use (Nation, 2001; Nation, 2005). Form concerns vocabulary spoken and written form and word parts. Meaning concerns forms of meaning, concept and references, and association. Use concerns vocabulary functions, collocation, and constraints on use. With this concept of vocabulary knowledge, the aspects of vocabulary that can be tested are vocabulary size (breadth) and vocabulary depth. Vocabulary size (breadth) is the number of the known words in the specific list by a learner. Vocabulary depth is the knowledge of a learner about a word in its associations including concepts, referents, grammatical functions, collocations, and constrains on use of given words. However, this study will focus only on the vocabulary size that is from the particular word lists.

As mentioned earlier that vocabulary size is the size of specific word lists, General Services List – GSL (West, 1953) and Academic Word List – AWL (Coxhead, 2000) were recommended to use for the EFL learners (Cobb, 2002). The main reason for choosing these two word lists is their coverage. GSL and AWL together can cover the around 85% for non-fiction text and 95% for fiction text, and only AWL provides more 4% coverage of newspapers and 8.5-10% coverage of academic text (Cobb, 2002; Schmitt et. al., 2001).

The instruments that were frequently used to test vocabulary size is Vocabulary Level Test – VLT that was developed by Nation (1983). The test was also developed in the 1990 version to extend its version from monolingual to other languages versions including

Simplified Chinese, Traditional Chinese, Vietnamese, Indonesian, Russian, Samoan, Tagalog, Tongan, Japanese, Korean, and Thai version. However, this test is a matching test that can provide the ability in guessing; therefore, Srisawat and Poonpon (2014) has designed the new test format from the matching into translation test and named the test as Revised Vocabulary Level Translation Test (RVLTT). The test is recommended to use with Thai students due to its really high reliability at 0.95. The results revealed the insufficient vocabulary size of Thai university students that the average vocabulary size of all 371 university students in the study was about 1,039 English words (out of 2,570 word size) or 40.43%. And the results of three word levels - 1,000 word level, 2,000 word level, and the academic word level showed the size of 587 words (out of 1,000 words or 58.63%), 354 words (out of 1,000 words or 35.34%), and 94 words (out of 570 words or 17.42%), respectively.

The previous study of Srisawat and Poonpon (2014) was done with the public university in Thailand. And from the investigating of the researchers, the results of Rajabhat University in Rajabhat University group have never been collected by using this format of the test with high reliability. Rajabhat Maha Sarakham University is one of the universities that develop materials and books to use with our students especially in English Program. In order to develop the appropriate and suitable English materials to provide for our students, students' proficiency (i.e. students' vocabulary size) must be investigated. RVLTT, therefore, will be provided to first year students in English program, Faculty of Humanities and Social Sciences, Rajabhat Maha Sarakham University to check the exact students' vocabulary knowledge. When the English vocabulary size of Rajabhat Maha Sarakham University Students are known, we will know the point where vocabulary should be taught. The results of the study will be the base for further materials design and development in English Program, Faculty of Humanities and Social Sciences, Rajabhat Maha Sarakham University and might be valuable for other Rajabhat Universities.

2. Objective of the study and research question

The objective was to investigate vocabulary size of first year students in English program, Faculty of Humanities and Social Sciences, Rajabhat Maha Sarakham University with the main research question as follow:

2.1 What is the vocabulary size of Rajabhat Maha Sarakham University students?

3. Scope of the study

3.1 Target Vocabulary Size

The target vocabulary are selected from the General Service List - GSL (West, 1953) and the Academic Word List - AWL (Coxhead, 2000) that are most recommended for ESL/EFL learners to learn (Cobb, 2002; Read, 2000). Therefore, the target vocabulary in this study were 2,570 vocabulary size (2,000 words from GSL and 570 words from AWL).

3.2 Subjects of the study

The population is 204 first year students in English Program, Faculty of Humanities and Social Sciences, Rajabhat Maha Sarakham University in semester 1, academic year 2017. The subjects of the study were selected by clustering sampling method. The subjects consists of 3 sections of students. The number of subjects were 94 students in total. Fifteen to thirty percent of population is considered appropriate number when the population is less than thousand people. Therefore, 94 students as a sample group is appropriate.

4. Significance of the study

4.1 The results can tell how large of students' vocabulary size and which vocabulary level – 1000 words, 2000 words, or AWL - should they continue learning.

4.2 Teachers can use the results to decide which vocabulary level they should further teach their students.

4.3 The course designers can use the results to decide which word level they should add to the course even in the materials used in classroom.

4.4 The researchers can use the results of the study as the information for which word level to be selected to study or where to start giving the vocabulary input.

5. Definition of terms

This study has the terms as follows:

5.1 “The General Service List” or “GSL” is the list of 2,284 frequently used words in all fields compiled by West (1953). In this study, only the first 2,000 words are considered as the size of the general word as this amount are in the VLT in 1,000 word level test and 2,000 word level test (Nation, 1990).

5.2 “The Academic Word List” or “AWL” is the list of 570 words frequently used words in academic purposes in four main areas which are commerce, law, science, and arts compiled by Coxhead (2000).

5.3 “The Vocabulary Level Test” or “VLT” is the Thai Version (Nation, 1990) of the VLT that first developed in the year 1983 by Nation. The format of this test is matching test with two columns: 60 English words in left column and 30 Thai definitions in right column

for each word level test. Actually the test consists of 6 word level tests that are 1,000, 2,000, 3,000, 5,000, 10,000, and UWL word level tests. (see appendix A and B)

5.4 “The Vocabulary Level Translation Test” or “VLTT” is the adapted version of Vocabulary Level Test (Nation, 1990). The format was changed into translation test format by the researcher. Each 1,000 words level test consists of 30 target words in the left column and blank space in the right column for the subjects to write down the word meanings in Thai. For developing VLTT, the distracters that are in the left column in VLT were all deleted. Therefore, only 30 words from each level present in the VLTT. The total number of items in VLTT are 60 items from the 1,000 word level test and the 2,000 word level test (Srisawat & Poonpon, 2014). (see appendix C)

5.5 “The Translation Test” or “TT” is the word meanings test that was developed by Srisawat and Poonpon, 2014. It consists of 162 target words selected from GSL and AWL: 105 words from GSL and 57 words from AWL. The test is in the form of the list of words with the blank space for students’ answers that are expected to be the meaning of each word in “Thai” in order to examine whether students know the words. The test was scored by counting the correct answers: one point per each answer with the correct meaning. (see appendix D)

5.6 “The Revised Vocabulary Level Translation Test” or “RVLTT” is the revised version of the tests in the pre-study and was used in the study. The test is the combination of VLTT and the AWL part from TT, total 117 words from 2,570 words size: 60 from 2,000 words in the 1,000 and 2,000 word level tests from VLT and 57 from 570 academic word level test from TT (Srisawat & Poonpon, 2014). (see appendix E)

5.7 “Vocabulary size”, in general, is the amount of the vocabulary that a person knows from the specific word lists. In this study, the target vocabulary size is the amount of the vocabulary in the General Service List (the first 2,000 general words) and the Academic Word List (570 academic words). Therefore, the total vocabulary size in this study is the size of 2,570 English words.

5.8 “Students' vocabulary size” is the average amount of known words by the subjects of the study out of the 2,570 English vocabulary size. The representatives of the two word lists in the Revised Vocabulary Level Translation Test or RVLTT that was used as the vocabulary size test in this study are 117 (60 from the 1,000 word level test and 2,000 word level test, and 57 from the 570 academic word level test) out of 2,570 words. The score was separated into three parts: the 1,000 word level test, the 2,000 word level test, and the academic word level test. The first and the second parts are from VLT including the 1,000 word level test and the 2,000 word level test. Student's size in these levels were calculated by dividing the raw score from each word level part by 30 and multiplied by

1,000 according to the formula: $[(X/30)*1,000]$. Another part is academic word level. The size was calculated by dividing the raw score from the academic word level test by 57 and multiplied by 570 according to the formula: $[(X/57)* 570]$. Then the total score of RVLTT was 2,570 English words size - 1,000 size from the 1,000 word level, another 1,000 size from the 2,000 word level (or the second 1,000 word level further from the first 1,000 word level), and 570 from the academic word level. The results were presented by mean and percentage as well.



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CHAPTER 2

LITERATURE REVIEW

The purpose of this study is to examine students' vocabulary size at the university level. The related topics that are going to be described are as follows:

1. The Importance of English
2. Vocabulary and word list instruction
 - 2.1 Vocabulary Definitions
 - 2.2 The Importance of Vocabulary
 - 2.3 Categorization of Vocabulary
 - 2.4 Word Lists
 - 2.4.1 General Service List - GSL (West, 1953)
 - 2.4.2 Academic Wordlist - AWL (Coxhead, 2000)
3. Vocabulary Knowledge and Vocabulary Size
4. Vocabulary Test
 - 4.1 Vocabulary Size Tests
 - 4.1.1 Vocabulary Levels Test - VLT (Nation, 1983; 1990)
 - 4.1.2 Productive Vocabulary Levels Test – PVLTL (Laufer & Nation, 1999)
 - 4.1.3 The Revised Vocabulary Level Translation Test – RVLTT (Srisawat & Poonpon, 2014)
 - 4.2 Vocabulary Depth Tests
 - 4.2.1 Word Associates Test – WAT (Read, 1993)
 - 4.2.2 Depth of Vocabulary Knowledge Measure - DVK (Qian, 1999)
 - 4.2.3 Vocabulary Knowledge Scale – VKS (Paribakht & Wesche, 1993)
5. Related Studies

1. The Importance of English

As technology is more advanced rapidly, all parts of the world are connected into one society. People communicate much more with others from the different countries, different places, different ways of living, different cultures, and different languages. In order to communicate with people with those differences, central language is used. The Central language that is used widely among people in the world for communication between people from different countries is English. According to the statistic of users who use English on the internet in the year 2010, there are about 565 million users that communicate in English. This figure increased from the year 2007 about 85 million users. This shows the

rapid growth of English users in our world today. Therefore, English is accounted to the most important language for international communication at the present time.

In Thailand, English plays an important role in many aspects such as in education, business, politics, and so on (Gringers, 2004 p3). That is in Thai society knowing English is important in order to contact through the world in any aspects. However, many of Thai students are still not good at English (Chaiwichian, 2007; Siriboon, 2008; Wiryachitra, 2004). The main problems that leads to the low proficiency in English of Thai students is the lack of sufficient vocabulary, which affects their English ability (Chaiwichian, 2007; Pinyosunun, 2005; Wangkangwan, 2007). The sufficient number of known words for EFL learners is about 2,000 word families (with the assumption that the frequently used words will be known first) cover 79.7% in Brown corpus and 96% in spoken text (Schonell et al., 1956). However, it is insufficient for guessing the meaning of the unknown words in the context (Liu Na & Nation, 1985). 95% of vocabulary knowing in a text is considered as the sufficient number for guessing the unknown words' meaning (Laufer, 1989). Moreover, Hirsh and Nation (1992) found out that 2,000 – 3,000 word families cover about 95% in novel corpus. That is the knowing 2,000 – 3,000 word families are enough in general reading also in speaking and writing production. Furthermore, in academic purposes, 15,000 word families are considered as the sufficient number (95%) covered the Brown corpus, and around 12,000 word families are 95% covered the Academic corpus (Sutarsyah et al., 1994). However, Adult EFL learners know around only less than 5,000 word families that is not enough for reading and listening comprehension in academic purposes (Nation & Waring, 1997). Therefore, in order to help students be better in English and pass tests, vocabulary knowledge should be enhanced (Chaiwichian, 2007; Pinyosunun, 2005; Wangkangwan, 2007). As mentioned earlier that Thai students lack vocabulary, this study is developed to support this claim by examining students' vocabulary size. Moreover, the starting point of vocabulary level that should be recommended to learn for Rajabhat University students can be defined after students take the test and know their vocabulary size.

2. Vocabulary and word list instruction

Vocabulary is one of the main components of a language. It takes roles in both receptive and productive competency of language learners. This section is going to provide the details about vocabulary: 1) vocabulary definitions, 2) the importance of vocabulary, and 3) the categorization of vocabulary.

2.1 Vocabulary Definitions

Vocabulary is the important factor for EFL learners in order to understand a language (Lehr et al., 2004; Nation, 1990; Nation & Waring, 1997). Vocabulary can be defined in various definitions. It is the needed factor in communication because it is the part of communication that cannot be ignored (Nation, 1990). Another definition noted by Hornby (1993) is that it is a word or a group of words combined together to make a language. Moreover, it is a word or a group words that provides grammatical and lexical functions in spoken and written context (Carter, 1998). Beside those definitions, Lehr et al. (2004) mentioned that vocabulary is a word or a group of words that contains two forms in presentation method and two forms in operation process and contains meaning. The two forms in presentation method are oral and printed form – oral form is the form incase vocabulary is used in speaking and listening context, whereas printed form is the form incase vocabulary is used in writing and reading context. The other two forms of vocabulary in operation process are receptive and productive vocabulary. Receptive vocabulary is the vocabulary that is recognized when we hear (through listening) or see them (through reading) or it occurs in passive skills, whereas productive vocabulary is the vocabulary that is used in speaking and writing or it occurs in active skills. Similarly, these forms in operation process are mentioned by Fries (1950); however, they are called as passive vocabulary and active vocabulary belong to their operation process.

In addition, vocabulary is mentioned to concern sound processing (Fries, 1950). That is vocabulary contains its various sounds with may provide different meaning for each of them. Moreover, vocabulary also concerns combination of three elements that is sound, form and meaning that can be paid attention when study vocabulary (Fries, 1950). Sound of vocabulary is the pitch, stress, and intonation that can make one vocabulary provides more than one meaning. Form of vocabulary is the form of a word that can be changed by adding affix (prefix, infix and suffix) and makes the word's meaning being slightly changed.

The last component of vocabulary is meaning that can be divided into three sub-meanings as lexical meaning, syntactical meaning and morphological meaning. Lexical meaning is the direct meaning of each vocabulary and can be found in dictionary. On the contrary, syntactical meaning is the words order in a sentence that implied the different aspects from each sentences; to illustrate “Is he a boy?” provides the aspect of questioning, whereas “He is a boy.” provides the aspect of narrowing (adapted from Fries, 1950). The last sub-meaning category is morphological meaning that is each single unit in a word maybe able to provide its own meaning; for example, the word “stars” contains two "s", the first "s" is phoneme without its own meaning but have to be out in the word

to make the vocabulary be completed, whereas the second "s" is morpheme that contains the meaning of indicating plural words. In conclusion, vocabulary contains several definitions that can be concluded as a word that contains sounds, forms, and meanings. Absolutely, these three components should be considered and should be focused on when providing vocabulary instruction in classroom.

2.2 The Importance of Vocabulary

One of the factors that can improve English skills is vocabulary knowledge. As Nation notes, "Vocabulary knowledge enables language use, language use enables the increase of vocabulary knowledge, knowledge of the world enables the increase of vocabulary knowledge and language use and so on" (Nation, 1997). That is when you know more vocabulary, you will get greater capacity of using language; then when you know the language more, your scope of vocabulary knowing becomes extended; then when the vocabulary knowledge is increased, you will get greater capacity of using language; and the steps becomes occurred repeatedly and continuously. According to Krashen and Terrell (1983), vocabulary plays a big role in providing opportunities in students' success in classroom because it relates to student knowledge acquisition. Moreover, vocabulary is related to reading comprehension and students' success in great measurement beyond school (Lehr et al., 2004). This can indicate that vocabulary will lead students to achieve their test as well as it is the measurement in language abilities. In sum, vocabulary concerns languages as it take a role as a tool in communication. It can bring improvement of language abilities and the achievement for learners. Moreover, we cannot do any things in the language that we do not know its vocabulary.

2.3 Categorization of Vocabulary

Vocabulary can be classified into four main categories (Nation & Kyongho, 1995). First of all is general service vocabulary, which includes content words and function words. The most famous list in this vocabulary type is the General Service List or GSL (West, 1953). Other examples are the Brown Corpus (Francis & Kuera, 1982) and the 3000 BNC (Leech, Rayson & Wilson, 2001). The second vocabulary category is special purposes vocabulary, which is lists of word families by frequency content in academic texts, such as the University Word List or UWL (Xue & Nation, 1984) and the Academic Word List or AWL (Coxhead, 2000). Another category is technical vocabulary, or terms that are limited to a specific range (Becka, 1972; Carral & Roeloffs, 1969). Words in this category are high frequency words in one range, but low frequency words in other ranges; moreover, the definition of these words is often stated the first time they appear in a text (Bramki &

William, 1984). The last category is low frequency vocabulary, which can be rarely appearing words and technical words from the other subjects. Examples of the last two categories are the Engineering Word List (Mudraya, 2006), the Agriculture Word List (Martinez, Beck & Panza, 2009) and the Applied Linguistic Word List (Vongpumivitch et al., 2009). Although the last two categories, technical vocabulary and low frequency vocabulary, are quite similar, they are classified through their meaning and the contexts they are in. To illustrate, the word “solution”, which means a liquid substance in terms of chemistry, is technical vocabulary in a chemistry context, but it becomes low frequency vocabulary in a social context (Martinez & Beck & Panza, 2009).

The effectiveness of using word list instructions has been investigated in many research studies. Word list instruction is material to help students learn faster and more easily than reading through natural contexts (Cobb, 2002). According to Lee (2003), explicit vocabulary instruction can help students to be better in writing as well, as it can help students convert word recognition into language production. Thus, a large vocabulary size can influence the quality of students’ writing as well. In addition, word list instructions can help learners develop in their reading and writing skills, and this can help teachers in their effort to teach academic vocabulary (Vongpumivitch et al., 2009). Moreover, the learners can employ it in their lexicon to help their development in reading and expand their vocabulary knowledge (Vongpumivitch et al., 2009). Teachers also can use word lists to be guides for teaching and training their students to improve in reading and writing and can use them to develop the teaching materials as well (Vongpumivitch et al., 2009).

In conclusion, vocabulary is one component that can help learners improve language skills (Nation, 1983). One strategy used to increase vocabulary size is word list instruction (Nation, 1997; Cobb, 2002). Learning through this approach can save time to learn vocabulary, and it can be used effectively because the word families included in general word lists are the word families that are frequently found in any context (Nation, 1982; Paivio & Desrochers, 1981). However, before starting learning vocabulary, we have to determine where to start. This study then focused on students’ vocabulary size and the result can be a base for the starting point for further Rajabhat University students’ vocabulary learning. Therefore, word lists are focused in this study as an importance tool for determining vocabulary size and for selecting words to examine students’ vocabulary size.

2.4 Word Lists

As mentioned earlier, vocabulary is importance in both producing and receiving languages (Nation, 1997). However, there are so many vocabularies in English and to learn all words is not easy (Cobb, 2002). Therefore, there are lists of words that were selected

by using corpus analysis to find out the words that are the frequently used words in English and those words are recommended to learn first. The two famous word lists that are most recommended for ESL/EFL learners to learn are General Service List - GSL (West, 1953) and Academic Wordlist - AWL (Coxhead, 2000) (Read, 2001; Vongpumivitch et al., 2009).

2.4.1 General Service List – GSL (West, 1953)

The General Service List or GSL (West, 1953) is the list of 2,284 words (both content words and function words) from 5,000,000 running words written corpus covering all fields. Although the list is criticized in its size and its age – the second 1,000 words in the list covers only 4-5% in non-fiction texts (Engels, 1968), and some words in the list are out of date (e.g. crown and canal) whereas some new words are not included in (e.g. computer), the list is still useful until now because of its high coverage and its wide range (Hirsh and Nation, 1992; Hwang and Nation, 1989). The General Service List was used in this study as the base for the first 2,000 words that are suggested to know for those who study English as a second/foreign language (Cobb, 2002; Hwang & Nation, 1995; Nation & Waring, 1997). GSL was selected as the vocabulary data base because its 2,284 words cover 80 to 95 percent of non-fiction and fiction respectively (Cobb, 2002; Nation, 1983; 1990; Schmitt et. al, 2001; Supatranont, 2005; Zimmerman, 2004).

2.4.2 Academic Word List – AWL (Coxhead, 2000)

The Academic Word List was compiled by Coxhead (2000) from the corpus involving four disciplines - Commerce, Law, Science and Arts. The whole corpus contained 3.5 million running words. The words that were considered to be in the list were excluded from the General Service list (West, 1953) and were content words only. The result was the list of 570 word families divided into 10 groups - nine groups of 60 words and one group of 30 words - separated by the frequently used rate. The list is used as the base for another suggested 570 words to know further the GSL. The AWL can be combined with the GSL and make the entire word families into around 3,000 words that cover around 85% for non-fiction text and 95% for fiction text, and only AWL provides more 4% coverage of newspapers and 8.5-10% coverage of academic text (Cobb, 2002; Schmitt, 2001; Supatranont, 2005; Zimmerman, 2004).

In this study these two word lists are used as an instrument in determining vocabulary size by combining the two lists together to determine the vocabulary size approximately as 2,570 words. Moreover, these lists are also used to select the target vocabulary for testing students' vocabulary size. However, all 2,570 words cannot be tested. Selecting methods to find out the target vocabulary in vocabulary size test are

decided in test design procedure. In addition, there are several tests to test students' vocabulary knowledge; thus, the appropriate test should be considered carefully so that the required information are taken from the test.

3. Vocabulary Knowledge and Vocabulary Size

Vocabulary knowledge framework was various among the researchers. Richards (1976) separated vocabulary knowledge into seven aspects including syntactic behavior, associations, semantic value, different meanings, underlying form and derivations. Nation (1990) considered the vocabulary knowledge and classified it into eight types of word knowledge that are form, grammatical pattern, meaning, function, relation with other words which were specified both for receptive and productive knowledge. Chapelle (1998) claimed that vocabulary knowledge contain four dimensions: vocabulary size, knowledge of word characteristics, lexicon organization, and processes of lexical access. Henriksen (1999) separated vocabulary into three dimensions a “partial-precise knowledge” dimension, a “depth of knowledge” dimension, and a “receptive-productive” dimension. Qian's (2002) promoted that vocabulary knowledge as vocabulary size, depth of vocabulary knowledge, lexical organization, and automaticity of receptive-productive knowledge.

From all dimensions mentioned earlier, the dimensions of vocabulary knowledge that were promoted are vocabulary breadth or size, and vocabulary depth. Vocabulary breadth or size is the number of the known words in the specific list by a person. Vocabulary depth is the knowledge of a person about a word in its concepts, referents, associations, grammatical functions, collocations, and constrains on use of given words.

This study focused on vocabulary size. To illustrate, vocabulary size is the number of words that a person know. To test vocabulary size or how many words that a person know, the common vocabulary or the most frequently used words from the frequency word lists are selected to test (Read, 2000). The vocabulary that are test are the representatives of their family as the words in the family consist of the base word with its inflected and derived forms that share the similar meaning. For example, the word form extends, extending, extended, extensive, extensively, extension and extent are from the base word extend, and they provide the meaning of spread or stretch out (Read, 2000). That is we count the number of word family when we estimate vocabulary size. Additionally, there are various tests that use for estimate vocabulary size and the depth of vocabulary that is going to be given examples in the following section.

4. Vocabulary Test

This section is going to classify Vocabulary Tests separated by the vocabulary dimension: Vocabulary Size Test (e.g. VLT and PVLТ) and Vocabulary Depth Test (e.g. WAT, DVK, VKS).

4.1 Vocabulary Size Test

4.1.1 Vocabulary Levels Test - VLT (Nation, 1983; 1990) (see appendix A and B)

Vocabulary Level Test or VLT was developed by Nation (1983) with five level test that are 2,000 words level test, 3,000 words level, 5,000 words level test, the university words level test, and 10,000 words level test. At first the tests were test in English format (monolingual) and then it was developed into Asian languages format including Simplified Chinese, Traditional Chinese, Vietnamese, Indonesian, Russian, Samoan, Tagalog, Tongan, Japanese, Korean, and Thai version in 1990. The test was separated into two columns: the left column contains words and the right column contains definitions. Actually, the first version of the test is in form of matching test with 36 words and 18 definitions in every 1,000 words level, then it was increased to be 60 words and 30 definitions in every 1,000 words level later after the test was developed in the year 1990. Each 1,000 words level is separated into 10 sub-sections with 6 words and 3 definitions. The test takers complete the test by writing the number of the target word in the blank space in front of the correct definition. One point is given to each correct matching between the target word and definition, so the total score is 30 points for each 1,000 words level. There are 10 levels with 1,000 words size per each level. Another level that is AWL level with only 570 words size is added later in 2007 (Nation, 2007). Nation recommended that the learners should start learning vocabulary at the 2,000 level and then learners with academic purposes should further learn AWL vocabulary (Nation, 2007). Therefore, first 1,000 words level test and the second 1,000 words level test are used in this research in the test selecting procedure. However, Nation's AWL level test is not used in the study because of its unavailability.

The two level tests – the first 1,000 and second 1,000 words level test - are used as two aspects. First, they are used as Vocabulary Level Test themselves that is they are used in the original form as it is developed by Nation (1990). Another aspect is the two tests are reformed by cutting the definition choices out and leave only the target words selected by Paul Nation and let test takers to write down the definitions themselves. As mentioned by Nation that there is the possibility of guessing in his Vocabulary Level Test

(Nation, 1983), the test was adapted to be in translation form in the previous study of Srisawat and Poonpon (2014).

4.1.2 Productive Vocabulary Levels Test – PVLТ (Laufer & Nation, 1999)

Productive Vocabulary Levels Test or PVLТ was developed by Laufer and Nation in 1999. There are five levels of the test that are 1,000-2,000 level, 2,000-3,000 level, 3,000-5,000 level, UWL level, and 5,000-10,000 level. The test is in cloze test form with 18 sentences with blank space each level, total 90 sentences, five levels. Some letters at the beginning of the target words are given in the blank spaces for example “In order to be accepted into the university, he had to impr his grades.”. The way to count score from the test is to count the correct word as a point even it is in different form but in the same part of speech. To illustrate, from the example above, the answer should be “improve”; however, “improves” and “improved” are accepted as correct answer but not “improvement” and “improvise” (Zimmerman, 2004). For this kind test 85% to 90% of the result in the first 1-2,000 level are considered as a big size of students’ vocabulary knowledge and indicate that students know most frequently used words in English (Zimmerman, 2004).

4.1.3 The Revised Vocabulary Level Translation Test – RVLТТ (Srisawat & Poonpon, 2014)

The Revised Vocabulary Level Translation Test (see Appendix E) is the test that was adapted from the Vocabulary Level Test (VLT) of Nation’s 1990 Thai version. Srisawat and Poonpon (2014) developed the new test design. The change is its format from matching test to translation test. The reason of format change is that VLT provides possibility in guessing as it appears in matching format, and this results in 16.66% excessive score over the exact knowledge of students (Li and MacGregor, 2010). And in order to avoid that kind of guessing, translation format is recommended to use (Nurweni and Read, 1999). The test includes 60 words from the 1,000 word level and 2,000 word level tests in VLT. The test requires test takers to write down the meaning of each word by their own instead of writing down the number of the correct answer in front of the meaning like the VLT requires. Additionally, in order to test vocabulary size of Academic Word List, 57 vocabulary from AWL were added. The target AWL words were selected by using systematic sampling method which is that one every ten words was selected from AWL. The examples of RVLТТ are as follows:

could		during	
in order to		indeed	

Figure 1: The example of Revised Vocabulary Level Translation Test (Srisawat & Poonpon, 2014)

4.2 Vocabulary Depth Test

4.2.1 Word Associates Test – WAT (Read, 1993)

The Word Associates Test is the form of vocabulary test developed by Read (1993) to measure students' vocabulary knowledge in depth. The test-taker has to choose the best four answers that are the word relating or associating with the target word (see Figure 2). The correct answers or the associated words can be 1) the synonyms of the target word, and 2) the collocations of the target words. The total target words in the WAT are 40 items with 8 choices each (320 choices: 160 correct answers and 160 distractors).

material	<i>know</i>	<i>supply</i>	<i>away</i>	<i>stuff</i>	<i>dance</i>	<i>substance</i>	<i>things</i>	<i>head</i>
several	<i>many</i>	<i>city</i>	<i>more</i>	<i>never</i>	<i>plenty</i>	<i>man</i>	<i>lots</i>	<i>one</i>

Figure 2: Example of Word Associates Test

4.2.2 Depth of Vocabulary Knowledge Measure - DVK (Qian, 1999)

The Depth of Vocabulary Knowledge Measure (DVK) is the same test as Word Associates to measure students' vocabulary knowledge in depth. The test-taker has to choose the best four answers out of eight choices that are the word relating or associating with the target word. The difference of the WAT test and DVK is the format. WAT does not separate the choices in categories, but the choices in DVK were categorized into two columns, four choices in each column. The left column contains four words that can be synonyms of the target word. The right column contains four words that can be the collocations of the target words (see Figure 3). The answers can be 3 forms: 1) one correct answer from the left column and three correct answer from the right column, 2) two correct answer from the left column and two correct answer from the right column,

and 3) three correct answer from the left column and one correct answer from the right column. The total target words in the WAT are 40 items with 8 choices each (320 choices: 160 correct answers and 160 distractors).

Powerful

(A) potent (B) definite	(E) position (F) engine
(C) influential (D) supportive	(G) repetition (H) price

Figure 3: Example of DVK

4.2.3 Vocabulary Knowledge Scale – VKS (Paribakht & Wesche, 1993)

The vocabulary Knowledge Scale – VKS was developed by Paribakht and Wesche (1993) in order to check the how depth of each word students know by letting the test takers check their ranging in the check list. VKS includes five ranging scales from 1 to 5 as follows:

1 means I have never seen this word

2 means I have seen this word, but I don't know its meaning

3 means I have seen this word, but I'm not sure about its meaning

4 means I know this word and I'm sure about its meaning

5 means I know this word and I can use it in a sentence

As you can see, many types of vocabulary tests are developed to test learners' vocabulary knowledge. The proper test should be considered. This study, as its aim focus on the vocabulary size, the Vocabulary Level Test or VLT are selected as it provide the complete form developed by Nation (1990) and its form that can be completed easily for students. However, the test will be reformed into translation test as well in order to avoid guessing ability in taking test. Then the two forms of tests will be compared and selected later after pilot study.

5. Related Studies

To date, many researches have been done using the VLT to investigate students' vocabulary size. Some use only the VLT (Clark & Ishida, 2005; Xing & Fulcher, 2007). However, there was a study (Stewart & White, 2011) showed the weak point of the VLT that will be pointed out in this section. Therefore, many of researches used VLT with other

tests (e.g. Translation Test - TT) (Nurweni & Read, 1999; Li & MacGrager, 2010). Moreover, these researches contribute to this study in various aspects.

Vocabulary Level Test (VLT) is the test to test students' vocabulary size. VLT is first developed in 1983 by Nation and further developed in 1990. The format of this test is matching test with two columns: 60 English words in left column and 30 definitions in right column for every 1,000 words level size test. This test is widely used because not only the test is provided in English version - monolingual version, but the definitions in the right column was also translated into various Asian languages - bilingual version (e.g. Mandarin, Korean, Japanese, Vietnamese, and Thai). VLT includes 1000, 2000, 3000, 5000, 10000 words level test, and AWL test. Therefore, it provides various aspects for the researchers to use (i.e. according to the languages of the tests and according to the levels that the researchers want to test).

Not only its variety, VLT is widely used because of its reliability. Clark and Ishida (2005) used the 2,000 words level, 3,000 words level, 5,000 words level, 10,000 words level, and academic words level of monolingual VLT to test students' vocabulary size. The provided Reliability score of the VLT in this study was really high about 0.92. Xing and Fulcher (2007) examined the reliability of 5,000 words level VLT of 46 Chinese students - Mandarin version was used. The result showed that the reliability of 5,000 words level VLT was 0.90. As you can see, VLT provide reliability in the highest level over 0.7. That means VLT is really reliable to use.

Although VLT provides lots of benefits, there was a weak point. VLT provides possibility in guessing as it is in matching format. Li and MacGrager (2010) checked students' familiarity to the words in VLT and examined students' vocabulary size. As it was mentioned, VLT provides a chance in guessing, the research compared the familiarity with the score of the correct answers in VLT in order to find out whether the familiarity affect on students' VLT score. Familiarity was examine by using only yes/no check list. Tick "Yes" for the words that students have been found, and "No" for the words that students have not been found. The result showed that there was a trend that students correctly guessed when they get more familiarity to the words even they do not know exactly the meaning of the words. This affects on the VLT score around 5 points. To illustrate, 5 points out of 30 total items equals 16.66% that means the test takers can get up to 16.66% score over their actual vocabulary size.

To strengthen the tool for testing vocabulary size, Nurweni & Read, (1999) used Translation Test to examine Indonesian students vocabulary size. The vocabulary size that was evaluated in this study was 2,807 word size from GSL (1,999 words) and University Word List - UWL (808 words). The target words that were tested in the study were only 200

words. The target words were selected systematically by selecting one out of every 14 words from GSL and one out of 17 words from UWL - 143 words from GSL and 57 from UWL in total. If the words in the system order is not content word, the researcher decided to select the next word to be tested instead. The Translation Test consisted of 200 items out of 2,800 word size. All items are content word – the words with their own meaning. The test takers have given the meaning of the target items in Indonesian Language. The target words were presented in *italic letters* in a sentence as follows:

He was born in *February*.

That was the *last* event of the day.

A score was given to a correct meaning - even it is another meaning of the target word that is not fitted with the provided meaning - that is the total score is 200 points.

Recently, RVLTT was developed (Srisawat & Poonpon, 2014). The test consists of the target vocabulary from VLT (Nation, 1990) and the AWL words selected by the researchers (Srisawat & Poonpon, 2014). The format was changed from matching test to translation test to enhance the reliability of the test. The reliability of RVLTT from the previous study was found to be in the really high level at 0.955. Although it takes more time on the checking, RVLTT provide higher reliability and the results are more valid to the actual knowledge of the students. Therefore, RVLTT was selected to use in this study to investigate students' vocabulary size.

CHAPTER 3 METHODOLOGY

The purpose of this chapter is to present an account of 1) subjects of the study, 2) instruments, 3) data collection, and 4) data analysis.

1. Subjects of the study

The population is 204 first year students in English Program, Faculty of Humanities and Social Sciences, Rajabhat Maha Sarakham University in semester 1, academic year 2017. The subjects of the study were selected by clustering sampling method. The subjects consists of 3 sections of students. The number of subjects were 94 students in total. Fifteen to thirty percent of population is considered appropriate number when the population is less than thousand people. Therefore, 94 students as a sample group is appropriate.

2. Instruments

2.1 Word lists

In order to determine the vocabulary size before testing, the particular vocabulary word list must be determined. In this study, two recommended word lists were selected consisting of General Service List (West, 1953) and Academic Word List (Coxhead, 2000).

2.1.1 General Service List – GSL (West, 1953)

The General Service List or GSL (West, 1953) is the list of 2,284 words (both content words and function words) from 5,000,000 running words written corpus covering all fields. Although the list is criticized in its age – i.e. some words in the list are out of date (e.g. crown and canal) whereas some new words are not included in (e.g. computer), the list is still useful until now because of its high coverage and its wide range. The General Service List was used in this study as the base for the first 2,000 words that are suggested to know for those who study English as a second/foreign language (Cobb, 2002; Nation & Waring, 1997). GSL was selected as the vocabulary size because its 2,284 words cover 80 to 95 percent of non-fiction and fiction respectively (Cobb, 2002; Schmitt et al., 2001).

2.1.2 Academic Word List – AWL (Coxhead, 2000)

The Academic Word List was compiled by Coxhead (2000) from the corpus of four disciplines that covers Commerce, Law, Science and Arts. The whole corpus contained 3.5 million running words. The words that were considered to be in the list were excluded from the General Service list (West, 1953) and were content

words only (whereas GSL contain both content words and function words). The result was the list of 570 word families divided into 10 groups – the first nine groups of 60 words and the last one group contains only 30 words - separated by the frequently used rate. The list is used as the base for another suggested 570 words to know further the GSL. The AWL can be combined with the GSL and make the entire word families into around 3,000 words that cover around 85% for non-fiction text and 95% for fiction text, and only AWL provides more 4% coverage of newspapers and 8.5-10% coverage of academic text (Cobb, 2002; Schmitt et. al., 2001).

2.2 Vocabulary Size Test

This section will tell you briefly about the Revised Vocabulary Level Translation Test and the development of the test, and how to calculate the score from the test.

2.2.1 The Revised Vocabulary Level Translation Test - RVLTT (Srisawat & Poonpon, 2014)

The Revised Vocabulary Level Translation Test (see Appendix E) is the test that was adapted from the Vocabulary Level Test (VLT) of Nation's 1990 Thai version (Figure 4). Vocabulary Level Test or VLT was developed by Nation (1983) with five levels test that are 2,000 words level test, 3,000 words level, 5,000 words level test, the university words level test, and 10,000 words level test. At first the tests were tested in English format (monolingual) and then they was developed into Asian languages versions including Thai version in 1990. The format of the test is matching test 60 words and 30 definitions in every 1,000 words level. Each 1,000 words level is separated into 10 sub-sections with 6 words and 3 definitions.

1. could	
2. during	_____ ได้ สามารถ
3. this	_____ ระหว่าง
4. piece	_____ เพื่อจะ
5. of	
6. in order to	

Figure 4: The example of Vocabulary Level Test - Nation's 1990 Thai version

In the year 2012, Nation changed the format of his VLT into multiple choices test. The test is presented in monolingual and bilingual (i.e. Gujarati, Korean, Japanese, Mandarin, Tamil, Vietnamese, Russian, and Thai). The format of the test in each item

starts with the target vocabulary and a sentence contains the target vocabulary and four choices are given for each item. The fifth choice of “I don’t know the meaning” is given only in Thai version. The learners then choose the correct meaning from the choices. The test is divided into 14 subtests for 14 thousand-word levels.

The example of the test is as follows:

1. SEE: They saw it.

a. cut b. waited for c. looked at d. started

Later Srisawat and Poonpon (2014) developed the new test design. The change is its format from matching test to translation test. The reason of format change is that VLT provides possibility in guessing as it appears in matching format, and this results in 16.66% excessive score over the exact knowledge of students (Li and MacGregor, 2010). And in order to avoid that kind of guessing, translation format is recommended to use (Nurweni and Read, 1999). The test includes 60 words from the 1,000 word level and 2,000 word level tests in VLT. The test requires test takers to write down the meaning of each word by their own instead of writing down the number of the correct answer in front of the meaning like the VLT requires. Additionally, in order to test vocabulary size of Academic Word List, 57 vocabulary from AWL were added. The target AWL words were selected by using systematic sampling method which is that one every ten words was selected from AWL. The examples of RVLTT are in figure 1.

3. Data collection

The data will be collected with the procedure as follows:

1. Subjects of the study will be recruited at the beginning of the second semester of the academic year 2016. At least 30% of the first year students in English program, Faculty of Humanities and Social Sciences, Rajabhat Maha Sarakham University will be selected.

2. One session will be held for test taking to collect data. The researcher will be proctor in the test taking session.

3. The test session began with the researcher as the proctor describe how to complete the RVLTT test and announce the roles as follows:

- students have to sit in their seats for at least 20 minutes before they leave their seats in order to avoid students leave the test room without taking enough efforts. According to the study of Srisawat and Poonpon (2014), the shortest taken time was 10 minutes and the longest taken time was 38 minutes. Therefore, giving 60 minutes is enough for taking test. Consequently, the whole session will be 60 minutes. The starting time was announced by the proctor. After 20 minute pass, students could

continue taking the test until only the words that they cannot think of the meaning left, but not more than 60 minutes

- Students wrote the meaning of the words they know in the right column of each word. They just skipped the words that they could not think of their meaning but only after taking much effort with the words. Remind them that they are not allowed leaving their seat before 20 minute pass, so please take their times.

- Proctor will announce when the 20 minute is over, let students who finish taking the test get out, and let students who want to continue doing the test do it.

- Proctor will announce again when the time is up.

4. Students' individual score will be calculated. Furthermore, the whole group score were calculated to find out mean score, standard deviation and percentage.

5. The reliability of the test was calculated.

4. Data Analysis

4.1 Tests Scoring

The criteria for scoring the test are as follows:

1. One point is given to a correct given meaning.
2. Zero point goes to an incorrect given meaning.
3. Zero point goes to a left blank space.

The test score will be counted by giving one point for each correct given meaning - according to two dictionaries – LEXITRON dictionary version 2.1 (RD-I, NECTEC, NSTDA, MOST, 2009), and Oxford Riverbooks English Thai Dictionary (2010). No point will be given for the left blank space. Additionally, no point will be given for the given meaning that was written, but it is not the correct meaning of the target word.

The total score is 117 points: 30 points from the 1,000 word level test, another 30 points from the 2,000 word level test, and 57 points for academic word level test. In order to calculate score into size, the scores from the 1,000 and 2,000 word level tests were divided by 30 and multiplied by 1,000 to makes the score becomes the size of 1,000 word size in each level (e.g. student A get 15 out of 30 points from the 1,000 word level test: 15 divided by 30 multiplied by 1,000 equals 500 that means student A get the size of approximately 500 word in the 1,000 word level) and score from academic word level test was divided by 57 and multiplied by 570 to makes the score becomes the size of 570 word (e.g. student A get 20 out of 57 points: 20 divided by 57 and multiplied by 570 equals 200 that means student A get the size of approximately 200 word in the 570 word of academic word level). Then, sum the score from the three

parts - the 1,000 and 2,000 word level tests and the academic word level test - together to form the total size of 2,570 words size

4.2 Statistical Analysis

For the whole group score and the separated group belonging to the level of the test, all participants' individual score was calculated to find out the whole group's mean, standard deviation and percentage.

Moreover, reliability of the test will be calculated. The test scoring scale of the Revised Vocabulary Level Translation Test (RVLTT) consists of only two ranks of score that are 0 and 1 point: 0 for wrong translation and 1 for right translation. About the test method, there is only one time for testing; therefore, the reliability that is selected to use for this test is Coefficient α with the conditions of only one time testing and score ranking as only 0 and 1 point. Coefficient α formula.



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CHAPTER 4

RESULTS OF THE STUDY

This chapter reveal the results of the study including 1) the results of vocabulary size of Rajabhat Maha Sarakham University Students, 2) the result of vocabulary size of GSL and AWL in four separated levels, and 3) the scores of students in RVLTT test.

1. The results of vocabulary size of Rajabhat Maha Sarakham University Students

This section will showed the results from the study on the vocabulary size of GSL and AWL in overall level of each test, the vocabulary size in the four separated levels, and the scores of students in RVLTT test. After getting the test result the reliability of the test was also examined by SPSS 17.0 and it showed the high reliability at 0.95.

1.1 The result of vocabulary size of GSL and AWL of Rajabhat Maha Sarakham University Students

The main aim of the study is to investigate the vocabulary size of Rajabhat University Students. The RVLTT test was examined with 94 students. The results were shown in Table 1.

Table 1: The result of vocabulary size of GSL and AWL of Rajabhat Maha Sarakham University Students

Word levels	Mean raw score (points)	S.D.	Percentage compared to the word lists (%)	The vocabulary size of students compared to the word lists (words)
GSL	25.55	9.97	42.59	852
AWL	5.15	5.10	9.03	52

The raw mean score of the test in GSL and AWL levels was 25.55 out of 60 points and 5.15 out of 27 points. According to Nation (2001), 80% of the score from the test in the particular word list means students has already known that word list. However, from the score of the test students get only 42.59% and 9.03% for GSL and AWL levels, respectively. That means Rajabhat Maha Sarakham University Students majoring in

English has not reached these two levels. Considering the vocabulary size of students, the numbers from raw scores can be calculated into the vocabulary size of GSL and AWL level as 852 (851.77) words and 52 (51.5) words out of 2,000 and 570 vocabulary size, respectively.

1.2 The result of vocabulary size of GSL and AWL in four separated levels

In order to examine the details of the vocabulary size of Rajabhat Maha Sarakham University students, the tests were separately calculated in four levels: the first thousand word level, the second thousand word level, the AWL sub-list 1-5 word level, and the AWL sub-list 6-10 word level. The results were shown in Table 2.

Table 2: The result of vocabulary size of GSL and AWL in four separated levels

Word levels	Mean raw score (points)	S.D.	Percentage compared to the word lists (%)	The vocabulary sizes of students compared to the word lists (words)
GSL first thousand word level	16.91	5.19	56.38	564
GSL second thousand word level	8.64	5.22	28.79	288
AWL Sublist 1-5 word level	3.26	3.70	10.85	33
AWL Sublist 6-10 word level	1.89	1.64	7.01	19

The results of the mean raw score from each four levels consisting of the first thousand words level, the second thousand word level, the AWL sub-list 1-5 word level, and the AWL sub-list 6-10 word level were 16.91 (out of 30 total score), 8.64 (out of 30 total score), 3.26 (out of 30 total score), and 1.89 (out of 27 total score), respectively. The percentage of the score compared to the vocabulary size in each

level were 56.38%, 28.79%, 10.85%, and 7.01%. These numbers also showed that students did not pass any vocabulary levels or they haven't reached any levels. The sizes from the calculation of each level were 564 (563.83) out of 1,000 word, 288 (287.94) out of 1,000 words, 33 (32.55) out of 300 words, and 19 (18.94) words, respectively.

1.3 The scores of students in RVLTT test

The results of the overall score of the vocabulary size test seem to be far from 80%. However, if we consider the score of students individually, there were some students who reach particular words levels. The details of students score were showed in Table 3.

Table 3: The scores of students in RVLTT test

Score	GSL first thousand word level (No. of students)	GSL second thousand word level (No. of students)	AWL Sublist 1-5 word level (No. of students)	AWL Sublist 6-10 word level (No. of students)
Higher than 80%	13	1	0	0
50-79%	49	12	2	0
Lower than 50%	32	80	76	82
0%	0	1	16	12

Interestingly, there were 13 students out of 94 students who got the score higher than 80% and reached the first thousand word level of GSL and only one of them also reached the second thousand word level of GSL. That means about 14 percent of the sample already know the first thousand word level of GSL. Additionally, there were 62 students (i.e. 49 students who got score between 50% to 79% plus 13 students who got score 80% and above) who got the score higher than 50% in the first thousand word level of GSL and 13 students (i.e. 12 students who got score between 50% to 79% plus 1 student who got score 80% and above) for the second thousand word level of GSL. For AWL, there were no one whose score were higher than 80%, but two students got the score higher than 50% in AWL sub-list 1-5 word level. In some levels, there were students who got 0 that might infer that they don't know any words in the particular word list.

CHAPTER 5

CONCLUSION AND DISCUSSION

This chapter include conclusion and discussion, limitation, and recommendation for the further study.

1. Conclusion and discussion

The study was conducted with one main objective that is to investigate the vocabulary size of Rajabhat University first year Students majoring in English. The results showed that the average size compared with GSL and AWL were around 852 words and 52 words out of 2,000 and 570 vocabulary size, respectively. This number confirm the situation of Thai university students that they lack vocabulary knowledge. The situation was previously reported to occur in other institutions. Rajabhat Maha Sarakham University is located in North-eastern Thailand, and the previous investigation of Kotchana & Tongpoon-Patanasorn (2015) showed the results that sixth grade students in the Northeastern region of Thailand has the receptive vocabulary size of around 463 words and 293 words for their productive vocabulary size in GSL. The private university vocabulary in South-eastern Thailand – Khon Kaen University - students also has quite similar vocabulary size that their vocabulary size of GSL and AWL were 941 and 94 words (Srisawat & Poonpon, 2014). The situation of insufficient vocabulary size was also observed in the other region. According to the study of Supatranont (2005), Thai students in Rajamangala University of Technology Lanna (RMUTL) had the vocabulary size around 800 words and 103 words in GSL and AWL word level.

This is considered the big issue in language learning as mentioned earlier that the bigger size of vocabulary can result in the better language learning. Therefore, vocabulary instruction should be more focused in classroom. Materials and teaching techniques might be applied in classroom such as the use of flash card or extensive reading to help learners encounter more vocabulary and get more opportunities to remember. The point where vocabulary should be taught is another issue that should be concerned. According to the ideas of comprehensible input, students should learn the next step of knowledge further from what they already know. Therefore, this study give the guideline for the instructor, materials developer, course designer, and other involvers that maybe the first thousand word level might still be needed to teach for Rajabhat Maha Sarakham University students majoring in English.

One of the mistakes that can be observed from the test results that might take effects on the score of the test is the confusion (Appendix F). From this study, many confusing meanings were given for the target words. The interesting example is the

word 'breath' that was translated into other six different wrong meanings including the equivalence English words from the given Thai meaning as 'beast', 'beach', 'bread', 'baht', 'teeth', and 'beef'. This confusion might occur because the mispronunciation of the final sound and no pronunciation of /r/ as in 'beast', 'beach', and 'beef'. It also occurred because of the mispronunciation of vowels in the words like in 'bread' and 'baht'. The wrong meanings were also given to the mispronunciation of the first sound such as in 'teeth'; however, the pronunciation of the vowel is still correct. This leads to the suggestion that phonological awareness and morphological awareness should be practiced with Thai students so that they can aware of the different sounds or forms of vocabulary and are able to use them correctly in the context.

2. Limitations of the study

The limitation of the study is that this study was done with only English major students. The next studies might observe the situation with students in other faculties in Rajabhat Maha Sarakham University. And this limitation also raises the point that whether the score of Rajabhat University students in this study can be compared with the score from public university students in the previous study as the study of Srisawat and Poonpon (2014) was done with non-English major students. Therefore, for the effective vocabulary learning, vocabulary size test should be further studied with other faculty students as well. Moreover, the confusion is also the interesting problem that can be further studied in the future.

3. Recommendation of the future study

The form of the test is the translation test without any context clue, and with this limitation, the test takers got confused and got less score from the test. The further study can change the form of the test by adding context clue and add the target words in sentences then highlight them to let the test taker know which words that they have to give the meaning to. With this method, students may get less confused and can give the correct meaning more even it limit the answer to be one possible answer.

Another alternative way of changing test form is that provide context clue with the target words as recommended above - but in order to avoid the limitation of only one correct meaning - is that just put the sentences the provide the context clue with the target word in the test and make it as the example of the sentences with the target words. And inform the test takers that the example sentences provide the context clue of the target words, the test takers can give the meaning that make the target words suit the context clue or just give the other correct meaning of the target words that

may not suit the context clue. This method may make the test developer take much time in developing and scoring, but this can assure that students can get less confused when they take the test.

After adding context clue to the test, the test might be full of text and too much to complete in one session. Therefore, the session of taking test can be separated in to several sessions. The recommendation is to separate into at least 3 sessions, the first session for the first 1,000 word size, the second session for the second 1,000 word size, and another session for the academic word size. This may spend so many times for collecting data, but it can avoid test takers' boredom and the confusion caused from tiredness from taking the test and taking time reading.



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APPENDICES

มหาวิทยาลัยราชภัฏมหาสารคาม
RAJABHAT MAHASARAKHAM UNIVERSITY



APPENDIX A

มหาวิทยาลัยราชภัฏมหาสารคาม
Vocabulary Level Test - VLT: 1,000 Word Level Test
RAJABHAT MAHASARAKHAM UNIVERSITY

1000 word level test Thai

- 1 could _____
 2 during _____
 3 this _____
 4 piece _____
 5 of _____
 6 in order to _____

ได้, สามารถ
ระหว่าง
เพื่อจะ

- 1 indeed _____
 2 what _____
 3 along _____
 4 my _____
 5 some _____
 6 away _____

ของฉัน
จริงๆ
บ้าง

- 1 church _____
 2 scene _____
 3 hour _____
 4 trouble _____
 5 fact _____
 6 car _____

รถยนต์
ความลำบาก
ความจริง

- 1 meet _____
 2 leave _____
 3 put _____
 4 give _____
 5 use _____
 6 begin _____

วาง, ใส่
ให้
ให้

- 1 wind _____
 2 room _____
 3 line _____
 4 enemy _____
 5 night _____
 6 man _____

ผู้ชาย
เส้น
กลางคืน

- 1 kill _____
 2 reply _____
 3 advance _____
 4 appoint _____
 5 divide _____
 6 receive _____

ก้าวหน้า
ตอบ
ฆ่า

- 1 moment _____
 2 separate _____
 3 worse _____
 4 free _____
 5 heavy _____
 6 yellow _____

แยกต่างหาก
ขณะ
สีเหลือง

- 1 spring _____
 2 danger _____
 3 stone _____
 4 product _____
 5 sister _____
 6 subject _____

น้ำอง/พืสาว
อันตราย
หิน

- 1 example _____
 2 breadth _____
 3 fear _____
 4 desert _____
 5 bit _____
 6 hall _____

ความกว้าง
ความกลัว
ห้องโถง

- 1 surround _____
 2 shoot _____
 3 paint _____
 4 fit _____
 5 command _____
 6 warn _____

เหมาะสมพอดี
เตือน
ยิง



APPENDIX B

Vocabulary Level Test - VLT: 2,000 Word Level Test
มหาวิทยาลัยราชภัฏสุรินทร์
RAJABHAT MAHASARAKHAM UNIVERSITY

2,000 word level

- 1 coffee _____ คำข้าง
- 2 disease _____ กระโปรง
- 3 justice _____ ความยุติธรรม
- 4 skirt _____
- 5 stage _____
- 6 wage _____

- 1 choice _____
- 2 crop _____
- 3 flesh _____ เนื้อ
- 4 salary _____ เงินเดือน
- 5 secret _____
- 6 temperature _____

- 1 cap _____
- 2 education _____ การศึกษา
- 3 journey _____ การเดินทาง
- 4 parent _____
- 5 scale _____
- 6 trick _____

- 1 attack _____
- 2 charm _____
- 3 lack _____
- 4 pen _____
- 5 shadow _____
- 6 treasure _____

- 1 cream _____
- 2 factory _____
- 3 nail _____
- 4 pupil _____
- 5 sacrifice _____
- 6 wealth _____

- 1 adopt _____
- 2 climb _____
- 3 examine _____
- 4 pour _____
- 5 satisfy _____
- 6 surround _____

ปีน
ตรวจตรา
ล้อมรอบ

- 1 bake _____
- 2 connect _____
- 3 inquire _____
- 4 limit _____
- 5 recognize _____
- 6 wander _____

เชื่อมต่อ
เดินเตร็ดเตร่
จำกัด

- 1 burst _____
- 2 concern _____
- 3 deliver _____
- 4 fold _____
- 5 improve _____
- 6 urge _____

ระเบิด
ทำให้ตั้ง
เอาของไปส่ง

- 1 original _____
- 2 private _____
- 3 royal _____
- 4 slow _____
- 5 sorry _____
- 6 total _____

ดั้งเดิม
ส่วนตัว
ยอรวม

- 1 ancient _____
- 2 curious _____
- 3 difficult _____
- 4 entire _____
- 5 holy _____
- 6 social _____

ยาก
โบราณ
ศักดิ์สิทธิ์

มหาวิทยาลัยราชภัฏมหาสารคาม
RAJABHAT MAHASARAKHAM UNIVERSITY



APPENDIX C

Vocabulary Level Translation Test – VLTT

มหาวิทยาลัยราชภัฏมหาสารคาม
RAJABHAT MAHASARAKHAM UNIVERSITY

Vocabulary Level Translation Test

คำชี้แจง: กาเครื่องหมาย ✓ หน้าคำศัพท์หากคำดังกล่าวเป็นคำที่นักศึกษาเคยเห็น (ทั้งที่เคยเห็นและจำความหมายได้ และ เคยเห็นแต่จำความหมายไม่ได้) หากจำความหมายได้ให้เขียนความหมายของคำลงในช่องว่าง หากไม่มั่นใจในความหมายที่เขียนให้กา x หลังความหมาย หากจำความหมายไม่ได้ให้เว้นไว้ และหากไม่เคยพบเคยเห็นคำนั้นมาก่อนให้ข้ามไปคำถัดไป

ตัวอย่าง:

✓ duck	เปิด	✓ mushroom	
✓ man	ผู้ชาย x	woman	

หมายถึง เคยพบคำว่า “duck” และรู้ความหมายว่าแปลว่า “เปิด”

เคยพบคำว่า “mushroom” แต่จำความหมายไม่ได้

เคยพบคำว่า “man” และรู้ความหมายว่าแปลว่า “ผู้ชาย” แต่ไม่มั่นใจในความหมาย

ไม่เคยพบคำว่า “woman” มาก่อน

could		during	
in order to		indeed	
my		some	
trouble		fact	
car		put	
give		use	
line		night	
man		kill	
reply		advance	
moment		separate	
yellow		danger	
stone		sister	

breath		fear	
hall		shoot	
fit		warn	
justice		skirt	
wage		flesh	
salary		temperature	
education		journey	
scale		charm	
lack		treasure	
cream		pupil	
wealth		climb	
examine		surround	
connect		limit	
wander		burst	
deliver		improve	
original		private	
total		ancient	
difficult		holy	



APPENDIX D

Translation Test – TT

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Translation Test

คำชี้แจง: กาเครื่องหมาย ✓ หน้าคำศัพท์หากคำดังกล่าวเป็นคำที่นักศึกษาเคยเห็น (ทั้งที่เคยเห็นและจำความหมายได้ และ เคยเห็นแต่จำความหมายไม่ได้) หากจำความหมายได้ให้เขียนความหมายของคำลงในช่องว่าง หากไม่มั่นใจในความหมายที่เขียนให้กา x หลังความหมาย หากจำความหมายไม่ได้ให้เว้นไว้ และหากไม่เคยพบเคยเห็นคำนั้นมาก่อนให้ข้ามไปคำถัดไป

ตัวอย่าง:

✓ duck	เปิด	✓ mushroom	
✓ man	ผู้ชาย x	woman	

หมายถึง เคยพบคำว่า “duck” และรู้ความหมายว่าแปลว่า “เปิด”

เคยพบคำว่า “mushroom” แต่จำความหมายไม่ได้

เคยพบคำว่า “man” และรู้ความหมายว่าแปลว่า “ผู้ชาย” แต่ไม่มั่นใจในความหมาย

ไม่เคยพบคำว่า “woman” มาก่อน

Vocabulary	Meaning	Vocabulary	Meaning
GSL sublist 1			
be		letter	
we		help	
other		side	
like		week	
dance		business	
little		speak	
father		stop	
small		record	
material		several	

recent		condition	
consider		right	
great			
GSL sublist 2			
wonder		summer	
bottom		soft	
north		sleep	
kill		suit	
signal		maybe	
inside		shake	
catch		cross	
machine		rapid	
reflect		quality	
conscious		bright	
fail		basis	
decide			
GSL sublist 3			
tire		cup	
library		breath	
belief		crack	
blind		chest	
brown		confuse	

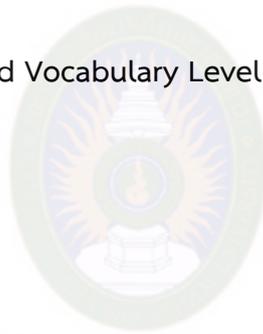
politics		holy	
ear		string	
bend		whisper	
meal		comparison	
worse		network	
safe		tool	
appearance			
GSL sublist 4			
dish		disagree	
lonely		curl	
swear		coin	
complicate		postpone	
objection		suck	
lend		cave	
rail		carriage	
kingdom		thumb	
complain		dull	
cure		strengthen	
criminal		debt	
poverty			
GSL sublist 5			
stripe		weed	

tighten		stocking	
sharpen		headdress	
flour		punctual	
offense		coarse	
merry		momentary	
hinder			
AWL Sublist 1-5			
analysis		reaction	
context		technical	
involved		access	
principle		concentration	
source		label	
complex		principal	
elements		stress	
journal		academic	
range		contact	
strategies		medical	
alternative		psychology	
coordination		transition	
link		evidence	
achieve		exclude	
goals		exposure	

AWL Sublist 6-10			
abstract		dramatic	
cited		inspection	
inhibition		radical	
neutral		vehicle	
trance		incompatible	
adaptation		ethical	
converted		military	
extract		relaxed	
quotation		temporary	
transmission		adjacent	
conformity		forthcoming	
explicit		innovation	
abandon		accommodation	
panel			

APPENDIX E

Revised Vocabulary Level Translation Test



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Revised Vocabulary Level Translation Test

คำชี้แจง: เขียนความหมายของคำลงในช่องว่าง

1, 000 VLT			
could		during	
in order to		indeed	
my		some	
trouble		fact	
car		put	
give		use	
line		night	
man		kill	
reply		advance	
moment		separate	
yellow		danger	
stone		sister	
breath		fear	
hall		shoot	
fit		warn	
2,000 VLT			
justice		skirt	
wage		flesh	
salary		temperature	

education		journey	
scale		charm	
lack		treasure	
cream		pupil	
wealth		climb	
examine		surround	
connect		limit	
wander		burst	
deliver		improve	
original		private	
total		ancient	
difficult		holy	

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AWL sublist 1-5			
analysis		reaction	
context		technical	
involved		access	
principle		concentration	
source		label	
complex		principal	
elements		stress	
journal		academic	

range		contact	
strategies		medical	
alternative		psychology	
coordination		transition	
link		evidence	
achieve		exclude	
goals		exposure	
AWL sublist 1-5			
abstract		dramatic	
cited		inspection	
inhibition		radical	
neutral		vehicle	
trance		incompatible	
adaptation		ethical	
converted		military	
extract		relaxed	
quotation		temporary	
transmission		adjacent	
conformity		forthcoming	
explicit		innovation	
abandon		accommodation	
panel			

APPENDIX F

Example of Confusing Words in RVLTT

Target Words	Given Thai Meaning	Equivalent English Meaning of Given Thai Meaning
First thousand GSL		
advanced	คำแนะนำ ผจญภัย	advice adventure
breath	อสูร บาท ฟัน ชายหาด ขนมปัง เนื้อ	beast baht teeth beach bread beef
car	ดูแล / ใส่ใจ	care
could	โอกาส หนาว ควร	change cold should
danger	นักเต้น เต้น	dancer dance
during	ดื่ม ทุเรียน	drink durian
fact	หน้า อ้วน	face fat
fit	แน่น ให้อาหาร ปลา	tight feed fish
fear	รั้ว ไกล ยุติธรรม	fence far fair
give	ของขวัญ	gift
hall	กำแพง สูง นรก ห้าง	wall tall hell

Target Words	Given Thai Meaning	Equivalent English Meaning of Given Thai Meaning
	เนินเขา	mall hill
indeed	ดัชนี	index
in order to	สั่ง / คำสั่ง ลำดับ เมนู ในทางกลับกัน	order order order on the other hand
kill	เก่ง	skill(ful)
line	ออนไลน์	online
put	นำเข้า ดึง ผลัก	import pull push
reply	เล่นใหม่ / อีกรอบ / อีก ครั้ง ซ่อม	replay repair
shoot	สั้น / เตี้ย จุด ราก รองเท้า เสื้อสูท เลือก	short dot root shoes suit choose
some	เหมือนกัน	same
stone	ห้องเก็บของ ขโมย ร้านค้า	store steal shop
trouble	สาม คู่	triple double
use	พวกเรา เคย	us used to
warn	อบอุ่น สวมใส่	warm wear / worn
Second thousand GSL		
ancient	คนเหยียดสีผิว อุบัติเหตุ	racist accident

Target Words	Given Thai Meaning	Equivalent English Meaning of Given Thai Meaning
burst	แปรง อก	brush breast
charm	ผู้ชนะ สงบ	champion calm
climb	กุ้ง หวี ตั้งแคมป์ อาชญากรรม	shrimp comb camp crime
connect	ต่อเนื่อง	continue
cream	ครีม	charm
difficult	แตกต่างกัน	different
flesh	สด แสง แข็ง	fresh flash freeze
holy	วันหยุด สยอง พระเจ้า	holiday horror
improve	พอใจ พิสูจน์ไม่ได้ นำเข้า	impress cannot be proved import
journey	รุ่นเล็ก	junior
lack	โชค ทักษะ ขา ทะเลสาบ	luck skill leg lake
original	องค์กร	organization
private	จังหวัด สุภาพ	province polite
pupil	สาธารณะ ยา สีม่วง	public pill purple
salary	สรุป เลข	summary secretary
scale	กลัว	scare

Target Words	Given Thai Meaning	Equivalent English Meaning of Given Thai Meaning
	คะแนน	score
skirt	สเก็ต ผิว	sketch / skateboard skin
surround	สำรวจ	survey
total	เต่า ห้องน้ำ โลหะ	turtle / tortoise toilet metal
transition	ตำแหน่ง ใบแสดงผลการเรียน สถานี	location / position transcript station
treasure	กางเกง ตัวอย่างหนัง การรักษา	trousers teaser treatment
wage	น้ำหนัก ปีก เคลือบ	weight wing wax
wealth	น้ำหนัก อบอุ่น อากาศ สุขภาพ ล้อ	weight warm weather health wheel
AWL 1-5 sub-list		
access	สำเนียง ยอมรับ สำเร็จ ตรงข้าม มากไป	accent accept success across excess
academic	ตลก	comedy
achieve	ปวด นักกีฬา	ache athlete
alternative	พื้นเมือง	native
analysis	วิจัย	research
complex	ห้างสรรพสินค้า	mall (the name of a mall in Maha Sarakham)

Target Words	Given Thai Meaning	Equivalent English Meaning of Given Thai Meaning
	ศูนย์กลาง	center
contact	จดจ่อ ภาษี	concentrate tax
context	ข้อความ ถัดไป สารบัญ ติดต่อ	text next content contact
exclude	สรุป รวม	conclude include
goals	ทอง เทา	gold grey
involved	วิวัฒนาการ แก้ไข	evolve improve
journal	การเดินทาง นักข่าว เข้าร่วม	journey journalist join
label	บรรทัด แรงงาน	line labor
medical	ร้านขายยา ทางเคมี สื่อ ขนาดกลาง	pharmacy chemical media medium
principle	นายกรัฐมนตรี	prime minister
psychology	ฟิสิกส์ ชีววิทยา	Physics biology
reaction	ตำแหน่ง	location
source	แน่นอน	sure
stress	ถนน ตรงไป	street straight
strategies	ตรง	straight
transition	แปลภาษา	translation
AWL 6-10 sub-list		
abstract	กริยาทำทาง	action
cited	เมือง	city

Target Words	Given Thai Meaning	Equivalent English Meaning of Given Thai Meaning
dramatic	ไดนามิก	dynamic
extract	โจมตี ดึงดูด	attack attract
forthcoming	ลำดับที่ 4 สบาย	fourth comfortable
innovation	บอกโดยนัย	inference
neutral	ธรรมชาติ นิวตรอน	nature neutron
panel	แผน	plan
radical	คลื่นเสียง / วิทยุ	radio
temporary	อุณหภูมิ คำศัพท์	temperature vocabulary
transmission	ภารกิจ	mission

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