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เรื่อง

การศึกษาผลของการเรียนรู้คำศัพท์แบบมีส่วนร่วมของผู้เรียนที่เรียน
ภาษาอังกฤษเป็นภาษาต่างประเทศ
The Effects of Task-Induced Involvement on EFLs Vocabulary
Learning

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หัวข้อวิจัย	การศึกษาผลของการเรียนรู้คำศัพท์แบบมีส่วนร่วมของผู้เรียนที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ
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บทคัดย่อ

งานวิจัยเรื่องนี้ศึกษาผลของการเรียนรู้คำศัพท์ขั้นต้นและการจำคำศัพท์โดยการใช้หลักการเรียนรู้คำศัพท์แบบมีส่วนร่วมเนื่องจากหลักการนี้ประกอบไปด้วย ความต้องการเรียนคำศัพท์ การค้นหาคำศัพท์ และการประเมินผลการเรียนคำศัพท์ ซึ่งทั้ง 3 ส่วนประกอบนี้เกี่ยวข้องกับโครงสร้างการเรียนรู้และสร้างแรงจูงใจที่ส่งผลต่อการเรียนและจำคำศัพท์

นักศึกษาจำนวน 58 คน ได้ถูกแบ่งออกเป็น 2 กลุ่ม เพื่อเรียนคำศัพท์จากการเขียนประโยค นักศึกษากลุ่มแรกต้องเขียนประโยคโดยใช้คำศัพท์ที่กำหนดให้โดยศึกษาจากอภิธานศัพท์ นักศึกษาอีกกลุ่มหนึ่งเขียนประโยคโดยใช้คำศัพท์ที่กำหนดให้โดยค้นหาคำศัพท์จากพจนานุกรมสองภาษา งานเขียนทั้งสองแบบได้ถูกออกแบบให้มีระดับของการมีส่วนร่วมที่แตกต่างกัน

ผลจากงานวิจัยนี้สนับสนุนหลักการเรียนรู้คำศัพท์แบบมีส่วนร่วมเพียงแค่ส่วนหนึ่ง เพราะผลการวิจัยพบว่า กลุ่มที่ทำงานเขียนที่มีระดับการมีส่วนร่วมการเรียนรู้คำศัพท์ที่ต่ำกว่ามีผลการเรียนรู้คำศัพท์ที่ดีกว่ากลุ่มที่ทำงานเขียนที่มีระดับการมีส่วนร่วมการเรียนรู้คำศัพท์ที่สูงกว่า และการเรียนรู้คำศัพท์แบบมีส่วนร่วมนี้มีผลต่อการเรียนรู้ขั้นต้นและการจำคำศัพท์

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Research Title	The effects of task-induced involvement on EFLs vocabulary learning
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ABSTRACT

This study investigated the effect of initial vocabulary learning and retention by employing the involvement load hypothesis since the hypothesis consists of need, search, and evaluation which concerned a motivational-cognitive construct resulted in vocabulary learning and retention.

58 EFL learners were divided into two groups to perform sentence writing task. The first group had to build a sentence with a target word shown in the marginal glosses while another group constructed a sentence by searching the meaning through bilingual dictionary. The two sentence writing tasks with the target words were designed with different level of involvement.

The results of this study partially supported the involvement load hypothesis since it revealed that task with low involvement outperformed than task with high involvement and it affected on both initial vocabulary learning and retention.

Keywords: vocabulary, involvement load hypothesis, vocabulary learning, vocabulary retention

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CHAPTER I

INTRODUCTION

The present study aimed at investigating the effect of the involvement load hypothesis on students' vocabulary learning. This chapter provides information for conducting the study and described its purposes. This part included background and rationale, purposes of the study, research questions, significance of the study, hypothesis, definition of terms, and scopes of the study.

1. Background and Rationale

Vocabulary is considered as important aspect in language acquisition and learning. It considers as a heart of language (Lewis, 1994) which supports in all skills: reading, writing, listening and speaking. To illustrate, in terms of audiences, vocabulary knowledge is an aspect indicated how well they understand messages. Likewise, people can perceive information with others comprehensively if they have vocabulary knowledge. Thus, vocabulary knowledge plays a major role in language learning and acquisition.

The knowledge of vocabulary affects language ability of L2 learners (Schmitt, Jiang, & Grabe, 2011). As stated by Wilkins (1972: 111), "without grammar, very little can be conveyed. Without vocabulary, nothing can be conveyed". This quote indicated that vocabulary is a fundamental key in language learning as the knowledge of vocabulary can lead to information perception and reception. Schmitt, Jiang, and Grabe (2011) insisted that L2 learners with small vocabulary have difficulty in reading since they unavoidable meet the unknown words in reading. Additionally, a variety of text are published in English and require a large amount of vocabulary to comprehend the idea of the text (Grabe, 2009; Schmitt, 2008; Wray, 2002), so the students can understand the text if they know various vocabulary (Nation, 2006; Schmitt, 2008).

However, Thai students seem to have problem with vocabulary as investigated by another researcher (Srisawat & Poonpon, 2014) and the researcher's experience. Srisawat and Poonpon (2014) found that the vocabulary size of Khon Kaen University's students was

low and did not meet the need of the language use. Likewise, Kitjaroonchai and Kitjaroonchai (2012) investigated English problems by interviewing the students. The interesting problems related to vocabulary revealed by the students were limited vocabulary knowledge and vocabulary retention. The students told that they had difficulty in English reading proficiently and comprehension because there were so many words that they did not know, and they could not choose words with appropriate meaning in communication so they wasted time looking for the meaning from dictionary almost every words (Kitjaroonchai & Kitjaroonchai, 2012). Additionally, remembering vocabulary is considered as a serious problem to increase English fluency (Kitjaroonchai & Kitjaroonchai, 2012; Klaichim, et al., 2010; Pawapatcharodom, 2007). Klaichim, et al. (2010) mentioned that their students could not recognize the words since they forgot them. These vocabulary problems are confirmed that Thai students had insufficient vocabulary which lead to difficulty in learning English (Duadsuntia 2008; Liangpanit 2002; Wangkangwan, 2007). Additionally, from the researcher's experience, the English students seem to have a difficulty with their vocabulary knowledge. The students were assigned to read a paragraph and some exercise for their Reading class. When encountered with unknown or new vocabulary, most of the students tried to search in dictionary which considered as a good practice to gain new words. Nevertheless, they spent much time searching for both challenge and unchallenged vocabularies through the dictionary. For example, they spent almost 15 minutes to complete five items for fill in the blank exercise as they relied on dictionary almost every word. Therefore, it seems that L2 learners have limitation in their vocabulary knowledge.

Based on this issue, L2 learners have difficulty to fluency in their L2 since they require expanding the vocabulary to meet the need of L2 communication. Many researchers try to design more effective task in order to promote vocabulary learning and acquisition (Hulstijn & Laufer, 2001; Huitt, 2003; Schmidt, 2001). The researchers emphasized on vocabulary learning and acquisition by designing a task with cognitive ability and motivation since they believed that tasks with these elements lead to depth processing and attention in learning, so the cognitive ability and motivation had an impact on vocabulary retention.

Therefore, learners can improve or develop their vocabulary knowledge through task involvement.

A design of task using the involvement load hypothesis would help the students improve their vocabulary learning. The involvement load hypothesis (ILH) or task induced-involvement was proposed by Hulstijn and Laufer (2001) and Laufer and Hulstijn (2001) who claimed that the ILH is the construction of the involvement factors which are the motivational and cognitive dimensions. It is a design of the presence or absence of the involvement factors combining together into a task. According to Hulstijn and Laufer (2001) and Laufer and Hulstijn (2001), the factors included in the ILH were developed from motivation theory and two cognitive approaches: attention and noticing, and depth of processing. They named motivation, attention and noticing, and depth of processing as need, search, and evaluation to use as the components of the ILH respectively. Each factors can be designed into different degrees of involvement. Therefore, many researchers investigated the effect of the ILH and found that the task using the ILH resulted in vocabulary learning both short- and long-term retention (Jahangard & Movassagh, 2011; Li, 2014; Teng, 2015; etc.). They found that the task using the ILH help with vocabulary retention since it combines cognitive approaches which lead to vocabulary learning and retention.

In summary, the present study investigated the effect of the involvement load hypothesis on initial vocabulary learning and retention. The study designed a writing task under the involvement load hypothesis to replicate the hypothesis and to develop students' vocabulary knowledge.

2. Purposes of the study

The objective of this study was as follows:

2.1 To investigate the effect of writing tasks with different levels of involvement load on initial vocabulary learning,

2.2 To investigate the effect of writing tasks with different levels of involvement load on vocabulary retention,

- 2.3 To compare the effect of two sentence writing tasks with different levels of involvement load on initial vocabulary learning and vocabulary retention,
- 2.4 To explore participant's opinions on the tasks.

3. Research questions

The research questions were formed as:

- 3.1 Do tasks with different levels of involvement load have a different effect on initial vocabulary learning?
- 3.2 Do tasks with different levels of involvement load have a different effect on vocabulary retention?
- 3.3 Do tasks with different levels of involvement load have a different effect on initial vocabulary learning and vocabulary retention?
- 3.4 What are the participant's opinions on the tasks?

4. Significance of the study

It is expected that the result of the study revealed:

- 4.1 The effect of the involvement load hypothesis on initial vocabulary learning and 2) learning vocabulary through the involvement load hypothesis might lead to vocabulary retention and
- 4.2 The result of the study would help teachers apply teaching material to teach vocabulary. They can design tasks with the involvement load hypothesis to teach students in classroom.

5. Hypothesis

The hypotheses of this study were:

- 5.1 Writing task with high involvement would lead to vocabulary learning on initial learning and
- 5.2 Writing task with high involvement would lead to learn vocabulary and retain in students' memory.

6. Definition of terms

6.1 The students refer to the first-year English major students studying at Rajabhat Maha Sarakham University, academic year 2017. They were both high and low English proficient students.

6.2 The target words refers to the words or vocabulary that were used as the target words of the study.

6.3 Tasks with the involvement load hypothesis refers to vocabulary tasks designed by applying the involvement hypothesis as a framework of the task design.

7. The Scopes of the study

7.1 The involvement load hypothesis consists of need, search, and evaluation.

7.2 The target words were the unknown words from the first 2000 word list grouped by Nation (2001).

7.3 The participants or simple group of the study was the first-year English major students studying at Rajabhat Maha Sarakham University, academic year 2017.



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CHAPTER II

REVIEW OF LITERATURE

This chapter presented the theoretical framework and the related literature and studies. It is divided into four main parts related to this study. The first part was vocabulary focusing on the definition of vocabulary and numbers of word needed to know. The second part presented the involvement load hypothesis. The third part deals with the relevant researches related to the involvement load hypothesis.

1. Vocabulary

1.1 Definition of vocabulary

According to Read (2000), there is no concept or definition of vocabulary since it is termed or defined by its purposes. Vocabulary can be considered as a basic point that people spell out (Read, 2000). Alternatively, it can be called as words that use in communication in both oral and print language. Nation (2001) classified vocabulary by the different methods of word counting into tokens, types, lemmas, and word family. Additionally, Ur (2010) briefly simplified the definition of vocabulary as “the words of language” (p. 3) since it is a basic language component to perform other skills: speaking, reading, listening and writing (Alemi & Tayebi, 2011).

1.2 Numbers of word needed to know

Many studies argued with the numbers of words learners need to know in order to study English (Hu & Nation, 2000; Laufer, 1989; Nation, 2006; Schmitt, Jiang, & Grabe, 2011). Most of the authors focus on the numbers of words required in learning, especially English reading. They focused on the percentage of vocabulary in a text that learners need to understand that text (Hu & Nation, 2000; Laufer, 1989; Nation, 2006; Schmitt et al., 2011). Laufer (1989) and Schmitt et al. (2011) stated that learners should know around 95% of vocabulary which related 3,000–5,000 vocabulary size while Hu and Nation (2000) reported that knowing 98-99% of vocabulary is necessary to read a text. Likewise, Nation (2006) found

that 98% of vocabulary knowledge in a text is sufficient to comprehend. Similarly to Hu and Nation (2000) and Nation (2006), Schmitt et al. (2011) investigated the percentage of word knowledge in a text. The result of their study showed that 98% of vocabulary knowledge is essential for reading and cover a text. However, in order to comprehend or reach the 98% of vocabulary knowledge, learners should know at least 8,000-9,000 word families (Nation, 2006).

As suggested by Nation (2001), it is essential for second language learners to know very large numbers of words. However, second language learners or educated non-native speakers know less than one quarter of the numbers of words (Laufer & Yano, 2001) which native speakers should know. Nation (2001) claimed that it was expected that educated native speakers must know approximately 20,000 word families or 70,000 words. Unfortunately, most of second language learners or educated non-native speakers do not reach that numbers since Laufer (2000) found that vocabulary size of high school and university English-as-a-second language English-as-a-foreign-language (EFL) from eight different countries was ranged 1,000-4,000 words. Therefore, Graves (2006), Hanson and Padua (2011) and Lehr, Osborn, and Hiebert (2004) gave some suggestion that L2 learners should acquire 2,000 to 3,500 new words a year and know the meaning of approximately 50,000 words.

2. The Involvement load hypothesis

The involvement load hypothesis developed by Laufer and Hulstijn (2001) facilitate vocabulary learning and acquisition. It employs a motivational-cognitive construct which explain and predict learners' success in the retention of unfamiliar words (Hulstijn & Laufer, 2001; Laufer & Hulstijn, 2001). The authors stated that, with the motivational-cognitive construct, the involvement load hypothesis consists of two cognitive components and a motivational component. The two cognitive components involve depth processing and attention. Depth processing focuses on learning and memory (Craik & Lockhart, 1972; McCabe, 2011). Craik and Lockhart (1972) and McCabe (2011) mentioned that learning with more elaboration results in higher retention or memory in both short term and long term.

Another component is attention. It can lead to notice information and it is considered as a crucial role in language learning both implicitly and explicitly learning (Huitt, 2003; Schmidt, 2001). If learners pay more attention on particular word or information, they will have more chances to obtain those word or information (Laufer & Hulstijn, 2001). The attention links to the motivational component since motivation have an effect on information processing that can promote learner's attention (Huitt, 2003; Schmidt, 2001). The students who have high motivation will drive themselves to be more success and achievement in their L2 learning than the students with low motivation (Laufer & Hulstijn, 2001). Therefore, the involvement load hypothesis involves depth of processing, degree of elaboration, and attention to information. This could help learners learn and improve vocabulary. With this involvement, learner can notice the words and develop their cognitive notion of their vocabulary learning.

To design a task with involvement load hypothesis, Laufer and Hulstijn (2001) and Hulstijn and Laufer (2001) suggested that the task with involvement load consisted of need (a motivational component), search, and evaluation (two cognitive components). The components can be designed with different levels. The levels of need and evaluation consisted of none, moderate, and strong; meanwhile, there are none and moderate or absent and existence in search as in the Table 1.

Components	Degrees of Involvement	Definition
Need	Index 0 (none)	The learner does not feel the need to learn the word
	Index 1 (moderate)	The learner is required to learn the word
	Index 2 (strong)	The learner decides the learn the word
Search	Index 0 (absence)	The learner does not look for the meaning or form of the word with a lexical instrument
	Index 1 (existence)	The meaning and form of the word are found by the learner
Evaluation	Index 0 (none)	The word is not compared with any other word
	Index 1 (moderate)	The word is compared with other words in the provided context
	Index 2 (strong)	The word is compared with other words in self-provided context (the learner's mental lexicon)

Table 1: Components and level of involvement

Laufer and Hulstijn (2001) and Hulstijn and Laufer (2001) stated that the task induce involvement can examine the relationship between depth processing and retention. They raised three assumptions that 1) task with need, search, and evaluation can lead to vocabulary retention, 2) words with higher involvement load are more effective than words with low involvement load in terms of word retention, and 3) tasks with higher involvement lead to better retention than tasks with low involvement load. Hence, vocabulary learning and acquisition through the involvement load hypothesis can lead to vocabulary retention if it was designed to contain high level of task with the components of need, search, and evaluation.

3. Related studies on the involvement load hypothesis

As learning vocabulary through the involvement load includes depth processing, vocabulary retention is investigated to explore the effect of the task with involvement load hypothesis. Many researchers design their study with the involvement load hypothesis in different task types (Bao, 2015; Ghorbani & Rahmandoost, 2012; Hazrat, 2015; Jahagiri & Abilipour, 2014; Kim, 2011; Maleki, 2012; Marmol & Sanchez-Lafuente, 2013; Sarani, Negari & Ghaviniat, 2013; Sarbazi, 2014; Soleimani & Rahmanian, 2015; Yaqubi, Rayati & Gorgi, 2010). The task types that most of the researchers designed mainly emphasized on input and output tasks. They created the tasks employed characteristic of the involvement load hypothesis to investigate the vocabulary learning and improvement.

Input and output tasks in the same involvement (Hazrat, 2015; Sarani, Negari & Ghaviniat, 2013) and different involvement (Bao, 2015; Kim, 2011; Marmol & Sanchez-Lafuente, 2013; Sarbazi, 2014; Soleimani & Rahmanian, 2015) were compare to find the most effective between the tasks. The input tasks were designed to be different task types: listening task, reading with marginal gloss, reading and completing comprehension question, reading with gap filling, and reading with dictionary. The result of these studies support the task involvement since the input tasks with higher involvement led to vocabulary retention better than the input task with low involvement (Ghorbani & Rahmandoost, 2012; Kim, 2011; Marmol & Sanchez-Lafuente, 2013; Sarani, Negari & Ghaviniat, 2013; Sarbazi, 2014; Yaqubi, Rayati & Gorgi, 2010). Ghorbani and Rahmandoost (2012) found that there was a significant

different between the two reading tasks. The researcher investigated the effectiveness of the involvement load hypothesis by creating two reading tasks. The result of the study presented that the students in reading with marginal glosses in the target language relevant to the questions, which its involvement was 4, performed better than the students in read with marginal glosses in the target language irrelevant to the questions, involvement of 0.

Like input tasks, the effect of involvement load hypothesis revealed the same results as in the input tasks when comparing with output tasks (Kim, 2011; Marmol & Sanchez-Lafuente, 2013; Sarbazi, 2014; Soleimani & Rahmanian, 2015). When the output tasks were designed with higher level of involvement than input task, the effect of task involvement in vocabulary retention was obviously found in the output tasks. Sarbazi (2014) and Soleimani and Rahmanian (2015) found that there was significant different between input and output tasks that the output task (writing task) was better than input task (reading task) in both short and long term retentions. It seems that output tasks, especially writing tasks, result in vocabulary learning and retention since the output tasks consisted of strong evaluation than the input tasks.

Nevertheless, the effect of output tasks designed with different level of involvement is still questionable. Sarani, Negari and Ghaviniyat (2013) found that the task with higher involvement resulted better in vocabulary retention. They investigated the effect of output tasks consisted of sentence writing, fill-in-the-blank, and short response task in both short and long term retentions. The result revealed that the task with highest involvement, sentence writing task, outperformed than other tasks in both short and long term retentions; however, fill-in-the-blank task, involvement of 1, performed better than short response task, involvement of 2, in short term retention. Meanwhile, there was no significant different between fill-in-the-blank and short response tasks in long term retention. Nevertheless, the higher task does not always affect vocabulary retention (Bao, 2015; Marmol & Sanchez-Lafuente, 2013). Bao (2015) examined the productive and receptive vocabulary knowledge in short term retention through four tasks: definition, combining, translation, and sentence writing tasks. The sentence writing task characterized the involvement load of 3 while other tasks had involvement load of 2. The result, unlike Sarani, Negari and Ghaviniyat (2013),

showed that the students performed receptive vocabulary better than productive vocabulary from all tasks. In receptive vocabulary knowledge, the definition task outperformed than writing, translation, and combining tasks. However, there was no significant different between writing and translation tasks, but both tasks was better than combining task. The result of productive tasks presented that there was no significant different among definition, writing, and translation tasks, but these tasks outperformed than combining task. Another study focusing on vocabulary retention in both short and long term retentions which differed from effect of higher involvement in input task was Marmol and Sanchez-Lafuente (2013). The researchers designed two writing tasks, writing with gloss and writing with dictionary, to investigate the effect of different involvement load. The former task outperformed than the latter although the latter got higher degree of involvement. Therefore, the output task seems to partially support the involvement load hypothesis that the effect of the involvement resulted from the higher degree of involvement since there was found that tasks with lower involvement outperformed than the higher.

According to the previous studies on the involvement load hypothesis, the output tasks seem to have more effect on vocabulary learning and retention than input tasks since the design of the output tasks had strong evaluation which resulted in depth processing. However, the effect of the output tasks with different level of involvement partially supported the hypothesis and it is in contrast with the result of the input tasks with different involvement. Although the input tasks supported the involvement load hypothesis as the higher involvement resulted better than the low involvement, the outcome of the output tasks contradicted. Thus, this study aimed to prove the involvement load hypothesis proposed by Laufer and Hulstijin (2001) and Hulstijin and Laufer (2001) by investigating the effect of output task, writing task, with different involvement in vocabulary learning and retention and to explore the attitudes towards writing tasks designed with the different involvement.

CHAPTER III

RESEARCH METHODOLOGY

This study was conducted to investigate the effect of the involvement load hypothesis to improve students' vocabulary learning. This chapter discusses the research methodology which was the design employed in this study. The chapter covers seven main issues: research design, population and sample group, research instrument, research procedure, data collection, and data analysis.

1. Research design

The design of present study could be called as the mix methods since the study employed both quantitative and qualitative process to obtain the data of the study. According to Babbie (2010) and Muijs (2010), quantitative method focuses on numerical data which measured by using the statistical analysis. The authors also claimed that the data for quantitative method can be collected through different processes such as polls, surveys, or questionnaire. In contrast, qualitative method can be called as social science researcher since it emphasizes on social and behavior (Denzin & Yvonna, 2000). The qualitative research works with non-numerical data and interprets the data from different methods such as observation, focus group, or interview.

2. Population

The population of this study were 300 students studying at the Faculty of Humanities and Social Sciences, Rajabhat Maha Sarakham University. They were the first-year students who were majoring in English, academic year 2017.

3. Sample group

There were 58 first-year students from Rajabhat Maha Sarakham University. They majored in English who enrolled 'English Structure and Usage 1' course in the first semester of the academic year 2017. In this study, the students were Thai who did not have any

experience in L2 environment and were ranged from 18-25 years old. The students were divided randomly into two groups to participate in two tasks. However, 28 students were participated in task A while 30 students did task B.

4. Instrument

4.1 Target words

Since the students participated in this study were the university students, the target words were from the first 1000 words in the General Service list compiled by Nation (2001). The 375 content words among the 500 words from the first 1000 words list were systemically selected to test the vocabulary knowledge of the students. The words were presented in table to the students for testing their vocabulary knowledge. The students marked 'I don't know the word' if they did not know that word and mark 'I have seen this word but I don't know its meaning' if they were familiar with the word but could not remember the meaning. In addition, if the students knew the word, they were asked to write its meaning and construct a sentence with that word. After completing the vocabulary knowledge test, it found that most of the students could not recognize almost every word. Thus, the target words were chose to be the words that they marked as they did not know and the words that marked as they were familiar with it, but did not know its meaning. The target words were selected equally into three common word types: nouns, verbs, and adjectives. There were 10 target words consisted of consider, deal, regard, include, cover, figure, field, court, department, and situation.

4.2 Writing tasks

Task A: sentence writing with marginal glosses

The students were asked to write a sentence with the target word. In this task, a list of 12 target words with L1 translation was given to the students. The glosses included the 12 target words arranged randomly with their L1 translation, word types, and sentence example. The provided meanings aimed to gain attention to the meaning of the target words while students could focus on the form of the target word through the word types.

In order to understand of how the words were used, the sentence examples were available to let the students learn about them. According to Hulstjin and Laufer (2001), this task involved a moderate need as the target words were presented in the task, no search as the glosses were available for the students, and strong evaluation as the students had to evaluate the meaning of the word to fit in the context. Hence, the involvement load of this task was 3.

Task B: sentence writing with bilingual dictionary

Like task A, the students needed to writing a sentence with the target word. However, bilingual dictionary was provided for the students to search for the meaning and the form of the target words before completing each sentence with the word. The involvement load of this task was 4. The students had moderate need as they were given the target words, moderate search since they had to search for the words from the bilingual dictionary, and strong evaluation for the students to consider the target words in context.

4.3 Vocabulary tests

To assess initial learning and retention of the target words, an immediate and delay posttest were registered. The immediate posttest contained the 12 target words provided in a list of words that the students had to write the meaning of each word. The delay posttest was registered one week after the immediate posttest to test the word retention. The words used in the one week delayed posttest were the same as the words in the immediate posttest but they were rearranged in different order.

4.4 Interview

The semi-structure interview aims to obtain the students' opinions towards learning vocabulary through the vocabulary tasks. This session will hold at the final stage of the present study. This interview will be conducted into a group interview for saving time. The students who join the interview session will be carefully choose from the student with different proficiency. They will be nine students: three students from each high, mid, and

low proficiencies. More importantly, to reduce misinterpretation or misunderstanding by the student, the interview will process in Thai, the students' mother tongue. The interview questions were in appendix D.

5. Research procedure

To select the target words as unknown words for the students, the vocabulary knowledge test was registered to all students in the first week of the study. In this test, the students had to mark whether they knew those words on each item or wrote the words' meaning and sentence. A week later, the students were divided into two groups according to their section of studying, and then they received the two separate writing tasks. During the task process, Firstly, the two groups of the students were informed a brief introduction, objectives and method of the tasks and then each group spent one hour to finish the tasks. After completing the tasks, the students were tested their initial learning through the immediate posttest. The long-term vocabulary learning or delay posttest to test the vocabulary retention was provided one weeks later. The interview session was conducted after the students finished their delayed posttest.

6. Data collection

The data collection used to analyze for the results of the study was from the score of the vocabulary test. The answers from the test were focused only on the meaning of the target words, so if the students wrote correct meaning, synonym, or similar meaning to the target word, they got one score for each correct word. However, if the students wrote incorrect meaning, they got zero for that word.

The data to answer the third research question on the students' opinion on learning vocabulary through the task involvement was from the interview session. During the interview session, a mobile phone was used to record the students' answer, and then the data was transcribed.

7. Data analysis

To answer the research questions, the scores from both immediate and one-week delay posttest will be analyzed. Although there is small number of participants, the data were analyzed and found that they were normalization. Therefore, the mean and standard deviation of each test were calculated. Then, both tests were compared to examine a significant difference to check whether which type was beneficial in learning and retention of the target words.



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CHAPTER IV

RESULTS

This chapter presents the results of the four research questions of the present study: Research Question 1: Do tasks with different levels of involvement load have a different effect on initial vocabulary learning?; Research Question 2: Do tasks with different levels of involvement load have a different effect on vocabulary retention?; and Research Question 3: What are the participant's opinions on the tasks?

1. Finding of Research Question 1: Do tasks with different levels of involvement load have a different effect on initial vocabulary learning?

In order to answer the research questions, paired-samples t-test was used to see whether there was a significant difference between the immediate posttest between two tasks. Table 2 revealed the significant difference of both tasks in immediate posttest.

	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Immediate test of task A – Immediate test of task B	.21429	2.18339	.41262	.519	27	.608

* $P = 0.05$

Table 2: the significant difference between the mean score of the immediate posttest of task A and task B

According to Table 2, there were no significant difference between Task A and Task B in immediate posttest. The data were analyzed and found that the significant difference of immediate posttest between Task A and Task B was 0.608. The results of both tasks were higher than 0.05. Therefore, there was no significant difference between the immediate posttest between task A and task B.

2. Finding of Research Question 2: Do tasks with different levels of involvement load have a different effect on vocabulary retention?

	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Delayed test of task A – Delayed test of task B	1.14286	3.89410	.73592	1.553	27	.132

* P = 0.05

Table 3: the significant difference between the mean score of the delayed posttest of task A and task B

Like the result of the research question 1, there was no significant difference between Task A and Task B in delayed posttest. The data were analyzed and found that the significant difference of delayed posttest between Task A and Task B was 0.132. The results of both tasks were higher than 0.05. Therefore, there was no significant difference between the delayed posttest between task A and task B.

3. Finding of Research Question 3: Do tasks with different levels of involvement load have a different effect on initial vocabulary learning and vocabulary retention?

According to Table 4 and Figure 1, although there were no significant differences between task A and task B of both immediate and delayed tests, the mean score could indicate some differences among the score. It is clear that the sentence writing with marginal gloss received the highest mean score both immediate posttest and delayed posttest comparing the sentence writing with dictionary task. The mean score of Task A, sentence writing with marginal gloss, was higher than Task B, sentence writing with dictionary, in immediate posttest since the mean score of the Task A obtained 7.68 while the Task B received 7.46. After taking the immediate posttest, the scores of one-week delayed posttest were decreased. However, the mean score of the delayed posttest of Task A was still slightly higher than the Task B. The delayed posttest revealed that the mean score of the Task A was 4.32 while the Task B was 3.18.

	Mean	N	Std. Deviation	Std. Error Mean
Task A: Immediate test	7.68	28	2.34210	.44262
Task B: Immediate test	7.46	28	1.07090	.20238
Task A: Delayed test	4.32	28	2.37352	.44855
Task B: Delayed test	3.18	28	2.40453	.45441

Table 4: the mean and S.D. scores of the immediate and delayed posttest of task A and task B

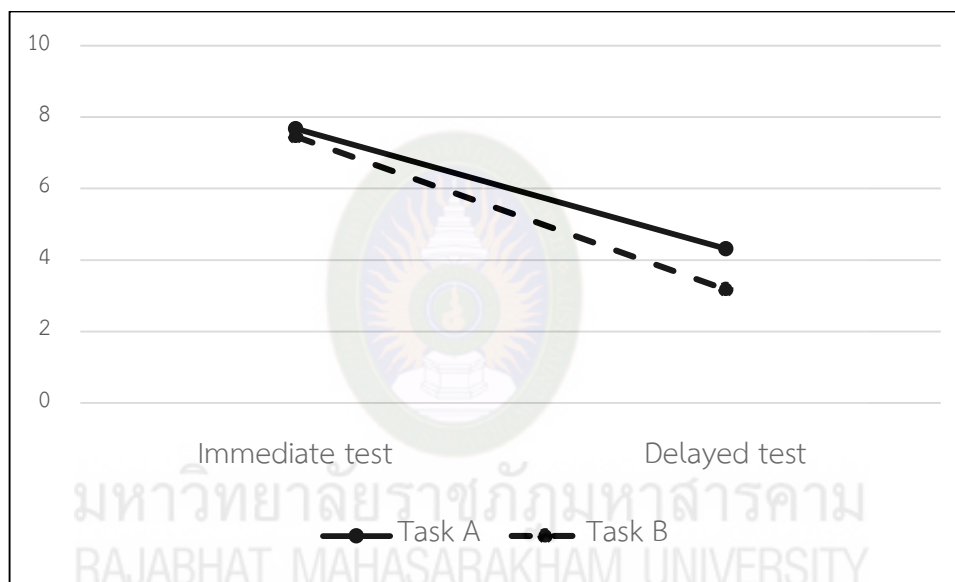


Figure 1: The mean scores of the immediate posttest and delayed posttest in Task A and Task B

4. Finding of Research Question 4: What are the participant’s opinions on the tasks?

The students in the sentence writing with marginal gloss task performed better than the students in sentence writing with dictionary might be due to their process of learning. According to the interview, the students mentioned that with the marginal gloss, they knew what to focus. Some of them mentioned that “I looked at the target word and then I read its meaning, form, and sentence example before thinking of how to put this word in a sentence”. However, the opinion of a student in sentence writing with dictionary task totally

contrasted. She did not know what she need to focus, so she just found out the meaning of the target word, and then constructed a sentence. Although the students stated difference learning process through the tasks, they seemed to positive attitude towards each task because they expressed that “I thought I can do this task, it is not difficult”. This expression might come from the task’s design which allowed the students wrote whatever they wanted without limiting their writing to a specific sentence.



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CHAPTER V

DISCUSSION, CONCLUSION, AND SUGGESTION

After collecting data from the vocabulary test and the interview in the previous chapter, this chapter would discuss the data of the study and conclude the information related to the study. Additionally, implementation and recommendation were provided for the researchers in applying or using in the future study or further the study.

5.1 Discussion

This study was an attempt to provide an evidence to prove the involvement load hypothesis that task with higher involvement performed better than task with low involvement. The research questions were formed to investigate the effect of sentence writing tasks with different involvement and to explore the attitudes towards the task involvement. According to the results of the study, it partially supported the involvement load hypothesis as the sentence writing task with higher involvement was less effective than the sentence writing task with low involvement. Additionally, the students had positive attitudes towards the tasks.

In this study, although there was no significant difference between the sentence writing with marginal gloss and sentence writing with dictionary in both immediate posttest and delayed posttest, the mean scores of both tasks revealed that the sentence writing with marginal gloss outperformed than the sentence writing task with dictionary in both immediate posttest and delayed posttest. This result was in consistent with Marmol and Sanchez-Lafuente (2013). The research conducted a study to investigate the effect of task involvement in vocabulary learning and retention. In their study, two writing tasks with different involvement were explored. They mentioned that the task with low involvement performed better than the higher. The researchers referred to the proficiency of their participant since the participants of the study were the elementary students. Although Kim (2011) and Soleimani and Rahmanian (2015) found no significant different between proficiency and level of involvement load, their test to divided their participants was quite

standard test that Kim (2011) employed TOEFL test while Soleimani and Rahmanian (2015) classified their participants by the Nelson Proficiency Test. However, even though the students in this study were first-year student in English major, their proficiency was not high enough to reach these tests. This could be considered from their low vocabulary size. Hence, the proficiency of students might effect on task involvement.

According to the involvement load hypothesis, the sentence writing task with dictionary, which had involvement load of 4, should be more effective than the sentence writing task with marginal gloss, which had involvement load of 3; however, the results revealed conversely. Although dictionary skill is a strategy in learning second language vocabulary (Knight, 1994; Hulstijin, Hollander & Greidanus, 1996), it did not seemed to provide a positive effect on vocabulary learning through the involvement load hypothesis if the students did not have enough cognitive skill in dictionary use. For example, one of the students mentioned that they searched the target word in dictionary and chose to focus only on meaning to write a sentence. This might be because students did not know what to focus on the dictionary and they picked up only its meaning to writing a sentence with the target word. Therefore, dictionary can be a double-edged sword if learners have not improved their cognitive skill (Marmol & Sanchez-Lafuente, 2013), so dictionary may not be beneficial for them.

Nevertheless, students in another group, sentence writing with marginal gloss, received a sheet of marginal gloss which contained meaning, form, and sentence example of the target words. As in the interview session, they stated that they learned and considered every element in the marginal gloss before thinking of writing a sentence with the target words. This might support the finding of Kim (2011) who compared the effective of writing tasks with the same involvement. The researcher's participants of both groups received gloss which the level of search in these tasks was absent. The researcher mentioned that writing tasks require deep cognitive process, so learners need to process the new words and compare the target word in a self-provided context. Therefore, the students possibly focused on all the provided elements and employed their cognitive

process in sentence write tasks with the target word to improve their initial learning and vocabulary retention.

Additionally, the students had positive opinion on the tasks. They mentioned that sentence writing tasks with the target words was not too difficult since they could write freely without concerning about the specification of idea. Providing this kind of task could help the students learn or acquire vocabulary knowledge and decrease their stress in learning.

5.2 Conclusion

This study partially support the Hulstijn and Laufer (2001) and Laufer and Hulstijn (2001) that they claimed that task involvement which consisted of need, search, and evaluation affects on initial learning and vocabulary retention. They added that task with high involvement results better than the low involvement. According to the study, task designed with all components of the involvement load hypothesis lead to vocabulary learning and retention. However, task with higher involvement would not always result in learning and retaining vocabulary.

5.3 Implementation and Suggestion

These findings have pedagogical implication. Teachers can design writing tasks with high involvement in facilitating their learners to acquire or learn vocabulary. The involvement load affects both initial learning and vocabulary retention. Therefore, teachers should employ the writing tasks since they characterized by the high evaluation which has an effect on depth processing. However, this study mainly focused on the word meaning. Although the existence of search in the involvement load hypothesis focuses on meaning and form, most of the study designed task involvement to examine the effectiveness of vocabulary learning and retention solely on meaning. Hence, further study should design task involvement to investigate the acquisition or learning of word form since word form also another aspect in vocabulary learning and retention.

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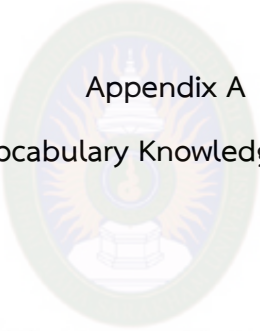
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Appendix A

Vocabulary Knowledge Test

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แบบทดสอบความรู้คำศัพท์ (vocabulary knowledge test)

คำสั่ง ให้นักศึกษาอ่านคำศัพท์ต่อไปนี้แล้ว ทำเครื่องหมาย ✓ หน้าในช่องที่เกี่ยวกับตัวนักศึกษามากที่สุด

ลำดับ	คำ	ไม่รู้ความหมาย	เคยเห็นแต่ไม่รู้ ความหมาย	รู้ความหมาย คำนี้ หมายความว่า
1	one			
2	say			
3	make			
4	man			
5	time			
6	go			
7	state			
8	only			
9	new			
10	year			
11	take			
12	come			
13	know			
14	see			
15	use			
16	get			
17	like			
18	first			
19	work			
20	now			
21	give			
22	think			
23	find			
24	day			
25	after			
26	way			

ลำดับ	คำ	ไม่รู้ความหมาย	เคยเห็นแต่ไม่รู้ ความหมาย	รู้ความหมาย คำนี้ หมายความว่า
27	look			
28	before			
29	great			
30	back			
31	long			
32	people			
33	own			
34	because			
35	good			
36	feel			
37	high			
38	place			
39	little			
40	world			
41	very			
42	nation			
43	hand			
44	old			
45	life			
46	tell			
47	write			
48	become			
49	show			
50	house			
51	between			
52	need			
53	mean			
54	call			
55	develop			
56	last			

ลำดับ	คำ	ไม่รู้ความหมาย	เคยเห็นแต่ไม่รู้ ความหมาย	รู้ความหมาย คำนี้ หมายความว่า
57	right			
58	move			
59	thing			
60	general			
61	school			
62	same			
63	begin			
64	number			
65	part			
66	turn			
67	real			
68	leave			
69	want			
70	point			
71	form			
72	child			
73	small			
74	ask			
75	late			
76	home			
77	interest			
78	large			
79	person			
80	end			
81	open			
82	public			
83	follow			
84	present			
85	hold			
86	govern			

ลำดับ	คำ	ไม่รู้ความหมาย	เคยเห็นแต่ไม่รู้ ความหมาย	รู้ความหมาย คำนี้ หมายความว่า
87	around			
88	possible			
89	head			
90	consider			
91	word			
92	program			
93	problem			
94	lead			
95	system			
96	set			
97	order			
98	eye			
99	plan			
100	run			
101	keep			
102	face			
103	fact			
104	group			
105	play			
106	stand			
107	increase			
108	early			
109	course			
110	change			
111	help			
112	line			
113	city			
114	put			
115	close			
116	case			

ลำดับ	คำ	ไม่รู้ความหมาย	เคยเห็นแต่ไม่รู้ ความหมาย	รู้ความหมาย คำนี้ หมายความว่า
117	force			
118	meet			
119	once			
120	water			
121	upon			
122	war			
123	build			
124	hear			
125	light			
126	unite			
127	live			
128	country			
129	bring			
130	center			
131	side			
132	try			
133	provide			
134	continue			
135	name			
136	certain			
137	power			
138	pay			
139	result			
140	question			
141	study			
142	woman			
143	member			
144	far			
145	night			
146	service			

ลำดับ	คำ	ไม่รู้ความหมาย	เคยเห็นแต่ไม่รู้ ความหมาย	รู้ความหมาย คำนี้ หมายความว่า
147	report			
148	something			
149	company			
150	week			
151	church			
152	start			
153	social			
154	room			
155	figure			
156	nature			
157	young			
158	less			
159	read			
160	include			
161	president			
162	nothing			
163	better			
164	big			
165	boy			
166	cost			
167	business			
168	value			
169	second			
170	clear			
171	expect			
172	family			
173	complete			
174	act			
175	sense			
176	mind			

ลำดับ	คำ	ไม่รู้ความหมาย	เคยเห็นแต่ไม่รู้ ความหมาย	รู้ความหมาย คำนี้ หมายความว่า
177	experience			
178	art			
179	direct			
180	car			
181	law			
182	industry			
183	important			
184	girl			
185	god			
186	kind			
187	white			
188	reason			
189	action			
190	return			
191	foot			
192	care			
193	simple			
194	love			
195	human			
196	appear			
197	doctor			
198	believe			
199	speak			
200	active			
201	student			
202	month			
203	drive			
204	concern			
205	best			
206	door			

ลำดับ	คำ	ไม่รู้ความหมาย	เคยเห็นแต่ไม่รู้ ความหมาย	รู้ความหมาย คำนี้ หมายความว่า
207	hope			
208	example			
209	inform			
210	body			
211	least			
212	probable			
213	understand			
214	reach			
215	effect			
216	different			
217	idea			
218	control			
219	condition			
220	field			
221	pass			
222	fall			
223	note			
224	special			
225	talk			
226	particular			
227	today			
228	measure			
229	walk			
230	teach			
231	low			
232	hour			
233	type			
234	carry			
235	rate			
236	remain			

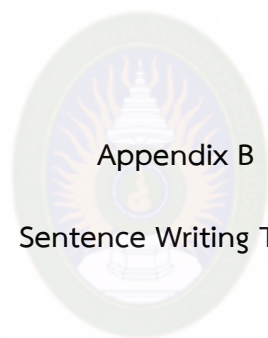
ลำดับ	คำ	ไม่รู้ความหมาย	เคยเห็นแต่ไม่รู้ ความหมาย	รู้ความหมาย คำนี้ หมายความว่า
237	full			
238	street			
239	easy			
240	record			
241	sit			
242	determine			
243	level			
244	local			
245	sure			
246	receive			
247	moment			
248	spirit			
249	train			
250	college			
251	religion			
252	perhaps			
253	music			
254	grow			
255	free			
256	cause			
257	serve			
258	age			
259	book			
260	board			
261	recent			
262	sound			
263	office			
264	cut			
265	step			
266	class			

ลำดับ	คำ	ไม่รู้ความหมาย	เคยเห็นแต่ไม่รู้ ความหมาย	รู้ความหมาย คำนี้ หมายความว่า
267	true			
268	history			
269	position			
270	strong			
271	friend			
272	necessary			
273	add			
274	court			
275	deal			
276	tax			
277	support			
278	party			
279	land			
280	material			
281	happen			
282	education			
283	death			
284	agree			
285	arm			
286	mother			
287	across			
288	quite			
289	town			
290	past			
291	view			
292	society			
293	manage			
294	answer			
295	break			
296	organize			

ลำดับ	คำ	ไม่รู้ความหมาย	เคยเห็นแต่ไม่รู้ ความหมาย	รู้ความหมาย คำนี้ หมายความว่า
297	half			
298	fire			
299	lose			
300	money			
301	stop			
302	actual			
303	effort			
304	wait			
305	department			
306	political			
307	learn			
308	voice			
309	air			
310	cover			
311	common			
312	subject			
313	draw			
314	short			
315	wife			
316	treat			
317	limit			
318	road			
319	letter			
320	color			
321	behind			
322	produce			
323	send			
324	term			
325	university			
326	rise			

ลำดับ	คำ	ไม่รู้ความหมาย	เคยเห็นแต่ไม่รู้ ความหมาย	รู้ความหมาย คำนี้ หมายความว่า
327	century			
328	success			
329	minute			
330	remember			
331	purpose			
332	test			
333	fight			
334	watch			
335	situation			
336	south			
337	difference			
338	stage			
339	father			
340	table			
341	rest			
342	bear			
343	entire			
344	market			
345	prepare			
346	explain			
347	offer			
348	plant			
349	charge			
350	ground			
351	west			
352	picture			
353	hard			
354	front			
355	lie			
356	modern			

ลำดับ	คำ	ไม่รู้ความหมาย	เคยเห็นแต่ไม่รู้ ความหมาย	รู้ความหมาย คำนี้ หมายความว่า
357	dark			
358	surface			
359	rule			
360	regard			
361	dance			
362	peace			
363	observe			
364	future			
365	wall			
366	farm			
367	claim			
368	firm			
369	operation			
370	further			
371	pressure			
372	property			
373	morning			
374	top			
375	outside			



Appendix B

Sentence Writing Tasks

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Task A: Sentence writing with marginal glosses

Direction: Write a sentence with the following word

Consider

Field

Regard

Department

Cover

Figure

Deal

Court

Include

Situation

1. _____

2. _____

3. _____

4. _____

5. _____

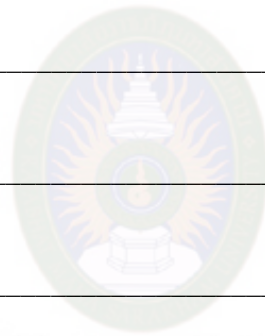
6. _____

7. _____

8. _____

9. _____

10. _____



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MARGINAL GLOSSES

No.	Words	Word meaning	Sentence Example
1	Consider (V.)	พิจารณา, คิด	● We are <i>considering</i> buying a new car.
2	Deal (V.)	ติดต่อธุรกิจ, จัดการ	● It's really hard to <i>deal</i> with all the bad stuff sometimes.
3	Regard (V.)	เอาใจใส่, พิจารณา, นับถือ, เคารพ	● I had come to <i>regard</i> him as a close friend.
4	Include (V.)	ประกอบไปด้วย, รวมอยู่	● Your duties will <i>include</i> typing letters and answering the phone.
5	Cover (V.)	คลุม, ปกคลุม	● He <i>covered</i> the body with a cloth.
6	Figure (N.)	ตัวเลข, รูปร่าง	● Roxy had everything; beauty, a good <i>figure</i> , and a sweet personality.
7	Field (N.)	ทุ่งนา, ที่โล่ง	● People walk their dogs on the school's playing <i>field</i> .
8	Court (N.)	ศาล	● The case took five years to come to <i>court</i> .
9	Department (N.)	แผนก, ภาค, คณะ	● A new member of staff has joined the <i>department</i> .
10	Situation (N.)	สถานการณ์	● I was in trouble and I could see no way out of the <i>situation</i> .

Task B: Sentence writing with bilingual dictionary

Direction: Write a sentence with the following word

Consider

Field

Regard

Department

Cover

Figure

Deal

Court

Include

Situation

1. _____

2. _____

3. _____

4. _____

5. _____

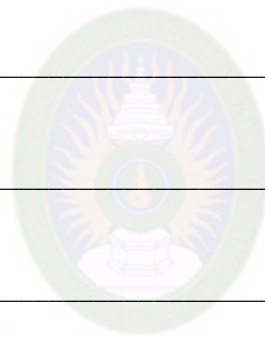
6. _____

7. _____

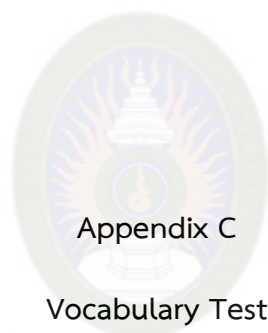
8. _____

9. _____

10. _____



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Appendix C

Vocabulary Test

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IMMEDIATE POSTTEST

Direction: Write the meaning of words in English or your first language.

1. Figure : _____

2. Deal : _____

3. Court : _____

4. Include : _____

5. Situation : _____

6. Consider : _____

7. Field : _____

8. Regard : _____

9. Department : _____

10. Cover : _____

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Appendix D

Interview Questions

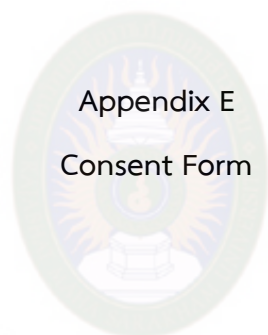
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Interview Questions

1. What do you feel when doing the task?
2. What do you think when writing a sentence? Why?
3. What are the main focuses while writing? Form or meaning?
4. After completing each sentence, do you elaborate your writing?



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Appendix E
Consent Form

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ใบยินยอมเข้าร่วมการวิจัย (Consent Form)

โครงการวิจัยเรื่อง: การศึกษาผลของการเรียนรู้คำศัพท์แบบมีส่วนร่วมของผู้เรียนที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ

วันที่ให้คำยินยอม วันที่.....เดือน.....พ.ศ.....

1. ก่อนที่จะลงนามในใบยินยอมให้ทำการวิจัยนี้ ข้าพเจ้าได้รับการอธิบายจากผู้วิจัยถึงวัตถุประสงค์ของการวิจัย วิธีการวิจัย และมีความเข้าใจดีแล้ว
2. ผู้วิจัยรับรองว่าจะตอบคำถามต่าง ๆ ในแบบสอบถามด้วยความเต็มใจ ไม่ปิดบังซ่อนเร้น
3. ข้าพเจ้ามีสิทธิ์ที่จะบอกเลิกการเข้าร่วมโครงการวิจัยนี้เมื่อใดก็ได้ และเข้าร่วมโครงการวิจัยนี้โดยสมัครใจ และการบอกเลิกการเข้าร่วมการวิจัยนั้นไม่มีผลต่อคะแนนหรือเกรดของรายวิชาภาษาอังกฤษ ที่จะพึงได้รับต่อไป
4. ผู้วิจัยรับรองว่าจะเก็บข้อมูลเฉพาะเกี่ยวกับตัวข้าพเจ้าเป็นความลับ จะเปิดเผยได้เฉพาะในรูปที่เป็นสรุปผลการวิจัย การเปิดเผยข้อมูลของตัวข้าพเจ้าต่อหน่วยงานต่าง ๆ ที่เกี่ยวข้องต้องได้รับอนุญาตจากข้าพเจ้าแล้วจะกระทำได้เฉพาะกรณีจำเป็นด้วยเหตุผลทางวิชาการเท่านั้น
5. ข้าพเจ้าได้อ่านข้อความข้างต้นแล้ว และมีความเข้าใจดีทุกประการ และได้ลงนามในใบยินยอมนี้ด้วยความเต็มใจ

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ลงนามผู้ยินยอม.....

(.....)

CURRICULUM VITAE

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She is currently an English lecturer at Rajabhat Maha Sarakham University (RMU), Thailand. Her academic areas of interest mainly related to vocabulary learning, vocabulary learning strategies, grammar, and technology in language learning and teaching. She can be contacted at mae_no19@hotmail.com



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