

AN INVESTIGATION INTO ENGLISH VOCABULARY LEARNING STRATEGIES OF CHINESE EFL LEARNERS AT A SECONDARY VOCATIONAL SCHOOL



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Abstract

This study aimed to 1) identify the vocabulary learning strategies the secondary vocational school students use; and 2) identify the opinions of the secondary vocational school students on their useful strategies to learn vocabulary. A mixed methods approach was adopted to collect both quantitative and qualitative data through the use of the 49-item questionnaire and semistructured interviews. A secondary vocational school in Gansu province, China, was purposively selected as a case study. 69 students out of the population of 105 in this school were the questionnaire respondents, while three students in each proficiency level from low to intermediate and high, totaling nine, selected from a standardized vocabulary size level test, were invited to the interviews. The questionnaire data analysis indicated that students utilized vocabulary learning determination strategies most (\bar{x} =4.808/SD=0.304), followed by metacognitive strategies (\bar{x} =4.343/SD=0.578), cognitive strategies (\bar{x} =3.838/SD=0.678), memory strategies ($\bar{x}=3.314/SD=0.698$) and social strategies ($\bar{x}=2.955/SD=0.694$) respectively. The analysis of the semi-structured interview data revealed that the students' vocabulary proficiency level affected their choice of learning strategies. Students with low English proficiency preferred dictation, revision and mobile applications. The intermediate students focused on patience and persistence. The high-level students emphasized more on reading and listening, variety of learning, and daily learning with a strong belief that interest, enthusiasm, trial and acceptance of mistakes which were essential for their vocabulary learning. Thus, it is important that English teachers are aware that students with different proficiency levels use different vocabulary learning strategies.

(Total 222 pages)

Keywords: Vocabulary Learning Strategies, Chinese EFL Learners, Secondary Vocational School, Opinions on the Vocabulary Learning Strategies Use

Student's Signature...... Thesis Advisor's Signature......

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Chapter 1

Introduction

This chapter included the background of the study, statement of the problem, research objectives, research questions, basic assumptions, conceptional framework, significance of the study, limitations of the study and definition of terms.

1.1 Background

With the increasing interconnectedness (Dewey, 2007) and globalization of the world (Shaturaev, 2023) coupled with rapid advancement in information technology (Chen, Zheng, Mu & Chen, 2023), timely and appropriate communication has become more and more important in this modern world (Rao, 2019). Thus, English as a global language (Crystal, 2003) or English as an international language (Jenkins, 2000) is commonly used as a means of communication among the peoples of the world. Its significance is particularly pronounced in the current era, where the globalization of economic development is a prevailing trend. English now serves as a ubiquitous tool for obtaining information across various fields.

To learn a foreign language well, learners need to master, at a reasonable level, all the basic four English skills: listening, speaking, reading, writing as well as the two other necessary areas, grammar and vocabulary (Catramado, 2004). However, the four basic skills of listening, speaking, reading and writing are inseparable from vocabulary in English learning. Therefore, vocabulary learning runs through the whole process of English learning and is closely related to the improvement of students' English proficiency, as well as providing the possibility of meaningful communication. Cheng & Zheng (2015) pointed out that from the perspective of language structure, vocabulary is an indispensable element in sentences and paragraphs. From the perspective of information transmission in language communication, one or two words can also

achieve the purpose of information transmission. A lack of English vocabulary affects the development of knowledge and skills in other languages. Wen (2003) showed that vocabulary learning can promote the improvement of English proficiency. With an adequate vocabulary, students can read and understand, as well as provide understandable input for writing. Therefore, vocabulary learning is not only a key step in building a solid language foundation, but also a key part of improving language skills.

British linguist Wilkins (1972, pp.111-112) has noted that "without grammar, very little can be conveyed. Without vocabulary, nothing can be conveyed", which has clarified the pivotal position of grammar and vocabulary in language learning. A person with a limited vocabulary would never be able to speak, write, read or understand a language effectively (Mutalib, Abdul Kadir & Robani, 2014) which revealed the level of language proficiency depends largely on the size of vocabulary. The idea conveyed that vocabulary is the most important aspect in language learning. Many researchers have insisted the importance of vocabulary learning to improve English skills. Akmajian, Farmer, Bickmore, Demers & Harnish (2017) have pointed out that words play an integral role in the human to use language creatively. According to Lewis (1993, pp.8), "vocabulary and grammar are probably among the most misunderstood in language teaching.....Grammar is seen as a set of sentence frames with slots into which appropriate 'vocabulary', or words can be fitted." Besides, most students equate vocabulary with words; that is why it is common to see them translate word by word from one language to another when in fact 'words' in the Lexical Approach (Lewis, 1993) is extended to cover words as chunks of words.

Along the same line, Bai (2019) stated that although vocabulary may not be considered the primary area in learning a language, it is the basis for making sentences, expressing ideas and meanings, and a key requirement for language communication. If a learner has not got sufficient vocabulary, no matter how well he or she grasps the grammar and how idiomatic his or her pronunciation and tone may sound, it is hard for him or her to communicate efficiently and freely with others (Hua, 2020). In a similar reaction to the value of vocabulary teaching, Nation (1990, pp. 1) states "Dissatisfaction with one approach to vocabulary should not result in ignoring all the other ways of

helping learners enrich their vocabulary."

According to the Ministry of Education of the People's Republic of China (2020), ordinary high school students need to master 3000-3200 words that they can reach the level for university entrance examination. While the secondary vocational school students need to master 1800-1900 words.

The research site school which is a secondary vocational school in Gansu province offering English as compulsory courses for students to study. There are six normal English courses a week, and the duration of each class is 45 minutes. The teaching method of this school is the traditional face-to-face style and the teacher's talking is the dominant feature of lesson delivery. The English textbooks used by students not only contain word lists for each lesson, but also relevant reading texts and follow-up exercises. In order to help students grasp the course content better, the teacher would require students to spend their own time after class to regularly review the lessons, so that they can better follow up and understand the teacher's explanation in class. In addition, the teacher would assign the students to copy newly learned words and phrases to further understand and master the objectives of the lessons.

In recent years, however, second language learning has shifted away from the search for perfect teaching methods, focusing instead on how successful teachers and learners actually achieve their goals (Kazi, 2017). The importance of vocabulary to language learning cannot be ignored. Only when students master enough words can they better understand and express the language. Therefore, language learning is still a challenging process, especially for many learners who have not mastered appropriate vocabulary learning strategies, mastering a foreign language is a complex task.

Often, when studies on successful mastery of English language learning are conducted, the focus is turned to study how various language skills, namely listening, speaking, reading and writing can be enhanced (Darancik, 2018; Bobojonova, 2020; Xolmurodova, 2021; Khasawneh, 2021). There are fewer studies in how students pick up their grammar and vocabulary, seen by some experts/ researchers as additional skills

and of less importance (Alzamil, 2021). However, the knowledge of vocabulary learning strategies will facilitate English learning considerably. While research on vocabulary learning strategies might have gained widespread attention in some countries, it remains relatively scarce in China. Though some studies on vocabulary learning strategies have been explored in China so far, there still lacks a detailed, relatively comprehensive picture of what Chinese secondary vocational school students do with their English vocabulary learning (Zhang, 2022). This can be observed by comparing the quantity of studies focused on vocabulary learning strategies to research conducted in other fields. The majority of prior research—more than 72% of which is focused on university students—was conducted on this topic (Fan, Xia, & Wang, 2014), while the topic focused on secondary vocational school students have received less attention. To help Chinese secondary vocational school students to study English vocabulary more effectively and efficiently, it is necessary to explore what learning strategies they actually use in their English vocabulary learning process. Based on the existing circumstances, this study aims to investigate the use of vocabulary learning strategies among secondary vocational school students to fill this gap.

1.2 Statement of the Problem

Vocabulary is the cornerstone of language learning. Learners need to master enough vocabulary in order to enhance their comprehension and proficiency in the language. Nation (2006) has pointed out that there is a positive correlation between vocabulary and language ability. The larger the vocabulary, the better the language expression and understanding ability.

However, failure of vocabulary learning and poor vocabulary power among the students are a big issue in language learning. Solutions to effective learning vocabulary are still sought after and continue to be challenging, especially for non-native English speakers who struggle with issues like understanding the definitions of new words, spelling, pronunciation, proper usage, guessing meaning from context, and other issues. Such challenges can have a variety of causes (Afzal, 2019)

For example, according to Susanto (2021)'s research, that students face several difficulties in vocabulary learning: 1) students commonly struggle with word pronunciation; 2) students face challenges in writing and spelling words accurately; 3) the various grammatical forms of words, known as inflections, contribute to the difficulties students experience in vocabulary learning; 4) students often have difficulty selecting the appropriate meaning of words; 5) students would get confused when using words in context and 6) when confronted with idiomatic words or expressions, students often remain confused.

The problems shown above are likewise encountered by Chinese students. Many students cannot memorize words and the reason are that they always learn and memorize words in isolation and do not know the words in a specific context, which leads to the low efficiency of vocabulary acquisition and even loss of interest in learning words (Liu, 2019). According to Wu (2022), in the context of exam-oriented education, too much attention is paid to students' scores. Students cannot match the sounds they hear with the words they see. When teaching new words, teachers often present and demonstrate them a few times, and students can only remember simple words. Often, students are struggling with some lengthier and more challenging words.

There are existing the problems that the students are used to reciting the spelling and Chinese meaning of English words from the top to the bottom of the vocabulary list in the back of the textbook, and they are used to memorizing the spelling of letters mechanically in order to cope with the teacher's dictation in class, without knowing how to guess the meaning of words in context and according to the meaning of sentences.

At the same time, the traditional way of teaching English vocabulary is too rigid, which mainly shows that teachers leading students to read the words one by one and telling them the Chinese meanings and usages of the words, and then asking them to recite and mime (Gou, 2019). Therefore, students adopt a vocabulary learning strategy called rote memorization under this kind of lesson delivery style. When teaching a new word, teachers often lead the students to read the word several times, tell them the meaning, then ask them to memorize or recite it.

At present, most of the secondary vocational school students in China lack effective English learning strategies. Teachers rarely give students guidance on vocabulary learning strategies during the teaching process. Teachers only put emphasis on finishing the teaching plans without vocabulary teaching strategies and ask students to complete the task of vocabulary learning by themselves. As time passes by, it causes students to memorize words mechanically, and forget them soon. Even if they do remember some words, they cannot use them effectively. Little by little students give up scientific and effective vocabulary learning strategies. They do not like learning English at all.

At the research site school, the English teachers like to stress grammar over vocabulary. As for their vocabulary teaching, the teachers would lead the students to read the words again and again, then let students copy the words, and finally tested whether the students master the words or not by dictation. At the micro level, some teachers would teach the phonetic symbols and some affixes of the words.

Therefore, it is important to identify and analysis effective vocabulary learning strategies that can cater age to choose the vocabulary learning strategies that match the specific needs and characteristics of Chinese EFL learners. Since individual student learns differently (Ghalebi, Sadighi & Bagheri, 2020), they should be encouraged to adopt their preferred strategies. This can help to improve their vocabulary knowledge and retention, and ultimately enhance their overall language proficiency and communicative competence in English. This study clarified the vocabulary learning strategies the secondary vocational school students use and opinions of the secondary vocational school students on their useful strategies to learn vocabulary.

1.3 Research Objectives

The objectives of the study are as follows:

1.3.1 To identify the vocabulary learning strategies the secondary vocational school students use;

1.3.2 To identify the opinions of the secondary vocational school students on their useful strategies to learn vocabulary.

1.4 Research Questions

The objectives of the study are as follows:

- 1.4.1 What are the vocabulary learning strategies the secondary vocational school students use?
- 1.4.2 What are the opinions of the secondary vocational school students on their useful strategies to learn vocabulary?

1.5 Basic Assumptions

The majority of Chinese secondary vocational school students have difficulties in learning English vocabulary, which prompts them to adopt a variety of strategies to solve these difficulties. These strategies include a variety of methods, including using word lists, looking up dictionaries and using flash cards. Students also use contextual learning to put words into meaningful contexts through sentence usage or associations with images and real-life situations. Grouping or categorizing words by topic or word type is a common strategy for boosting memory. The convergence of technology and education is reflected in students' use of language learning apps, online quizzes and interactive games. In addition, mnemonic techniques such as abbreviations or creating memorable stories around words can help improve memory.

1.6 Conceptual Framework of the Study

Figure 1.1 below shows how the study be conducted. The questionnaire respondents in this study mainly revealed the vocabulary learning strategies they have used and their opinions on these strategies. Subsequently, vocabulary size level test was

carried out to see the proficiency of students and group them by the test result. After that, semi-structured interviews were carried out with some students to confirm the findings.

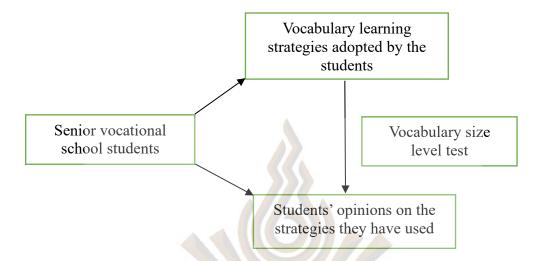


Figure 1.1 Conceptual Framework of this Study

1.6.1 Data Collection Methods

Questionnaires and semi-structured interviews were used to investigate students' vocabulary learning preferences, vocabulary learning habits, vocabulary learning strategies and other related information.

1.6.2 Data Analysis Methods

Descriptive statistics and content analysis were used to explore the vocabulary learning strategies adopted by students and their opinions on vocabulary learning effectiveness based on their chosen strategies.

1.7 Significance of the Study

The study would benefit the following groups:

Firstly, students were the group that benefit most directly from this study. The

vocabulary learning strategies could help them learn and remember vocabulary more effectively and improve their language skills. By understanding different learning methods, such as association, repetition, and guessing the meaning from context, students could better cope with various language tests and vocabulary learning challenges.

Secondly, the findings could help secondary vocational teachers know more about vocabulary learning strategies used by the students. The teachers would have a clearer idea of how to best teach and encourage their students to pick up their preferred vocabulary learning strategies.

Thirdly, the findings could help the language learners better organize their learning process, accelerate vocabulary accumulation, and use the new language more confidently.

Fourthly, the findings could help researchers and educators refine and innovate teaching methodologies, crafting learning resources that cater more precisely to the diverse needs of students. Consequently, these insights hold the power to not just influence but reshape the approaches and strategies employed by researchers and educators, fostering a more impactful and tailored educational experience.

1.8 Limitations of the Study and Rongs

The scope of the study was limited, only investigating the vocabulary learning strategies of students in one secondary vocational school, and it did not cover all vocational schools and schools at all levels. Another limitation was that this research only focused on the opinions of the students, representing the views of the students on their vocabulary learning strategies. Above all, the research results could only be generalized for similar contexts in China and abroad.

1.9 Definitions of Key Terms

The definitions of key terms were provided in this section, which would help readers build a solid foundation of understanding and ensuring that they were equipped with the necessary knowledge to navigate the subject matter with confidence.

Vocabulary Learning Strategies

In this study, "Vocabulary Learning Strategies" refers to five strategy categories of Schmitt's taxonomy (1997): 1) determination strategies, which assist learners acquire knowledge of new words; 2) memory strategies, which involve the association of words with learners' previous knowledge; 3) social strategies, which involve interacting with others to find the meaning of words; 4) cognitive strategies, which involve remembering words through repetition; and 5) metacognitive strategies, which involve learners' self-regulation and evaluation of their own learning process.

Chinese EFL Learners

In this study, "Chinese EFL Learners" refers to the students of general senior high classes year 1 students at the secondary vocational school in Gansu province.

Secondary Vocational School

In this study, "Secondary Vocational School" refers to one secondary vocational school in Gansu province. This school also not only offers technical education but also offers general senior high academic education.

Opinions on the Vocabulary Strategies Use

In this study, "Opinions on the Vocabulary Strategies Use" refers to the personal thoughts of the students of general senior high classes year 1 students at the secondary vocational school in Gansu province.

Chapter 2

Literature Review

The previous chapter has provided a general introduction to this research, and this chapter would present the definition, classifications and the theoretical fundament of vocabulary learning strategies. The opinions of secondary vocational school students on vocabulary learning strategies and the related researches on vocabulary learning strategies in foreign countries and China were also provided.

2.1 Vocabulary Learning Strategies

Vocabulary learning strategies have been a hot topic for those researchers who are striving to define and classify them. Since vocabulary learning strategies are an important branch of the learning strategies research area (Nation, 2001) and their development takes place on the basis of learning strategies research. Therefore, the concept of English learning strategies is frequently used to define English vocabulary learning strategies (Li, 2022). This part would talk about the definition and classification of vocabulary learning strategies.

2.1.1 Definitions of Vocabulary Learning Strategies

Since the 1970s, learning strategies have become a hot research topic in linguistics. Scholars from different countries have started various studies on various aspects of learning strategies. At first, the main studies in the early 1970s focused on the influence of learners' individual characteristics on second language acquisition. Subsequently, in the 1980s, the focus of research shifted to exploring the definition, nature and classification of learning strategies. In 1980, Meara published a paper entitled "Vocabulary Acquisition: A Neglected Aspect of Language Learning" in Language Teaching & Linguistics Abstracts, vocabulary acquisition in the modern sense of the word officially became an emerging research topic. Until the 1990s, the research

gradually deepened, the classification of strategies was further refined, and attention began to be paid to the methodology of strategy training.

Since then, many achievements of vocabulary learning strategies have been made as the research has been further deepened. Vocabulary learning strategies, as a subclass of language learning strategies, were unquestionably founded on the concept of language learning strategies. A number of experts and researchers have attempted to define the concept of "vocabulary learning strategies" of which the most studied language is English. The term "vocabulary learning strategy" was first proposed by Bialystok (1978), who identified it as the best way for vocabulary learners to make use of effective information to improve their second language vocabulary learning. Definitions of vocabulary learning strategies have grown richer as researchers have delved into the topic from different perspectives.

From the perspective of language learners using learning tools to promote language learning, O'Malley & Chamot (1990) believe that vocabulary learning strategies are a means to enable learners to understand, retain and remember the new vocabulary information they have learned. Then, Schmitt (1997) expanded the definition of vocabulary learning strategies on this basis, making them include any factors that can affect vocabulary learning, thinking or behavior, so that students can consciously adopt specific technologies or behaviors to accelerate the learning of target vocabulary. According to Wen (1996), a researcher from China, vocabulary learning strategies refer to the measures and actions taken by learners to acquire vocabulary effectively. Wen (1996) emphasized that these behaviors are not only reflected at the level of vocabulary learners' ways of thinking, but also in their actual actions. She also stressed that learning strategies can improve learning efficiency, and the nature of learning strategies was actions of learners rather than beliefs. Cheng & Zheng (2015) noted that learning strategies include multiple learning methods and combine various learning methods into a set of learning processes. Wu (2017) also suggested in her study that vocabulary learning strategies are general methods, specific behaviors, techniques, or ideologies that students can use to facilitate vocabulary learning directly or indirectly. In addition, Cohen (2014) believes that vocabulary learning strategies and strategy use are two important components of vocabulary learning strategies. Since the main concepts behind vocabulary learning strategies are word recognition, storage and memory, the main focus of vocabulary use strategies is word retrieval and application. According to Ellis (1999), vocabulary learning strategies are the techniques, methods and behaviors adopted by learners in the process of learning and applying vocabulary knowledge to improve learning efficiency. This behavior can be external or internal. Intaraprasert (2004) also defined vocabulary learning strategies as a set of techniques used by language learners to understand the meaning of a new word and to recover and expand their newly acquired vocabulary knowledge.

Vocabulary learning strategies can be defined as specific thoughts or behaviors that language learners use to understand, learn, or retain information. In this regard, Rubin's (1987) definition of vocabulary learning strategies is clear and specific. According to Rubin (1987), vocabulary learning strategies are the behaviors, such as actions, procedures, plans and habits, that learners use to acquire, absorb, regain and use vocabulary information. In contrast to Rubin's intuitive definition, the Oxford Dictionary definition focuses more on the behavior and method of learning. The Oxford Dictionary (1989,1993) defines vocabulary learning strategies as "actions and methods taken by students to improve their language learning skills". Cameron (2001) defined vocabulary learning strategies as the actions taken by learners to help them understand and remember words in vocabulary learning. Oxford (1990) also directly defined vocabulary learning strategies as a special behavior of learners, which makes vocabulary learning easier, faster, more autonomous and more applicable to the new foreign language environment. Another view of Rubin (1987) is that vocabulary learning strategies are the methods by which learners learn and manage their learning.

From the perspective that vocabulary learning strategies are an important medium of language learning, vocabulary learning strategies are considered to be knowledge about how students acquire the meanings of new words, how they remember them in long-term memory, the need to recall them in comprehension, and the use of them in language production (Catalán, 2003). Takač (2008) defines vocabulary learning strategies as particular methods that language learners employ to pick up vocabulary in

the target language. Vocabulary strategies are a special teaching tool and direct or explicit way of learning words, as well as independent word learning skills required for independent learning of words (Nematollahi, Behjat & Kargar, 2017).

Based on the definitions mentioned above, Catalán & Francisco (2008) provides a concise definition of vocabulary learning strategies, noting that they include behavioral or cognitive processes that students engage in to reveal the meaning of unfamiliar words, retain them in memory for some time, think about them at a later time, and apply them in spoken or written language. Vocabulary learning strategy is an important part of learning strategy. They form the basis of language learning and the premise of language use. These strategies help students to improve the efficiency of English vocabulary acquisition and develop independent learning ability.

Although there are differences among the definitions of vocabulary learning strategies held by domestic and international researchers, a large number of similarities are shared by them. Overall, vocabulary learning strategies can be thought of as the actions and techniques that students employ to speed up their learning of new words, deepen their comprehension of vocabulary, and build their vocabulary power. In simpler words, vocabulary learning strategies are ways of thinking, actual actions, techniques, learning specific behaviors that the learners adopt in the belief that these strategies are effective for them and that they will succeed in learning vocabulary in the target language. Thus, this study would use Schmitt's definition of vocabulary learning strategies to investigate the vocabulary learning strategies that Chinese secondary vocational school students choose to learn English words and their opinions on these strategies which include both effective and ineffective strategies.

2.1.2 Classification of Vocabulary Learning Strategies

Over the past 30 years, the researches on vocabulary learning methodologies have significantly expanded along with the continuous improvement of vocabulary's status in foreign language teaching. Many scholars from China and other countries worked hard

to categorize vocabulary learning strategies. The following are the main classifications of vocabulary learning strategies:

2.1.2.1 O' Malley & Chamot's Classfication

O'Malley & Chamot (1990) conducted considerable studies on elementary and intermediate second language learners and categorized language learning strategies into three groups: meta-cognitive strategies, cognitive strategies, and social/affective strategies, in line with the theoretical classification of cognitive psychology.

Metacognitive strategies are primarily skills that have a high level of competence in planning, learning, monitoring someone's behavior or understanding, and assessing the learner's learning activities during the learning process. Language learners self-manage, evaluate, manage and monitor the use of cognitive strategies through activities such as planning, monitoring and evaluation to ensure successful completion of specific learning activities. In this way, learners can monitor the learning process and evaluate the results by identifying learning goals and plans. This strategy has a management function. The main metacognitive strategies are: pre-planning, directed attention, self-management, functional preparation, self-monitoring, delayed action, self-evaluation and self-reinforcement.

Cognitive strategies include citation, repetition, categorization, reasoning, association, transformation, note-taking, summary, translation, etc. Cognitive strategies refer to how learners process input information. Through the analysis, reasoning or induction of content, there are a variety of steps and activities that learners can take to solve problems. It involves the function of operation or cognitive processing and directly influences language learning, including repetition, categorization, deduction, use of target language resources, use of visual images, use of keywords, transfer, speculation, note-taking, summary, reorganization and translation. They are the strategies learners adopt in language learning activities to effectively identify, understand and extract information, directly process incoming information, control information to enhance learning through the analysis, reasoning or induction of content.

Social/affective strategies primarily are the strategies which learners adopt to communicate with other learners and teachers, and the interaction between one learner and another in order to help with learning, as in cooperation, or in order to clarify the use of certain emotional aspects of the operation to help complete a learning task. What's more, they assist learning by communicating with others or regulating emotions and motivations, including asking questions, cooperation and other strategies, to create more opportunities to contact with language, to maintain communication. They provide learners with more exposure to the language.

2.1.2.2 Oxford's Classification

Oxford (1990) classified language learning strategies into direct learning strategies and indirect learning strategies based on the relationship between strategies and language materials. Direct strategies consist of memory strategies, cognitive strategies, and compensatory strategies. Memory strategies refer to the learning method that learners use to strengthen their memorization during the process of vocabulary learning, while cognitive strategies refer to the method the learners use to have a better cognition of the language learning. There are three main components of cognitive strategies: receiving, associating and transferring information; analyzing and reasoning; and making connections between input and output. Different kinds of cognitive strategies exert different influences on learners' language learning. For instance, context can help when learners try to get to know detailed information of language system. Compensation strategies are to compensate or modify learners' deficiencies in the language. Language learners will mask their deficiencies through guessing according to the situation using mother tongue or other kinds of methods. The indirect strategies contain metacognitive strategies and social/affective strategies. Metacognitive strategies are used by learning itself, such as planning, monitoring the process, and evaluating their learning performance, etc. Social/affective strategies focus on the emotions occurred during the process of language learning, and learners use these strategies to form positive emotion. Social strategies emphasize on the communications to improve language learning.

There were also some similarities between the classification of Oxford (1990) and

that of O'Malley & Chamot (1990). The key difference was that Oxford (1990) insisted there should be no hierarchical relations between direct and indirect strategies, whereas O'Malley & Chamot (1990) attached great significance to the leading role of metacognitive strategies in cultivation of the language learning ability, emphasizing that metacognitive strategies were on a higher level.

2.1.2.3 Nation's Classification

Nation (1990) proposed that vocabulary learning strategies could be divided into three categories: 1) contextual strategies, in which learners acquire a new word by guessing the word based on the information provided by the contextual linguistic environment. He further pointed out that there were five steps to implement this vocabulary learning strategy: first, observe the new word and find out its pronunciation, next observe the clause or sentence containing the word, then observe the relationship between the clause or sentence containing the word and other sentences or paragraphs, then use the knowledge obtained to guess the meaning, and finally check the meaning.

2) Memory skills strategies, that is, learners use a variety of memory skills to acquire the vocabulary. 3) Vocabulary structure strategies, that is, to learn words by analyzing their roots, prefixes, suffixes and other structural aspects.

2.1.2.4 Schmitt's Classification Rongsit

Schmitt (1997), on the basis of synthesizing relevant language learning strategy classifications and specific vocabulary learning strategies classifications, proposed a strategy system consisting of two categories of vocabulary learning strategies: discovery strategies and consolidation strategies. Discovery strategies refer to the strategies used to learn the basics of a new word. Consolidation strategies, however, are employed to help students remember the vocabulary that they have encountered. Discoveries strategies include determination strategies (when faced with a new word, learners employ their language knowledge, context clues, or reference material to uncover its meaning) and social strategies (ask someone who knows); Consolidation strategies include social strategies, memory strategies, cognitive strategies, and meta-cognitive

strategies. However, inquiry and cooperation are both social strategies, the former belongs to discovery strategies and the latter is consolidation strategies, so there is no clear boundary between the two types of Schmitt's classification.

Based on the classifications of vocabulary learning strategies by foreign scholars, Chinese scholars also began to classify them, which are as shown in the following table:

Table 2.1 Taxonomy of Other Scholars

Scholars	Vocabulary Learning Strategies
Wen (1996, 2003)	1) Positive and negative vocabulary
1///	learning strategies
A4((O)	2) Self-evaluation and monitoring
	strategies
	3) Dictionaries using strategies
Wang (2013)	1) Planning strategies
	2) Repetition strategies
	3) Association strategies
	4) Lexical analysis strategies
T _e	5) Lexical list strategies
733	6) Contextualization strategies
Wu & Wang (2015)	7) Pragmatic strategies
Wu & Wang (2015)	1) Metacognitive strategies (making
	plans and selective allocation of
	attention)
	2) Cognitive strategies (rote
	memorization and linking strategies)
Yi & Han (2016)	1) Mnemonics strategies
	2) General memory processing
	strategies
	3) External assistance strategies
	4) Metamemory strategies

Table 2.1 Taxonomy of Other Scholars (Cont.)

Scholars	Vocabulary Learning Strategies
Yao, Wu & Pang (2019)	1) Retelling strategies
	2) Association strategies
	3) Categorization strategies
	4) Application strategies
	5) Word list strategies
	6) Contextual strategies
	7) Magnetic analysis strategies
	8) Review of associations
	9) Management strategies

Source: Compiled by researcher, 2023

For the present study, the classification presented by Schmitt (1997, 2000) would be used. The reason for selecting this categorization system is based on its wide coverage of different strategies. Moreover, Schmitt added new strategies to previously available categorization systems as Oxford (1990) categorization systems. Thus, it is more completive and comprehensive than all other available categories of vocabulary learning strategies.

2.2 Theoretical Basis of Vocabulary Learning Strategies

This section reviewed significant theory related to English language teaching and learning.

2.2.1 Self-regulated Learning Theory

Self-regulated learning theory, proposed by Zimmerman (1986), refers to the process in which learners actively use and regulate metacognition, motivation, and behavior in order to ensure learning success, improve learning outcomes, and achieve learning goals.

From the perspective of metacognition, self-regulated learners determine learning goals, select learning methods, monitor learning processes, and evaluate learning outcomes in the process of acquiring knowledge. These processes help learners understand themselves, clear the task, and make decisions.

From the perspective of motivation, self-regulated learning is carried out consciously and voluntarily, and is a reflection of the learner's subjective initiative.

From the perspective of behavior, it is the self-regulated learner who selects, constructs, and even creates the most appropriate learning environment and physical environment.

The self-regulated learning theory can help learners understand and apply their vocabulary learning strategies. According to the self-regulated learning theory, learners can manage and control their own learning process, including vocabulary learning, through self-monitoring and self-regulation. They can be aware of their learning needs and goals, assess their learning progress, and adjust and improve vocabulary learning strategies accordingly.

In vocabulary learning, learners can apply some core concepts and strategies in self-regulated learning theory, such as goal setting, self-monitoring, feedback and self-assessment. By setting clear learning goals, learners can choose appropriate vocabulary learning strategies, and constantly monitor and evaluate their learning results in the learning process, so as to make timely adjustments and improvements. In addition, self-regulated learning theory also emphasizes learners' autonomy and initiative, and encourages learners to actively participate in and explore in vocabulary learning. Learners can choose their own vocabulary learning strategies according to their own learning styles, preferences and needs, and adjust and optimize them according to their own situations.

To sum up, the self-regulated learning theory provides the theoretical basis and guiding principles to help learners understand and apply their own learning strategies in

vocabulary learning, so as to improve learning effectiveness and achievement. Therefore, there is a close relationship between self-regulated learning theory and vocabulary learning strategies.

2.3 Chinese English Curriculum Standards

2.3.1 English Curriculum Standards for General High School

Based on the Ministry of Education of the People's Republic of China (2020), the English curriculum of ordinary high school is composed of three types: compulsory courses, optional compulsory courses and elective courses. Compulsory courses are courses that all students must take, aiming to build a common foundation for the core quality of English subjects, so that all students can meet the requirements of English academic quality level and meet the basic requirements for high school graduation. High school academic level examination should be based on the content of compulsory courses and the level of academic quality. Optional compulsory courses are optional for students who are interested in learning and need for entrance examination, and form a progressive relationship with compulsory courses; students may not take the college entrance examination until they have completed the optional compulsory courses.

The cultural knowledge content requirements of compulsory English courses, optional compulsory courses and elective courses in senior high schools are as follows:

Table 2.2 English Cultural Knowledge Content Requirements for General High School

Course Types	Cultural Knowledge Content Requirements
Compulsory Courses	1. Understand the major traditional festivals of Britain,
	America and other countries and their historical and
	practical significance; Compare the similarities and
	differences of Chinese and foreign traditional festivals,
	explore the value and significance of Chinese and
	foreign traditional festivals to cultural identity and

Table 2.2 English Cultural Knowledge Content Requirements for General High School (Cont.)

Course Types	Cultural Knowledge Content Requirements
Compulsory Courses	cultural inheritance;
	2. Understand the main customs of Britain, America and
	other countries; Respect and tolerance of cultural
	diversity by contrasting major Chinese customs;
	3. Understand the mainstream sports in Britain, the
	United States and other countries, and feel the common
	demands of Chinese and foreign sportsmanship;
	4. Learn about the major writers, artists, scientists,
	statesmen and their achievements and contributions in
	Britain, the United States and other countries, and learn
	from the excellent achievements of human civilization;
	5. Find and understand the different cultural elements
	contained in the text, and understand the meaning
	therein;
	6. Understand the cultural connotations of common
2 3 3 ME/ 7 8	English idioms and sayings; By comparing the
223	expressions of idioms and common sayings in English
Ella	and Chinese, we can understand the close relationship
10/	between language and culture.
	7. Initially perceive and experience the beauty of
	English language in learning activities;
	8. Understand the similarities and differences between
	people in Britain, America and other countries and
	Chinese people in terms of behavior and treatment,
	handle differences appropriately, be confident and
	generous, and realize effective communication;
	9. Learn and initially use English to introduce
	traditional Chinese festivals and excellent traditional
	Chinese culture (such as Peking Opera, literature,

Table 2.2 English Cultural Knowledge Content Requirements for General High School (Cont.)

Course Types	Cultural Knowledge Content Requirements
Compulsory Courses	painting, garden, martial arts, food culture, etc.), and
	have the awareness of spreading excellent traditional
	Chinese culture.
Optional Compulsory	1. Understand the geographical profiles and tourism
Courses	resources (natural and cultural landscapes,
	representative plants and animals, world cultural
	heritage, etc.) of countries such as the United Kingdom
	and the United States, and deepen the understanding of
	the relationship between man and nature;
	2. Basic knowledge of political and economic situations
	in Britain, the United States and other countries;
	Compare the differences between China and foreign
	countries, and agree with the concept of common
	development of mankind;
	3. Understand common English allusions and legends;
St. Sylvery	Compare the similar allusions and legends in Chinese,
223	analyze the similarities and differences, and understand
18/75	the cultural connotations represented by different
167	expressions;
	4. Understand the cultural background of common
	English expressions; Compare the similar expressions
	of Chinese words, enrich the knowledge of history and
	culture, and understand the deep meaning of words
	from a cross-cultural perspective;
	5. Understand and appreciate the beauty of English
	language expression forms (such as rhythm, etc.) in
	learning activities;
	6. Understand and appreciate some excellent English
	literary works (plays, poems, novels, etc.); Get positive

Table 2.2 English Cultural Knowledge Content Requirements for General High School (Cont.)

Course Types	Cultural Knowledge Content Requirements
Optional Compulsory	life attitude and value enlightenment from the meaning
Courses	of the work;
	7. Distinguish and identify the social and cultural
	phenomena contained or reflected in the text through
	comparison, analysis and reflection, and make correct
	value judgments;
	8. Understand the major mass media in Britain, the
	United States and other countries, analyze and identify
	their value orientation;
	9. Understand the differences and integration between
	Chinese and foreign cultures, and initially reflect the
	appropriateness and effectiveness of communication in
	cross-cultural communication;
	10. Use English to briefly describe the basic knowledge
	of Chinese culture, including traditional Chinese
4	festivals, the expression forms of excellent traditional
STEN STEN STEN STEN STEN STEN STEN STEN	Chinese culture (such as Peking Opera, literature,
78/75	painting, garden, martial arts, food culture, etc.) and
167	their connotation, and actively disseminate and promote
	excellent traditional Chinese culture.
Elective Courses	1. Understand the main cultural characteristics of
	Britain, the United States and other countries, and
	absorb the excellent cultural achievements of foreign
	countries;
	2. Understand the origin of important historical and
	cultural phenomena in the world, recognize the
	interdependence and common value of human
	development, and establish a sense of a community with
	a shared future for mankind;

Table 2.2 English Cultural Knowledge Content Requirements for General High School (Cont.)

Course Types	Cultural Knowledge Content Requirements
Elective Courses	3. Understand the history and current situation of the
	foreign relations of Britain, the United States and other
	countries, especially the relations with China, deepen
	the love for the motherland, and defend the dignity and
	interests of the country;
	4. Understand and appreciate classic speeches, literary
	classics, celebrity biographies, etc., feel their spiritual
	connotation, and reflect on their own life growth;
	5. Observe and appreciate the aesthetic elements (form,
	meaning, etc.) contained in the text in the learning
	activities, gain aesthetic experience, and form the
	aesthetic perception ability of language and things;
	6. Use Chinese and foreign allusions and representative
	cultural symbols to express meanings and attitudes, and
	effectively carry out cross-cultural communication;
Ly Sherra	7. Understand the positive influence of China's foreign
723	economy, politics and culture, understand the important
98120	position of Chinese civilization in world history, build
'न	up Chinese cultural consciousness and strengthen
	cultural confidence.

Source: Compiled by researcher, 2023

The vocabulary knowledge content requirements of compulsory English courses, optional compulsory courses and elective courses (improvement class) in ordinary high school are shown in the following table:

Table 2.3 Vocabulary Knowledge Content Requirements for General High School

Course Types	Vocabulary Knowledge Content Requirements
Compulsory Courses	1. Use dictionaries and other resources to understand the
	meaning and function of keywords in the text as well as
	the intentions and attitudes conveyed;
	2. Understand the roots and affixes of vocabulary, master
	the rules of speech change, and use it to understand and
	express information and views on topics;
	3. In context, according to different topics, use
	vocabulary to name related things, refer to them, describe
	behaviors, processes and characteristics, explain
	concepts, etc.;
	4. On the basis of learning 1500-1600 words in
	compulsory education, learn to use about 500 new words
	and a certain number of phrases, and master 2000-2100
	words in total.
Optional Compulsory	1. In the context, understand the function of specific
Courses	words, the connotation and extension of meaning, as well
4	as the user's intention and attitude;
Courses	2. Sort out words according to different topics and use
	them to understand and express relevant information;
	3. Learn the habitual collocation of adjectives and nouns,
	verbs and adverbs, verbs and nouns, etc., gradually
	accumulate lexical blocks, accurately express meaning
	and describe things;
	4. In complex contexts, use appropriate words to name
	things, refer to them, describe the occurrence and
	development process of events, describe features, explain
	concepts, etc.
	5. Learn to use about 1000~1100 new words and a certain
	number of phrases, and master 3000~3200 words.

Table 2.3 Vocabulary Knowledge Content Requirements for General High School (Cont.)

Course Types	Vocabulary Knowledge Content Requirements
Elective Courses	1. Apply the knowledge of word formation to expand the
	vocabulary, combine various subject contexts, accumulate
	lexical blocks, learn words deeply, and improve the accuracy
	and richness of words used in expressing various information;
	2. In a specific context, effectively use synonyms, synonyms,
	antonyms, correctly understand and accurately express more
	complex subject meaning and views;
	3. Select appropriate words for fluent communication or
	expression according to various factors such as topic, context,
	occasion and interpersonal relationship;
	4. Learn to use about 1000 new words and a certain number of
4	phrases, and master 4000~4200 words in total.

Source: Compiled by researcher, 2023

2.3.2 English Curriculum Standards for Secondary Vocational Schools

The English curriculum standard of vocational school is different from that of ordinary high school. It consists of three modules: basic module, vocational module and extension module.

The basic module is a compulsory basic content for students of all majors, aiming to build a common foundation for the core quality of English subjects. Vocational module is an optional learning content for students of all majors, aiming to serve students' professional English learning and future career development, and is an important content to build the core quality of English subjects. The extension module is any optional content arranged to meet the needs of students' further study and personality development. Each region and each school can independently determine the teaching content and teaching time of the extension module according to local resources, school characteristics, teachers' specialties, professional needs and students' actual conditions. The learning content of each module is shown in the following table:

Table 2.4 English Learning Content for Secondary Vocational School

Modules	Theme	
Basic Module	Theme 1: Self and Others	
	Theme 2: Learning and Living	
	Theme 3: Social Interaction	
	Theme 4: Social Services	
	Theme 5: History and Culture	
	Theme 6: Science and Technology	
	Theme 7: Nature and Environment	
	Theme 8: Sustainable Development	
Vocational Module	Topic 1: Job Search Development	
	Topic 2: Workplace Etiquette	
	Topic 3: Workplace Service	
	Topic 4: Equipment Operation	
	Topic 5: Technology Application	
	Topic 6: Workplace Safety	
	Topic 7: Crisis Response	
	Topic 8: Career Planning	
Extension Module.	Theme 1: Self-development	
733	Theme 2: Technological Innovation	
MEI TACKE A	Theme 3: Environmental Protection	

Source: Compiled by researcher, 2023

And the content requirements of English vocabulary knowledge for secondary vocational and technical colleges are as follows:

- 1) Use dictionaries and other resources to understand the meaning of words in the text;
 - 2) Knowledge of common roots and affixes;
 - 3) Master common word formation, such as synthesis and derivation;
- 4) Use the learned vocabulary to express personal communication needs on familiar topics;

5) On the basis of learning 1500-1600 words in the compulsory education stage, learn about 300 new words and a certain number of phrases, and learn a total of 1800-1900 words.

2.4 The Vocabulary Learning Strategies used by Language Learners

Based on research in language learning, students of different cultures have different ways in English learning. Thus, they have adopted the strategies that they prefer when they learn vocabulary. Therefore, this section presented the different vocabulary learning strategies of students from different cultural backgrounds.

Feng (2020) investigated 61 first-year English majors and 45 third-year college students in the School of Foreign Languages of Yangzhou University. By means of questionnaire survey, interview and vocabulary level test, she comprehensively explored the overall situation of vocabulary learning strategies of English majors, and compared the similarities and differences between higher and lower grade students in the use of strategies. From the data analysis results, it can be seen that English majors widely use management strategies and cognitive strategies, among which "context", "extensive reading" and "application" strategies are most popular among students. At the same time, in terms of the difference in the use of vocabulary strategies between senior and lower grade students, compared with lower grade students, senior students are better at flexibly using various vocabulary learning strategies, and are not limited to learning words by mechanical methods, but more use of image memory, associative memory and other methods to acquire vocabulary.

To investigate the use of vocabulary learning strategies among Thai high school students, Thiendathong & Sukying (2021) surveyed 491 high school students from different disciplines, using questionnaires and semi-structured interviews to collect data, and after analysis, it was found that the most frequently used strategy was the determination strategies and the least used was the memorization strategies. In addition, the results of the study also showed that the vocabulary learning strategies used by Thai high school participants were based on the learning environment.

To explore the vocabulary learning strategies employed by vocational students, Puagsang & Intharaksa (2017) surveyed 242 first-year high vocational certificate students in three fields: engineering, accounting, hospitality, and tourism from five government vocational colleges in Krabi Province, Thailand. The results of the study revealed that among the five strategy categories (determination, social, memory, cognitive, and metacognitive), the social strategies are ranked as the most frequently used strategy.

In order to investigate the use of vocabulary learning strategies by undergraduates majoring in English language and literature at the University of Jordan, Rabadi (2016) classified vocabulary learning strategies according to Schmitt's classification (memory strategies (memory strategies, determination strategies, social strategies, cognitive strategies and metacognitive strategies). Forty items were selected from the Vocabulary Learning Strategies Questionnaire (VLSQ) of Schmitt (1997), and 110 English language and literature majors from 8 universities in Jordan were surveyed. This instrument was designed to reveal the types of vocabulary learning strategies used by participants, identifying the most and least frequently used vocabulary learning strategies. In terms of strategy categories, the results showed that students used memory strategies most frequently and metacognitive strategies least frequently.

Asgari & Mustapha (2012) adopted a qualitative approach to investigate the use of VLS by undergraduate students majoring in teaching English as a Second Language (TESL) in Malaysia. The researchers interviewed eight students individually and asked them open-ended questions to gain insight into their different backgrounds in vocabulary learning and their strategies for learning new English vocabulary. The results showed that the most common strategies used by the students included determination strategy, cognitive strategy, social strategy and metacognitive strategy. For example, they use monolingual dictionaries, guess word meanings from context, and learn through English media and reading materials.

To investigate the vocabulary learning strategies used by Turkish English learners, Okyar (2021) conducted a survey of 209 preparatory students at a state university in Turkey. The results showed that the frequency of use of memory, cognitive, compensation and social strategies was in the mid-frequency level, while the frequency of use of metacognitive and affective strategies was higher.

These studies have focused on the use of vocabulary learning strategies by students from different backgrounds. Through a variety of data collection methods, including questionnaires, interviews, and vocabulary level tests, there were some commonalities in the categories of strategies, such as the use of memory strategies, cognitive strategies and social strategies. However, there were some differences in the subjects studied, the sample size and the focus of the findings.

Feng (2020) focused on English majors in China and found that senior students are more flexible in their use of vocabulary learning strategies. Thiendathong & Sukying (2021) focused on high school students in Thailand and found that the resolution strategy was the most frequently used strategy. Puagsang & Intharaksa(2017) focused on Thai government vocational college students and found that social strategies were the most frequently used strategies. Rabadi (2016) focused on English language and literature majors in the University of Jordan and found that memory strategies were the most frequently used strategies. Asgari & Mustapha (2012) focused on English teaching majors in Malaysia and found that common strategies included determination strategies, cognitive strategies, social strategies and metacognitive strategies. Okyar (2021) paid attention to the pre-college students of Turkish State university and found that the frequency of use of memory strategies, cognitive strategies, compensation strategies and social strategies was at the mid-frequency level, while the frequency of use of metacognitive strategies and affective strategies was high.

To sum up, these studies provided observations and findings from different backgrounds and regions in order to understand students' differences and use of vocabulary learning strategies. This would help us better understand the strategies students adopt in their vocabulary learning process, and how to provide them with more effective learning support and guidance.

2.5 Current Situation of Vocabulary Learning at the Vocational School

In the area of vocabulary learning among secondary vocational school students, the current situation presents some remarkable features. Students encounter a range of challenges along the way, including lack of revision and rapid forgetting. However, it is within these challenges that opportunities for improvement are identified. What follows is an exploration of the current state of vocabulary learning, the challenges it faces, and some possible ways to improve it.

The most common problems of secondary students when they memorize English words are that they forget them quickly and don't know how to apply them, and they usually forget 40% of the English words within 20 minutes after memorizing them. Most secondary vocational students are weak in independent learning after class. They generally memorize English vocabulary in class, but do not review it in time after class. Therefore, Zhang (2022) believes that secondary vocational students should develop a sound after-class vocabulary review plan according to their own actual situation, and flexibly use vocabulary learning strategies in after-class vocabulary review to improve their vocabulary memory and language expression ability.

Secondary vocational students usually have problems of inattention when they listen to teachers teach vocabulary or memorize words on their own. Although students choose the English words to recite psychologically, due to the lack of understanding of English words and related cultural background knowledge in the process of learning, and the uneven English level of secondary vocational students, they usually have difficulty in understanding and memorizing words due to the inability to concentrate their memory. In this regard, Shi (2021) believes that in the process of English vocabulary learning, secondary vocational students should combine real-life experience with practical application ability, and teachers should guide students to discover, observe and summarize the characteristics and structure of vocabulary. English teachers should help students enrich the content of their knowledge, expand their vocabulary and scope, create a good learning atmosphere for students, so that they can use more vocabulary in English learning. For example, teachers can subscribe to some English newspapers and

periodicals in daily study, or play English movies or songs for students in classroom teaching, and memorize and learn some of the words and sentences. This can improve students' vocabulary and help students deepen their memory.

The thinking ability, the level of comprehension and use of language expression of some secondary vocational students are relatively low, and their vocabulary memory is still dominated by rote memory. In the process of vocabulary learning, they are more inclined to study independently, do not like to cooperate with other students, and lack the awareness of active inquiry in learning. This way of rote memorization not only cannot achieve the effect of memorizing words, but also is not conducive to improving the independent learning ability of secondary vocational students, and there is memory decline in a short time. Using this method of vocabulary memorization for a long time would lead to rigid and dull thinking of secondary vocational students, which is unable to form a good sense of language and oral expression ability, and even affect the English learning effect of secondary vocational students (Wang, 2021). In this regard, Zhang (2022) believes that secondary vocational students "do not have appropriate learning methods" or "do not know how to use learning strategies". Therefore, she believes that attention should be paid to the cultivation of cognitive strategies, such as the association of vocabulary pronunciation, meaning and parts of speech, so as to effectively improve students' English learning efficiency.

The researches indicated that vocational school students tend to rely on a limited range of vocabulary learning strategies, leading to a relatively narrow approach to vocabulary acquisition. This highlights the need to diversify and expand the repertoire of vocabulary learning strategies used by students. And the overall level of vocabulary learning strategies among vocational school students needs improvement. Mou (2009) emphasizes the importance of cultivating and training vocabulary learning strategies to enhance students' English vocabulary learning effects, application level of strategies, and interest in vocabulary learning.

To address these challenges, researchers recommend integrating contextual teaching methods into vocabulary instruction. Lin (2013) highlights the effectiveness of

context-based approaches in improving vocabulary learning outcomes. By incorporating context or creating contextual learning opportunities, students can better understand, retain, and apply vocabulary in real-life contexts. Moreover, innovative approaches, such as mind mapping, have shown promise in enhancing vocabulary learning. Xiao (2015) suggests that incorporating mind mapping techniques can stimulate students' interest in vocabulary learning and improve their ability to extract and reproduce vocabulary effectively.

It is crucial to diversify vocabulary learning strategies, enhance the overall proficiency of students in these strategies, emphasize cultivation efforts, integrate contextual teaching methods, and explore innovative approaches such as mind mapping. By doing so, vocational schools can enhance the quality and effectiveness of vocabulary learning, empowering students with stronger language skills for their future careers.

2.6 Opinions of EFL learners on Vocabulary Learning Strategies

The opinions of EFL learners on vocabulary learning strategies can shed light on their experiences and perceptions of the effectiveness of different approaches. Two studies, conducted by Pookcharoen (2011) and Koonpornpen (2014), provide insights into EFL learners' perspectives on vocabulary learning strategies.

Pookcharoen's (2011) study investigated the use of vocabulary learning strategies among college students. The findings revealed that participants frequently employed vocabulary learning strategies in their language learning process. Among the various strategies, determination strategies were reported as the most commonly used. These determination strategies encompassed learners' persistent efforts and motivation to acquire new vocabulary. Furthermore, the study highlighted that the participants found their frequently used vocabulary strategies to be highly useful in enhancing their vocabulary learning. This indicates that learners recognized the value of employing specific strategies to expand their vocabulary knowledge and improve their overall language proficiency.

However, despite acknowledging the usefulness of vocabulary learning strategies, the study identified several factors that hindered students from utilizing the strategies they found effective. One prominent factor was a lack of practice. Learners may not have dedicated sufficient time and effort to regularly engage with vocabulary learning activities, hindering their ability to fully benefit from the strategies they employed. Additionally, a lack of motivation was identified as a barrier, indicating that learners may struggle to sustain their motivation over time, which can impact their consistency in using effective vocabulary learning strategies.

Moreover, the participants' English proficiency level emerged as another influencing factor. Students with lower proficiency levels may face challenges in applying and integrating vocabulary learning strategies effectively, which could impact their ability to fully utilize these strategies to enhance their vocabulary acquisition.

The complexity of words was also noted as a factor that hindered students from effectively utilizing vocabulary learning strategies. Difficult or unfamiliar vocabulary items may require additional effort and specific strategies to understand and remember. The complexity of words may have led some learners to feel overwhelmed, potentially impacting their motivation and confidence in employing vocabulary learning strategies.

In Koonpornpen's (2014) study, the focus shifted towards exploring EFL learners' perceptions of effective vocabulary learning strategies and their relationship with English language achievement. The study utilized a mixed-method approach, including quantitative surveys and semi-structured interviews, to gather insights from sophomore students and English teachers.

The findings indicated that most students held a moderate level of perception regarding the effectiveness of vocabulary learning strategies as a whole. This suggests that while learners recognized the importance of vocabulary learning strategies, they may have had mixed views on the extent of their effectiveness in facilitating language acquisition.

The student interviews conducted in the study shed light on individual differences in the use of vocabulary learning strategies. Learners' personal preferences, learning styles, and cognitive approaches played significant roles in determining the strategies they chose to employ. This emphasizes the need for personalized and adaptable approaches to vocabulary learning, as learners may have diverse preferences and strategies that align with their individual learning needs.

Overall, the opinions of EFL learners on vocabulary learning strategies demonstrate their awareness of the usefulness of these strategies in improving their vocabulary skills. However, learners may face challenges such as a lack of practice, motivation, English proficiency, and the complexity of words, which can impact their ability to fully utilize these strategies. The individual differences observed in the choice and implementation of vocabulary learning strategies highlight the need for personalized approaches to cater to learners' diverse needs and preferences. Furthermore, teachers' perceptions underscore the importance of incorporating vocabulary learning strategies into classroom instruction to foster students' language learning achievement.

2.7 Related research

Understanding the vocabulary learning strategies utilized by vocational school students is essential for informing effective instructional practices and providing tailored support for their language development. Previous studies have explored vocabulary acquisition and learning strategies in various educational contexts, shedding light on the strategies employed by learners across different proficiency levels and disciplines. However, limited research specifically focuses on vocabulary learning strategies among vocational school students. To address this research gap, it is valuable to examine studies that explore vocabulary acquisition and strategies employed by learners in related contexts, such as second language acquisition, language for specific purposes, and professional development. By drawing on these studies, we can gain insights into effective vocabulary learning strategies that can be adapted and applied to the unique needs and challenges faced by vocational school students. This section

presents a review of relevant research conducted in these areas, highlighting key findings, methodologies, and implications for vocabulary learning strategy instruction in vocational education settings.

Zhou & Jia (2023) conducted a study entitled "A Survey of Business Chinese vocabulary Learning Strategies for International Students majoring in Finance and Economics". In this article, the author investigated the use of business Chinese vocabulary learning strategies for undergraduate students majoring in finance and economics, the result showed that social strategies received the most attention, followed by metacognitive strategies, compensation strategies, cognitive strategies, affective strategies and memory strategies. Indirect strategies were used more frequently than direct strategies, and there was a strong correlation among the six strategies. Learners focus on situational learning, word guessing learning, association with known words, synonym substitution and other means of meaning learning.

Utomo, Ahsanah, Islami, Suratmi, & Suhariyati (2023) conducted a survey entitled "Vocabulary Learning Strategies Employed by Indonesian Virtual Exchange Students". In this article, the author surveyed 105 nursing students using the Vocabulary Learning Strategies Questionnaire to identify the most and least frequently used vocabulary learning strategies among college students. The overall results showed that among the five categories, determination strategies were used most frequently and social strategies were used least frequently. In terms of personal strategies, the most frequently used vocabulary learning strategies were "using a paper or electronic bilingual dictionary", "guessing the meaning of words through context", and "learning new vocabulary through vocabulary videos". The least common were "asking the teacher for synonyms of the word" and "communicating with native speakers". In addition, "using a paper or electronic bilingual dictionary" and "taking notes on vocabulary" were considered to be the most useful strategies.

Kan (2022) conducted a survey entitled "An Exploration of Senior High school English Vocabulary Learning Strategies". This survey compared the differences in the use of vocabulary learning strategies between male and female students and to investigate the correlation between vocabulary learning strategies and grades, the results showed that students' conceptions of vocabulary learning are changing and multiple vocabulary learning strategies are using at the same time; there are some differences in the vocabulary learning strategies of students of different genders; and there is a correlation between English grades and vocabulary learning strategies.

Chen (2022) conducted a survey entitled "A Survey on the Application of English Vocabulary Learning Strategies in Senior High School Students" to investigate the use of English vocabulary learning strategies among high school students. In this survey, 288 sophomore students were selected from a middle school in Zhoukou City, Henan Province as research objects, conducted questionnaire survey and interview, and drew the following conclusions: the frequency of vocabulary learning strategies used by high school students is affective strategy, communicative strategy, cognitive strategy and metacognitive strategy in descending order. In the application of vocabulary learning strategies, students have some problems, such as lack of strategy grasp, single form of strategy application, lack of communication and lack of awareness of strategy application.

Sun (2022) conducted a survey entitled "Secondary vocational students' English vocabulary learning strategy use survey" to understand the overall situation of vocabulary learning strategies used by students in secondary vocational schools, a questionnaire on vocabulary learning strategies was developed based on the classification of vocabulary learning strategies by O'Malley & Chamot (1990). Through a national key secondary vocational school 300 senior high school students questionnaire survey. The results showed that vocational middle school students have ideal and scientific English vocabulary learning concepts. They can use metacognitive strategies, cognitive strategies, social and emotional strategies to learn English vocabulary, but the overall application level of cognitive strategies is low.

Zeng (2021) conducted a survey entitled "A Comparative Study on English Vocabulary Learning Strategies of High School Students with Different English Levels". From the perspective of individual differences, Zeng (2021) aimed to compare the

differences in vocabulary learning perceptions and vocabulary learning strategy use among high school students of different English levels and to identify the characteristics of successful learners' vocabulary strategy use. 162 senior high school students in Xuanwei City, Yunnan Province were surveyed on their vocabulary learning strategy use with the help of questionnaires and interviews. The results showed that the cognitive strategies of repetitive memory and dictionary search were high-frequency use strategies, and the strategy of consulting information was a low-frequency use strategy.

Wang (2021) conducted a survey entitled "A Survey on the Use of Japanese Vocabulary Learning Strategies among secondary vocational Students". In this survey, the Japanese majors in senior two students of six secondary vocational schools as the survey objects and investigated the use of Japanese vocabulary learning strategies of secondary vocational students at the present stage by using a variety of research methods, such as questionnaire survey, observation and interview. Through the analysis of the collected data, it is found that the students in secondary vocational schools generally use vocabulary learning strategies, and the overall level is medium. Secondary vocational students use Japanese vocabulary learning strategies in order of cognitive strategies, metacognitive strategies, social and emotional strategies.

Qin (2021) conducted a survey entitled "A Survey on English Vocabulary Learning Strategies of Senior High School Students." In this article, the author surveyed 244 students in the second grade of Zhengzhou No. 47 Middle School, and used two research tools, questionnaires and interviews, to collect and analyze the data. The results showed that phonetic symbols and guessing are the most commonly used cognitive strategy. Secondly, word formation, repetition, reading, associating, note-taking, using mother tongue, comparison, imagination, consolidation and application are also commonly used cognitive strategies for students.

Dawawi, Sayuti & Bin (2021) conduct a survey entitle "The Use of Vocabulary Learning Strategies among Form 6 Students in a Malaysian Private School". The authors investigated the vocabulary learning strategies used by 50 Malaysian private school students. The authors used a quantitative approach, using the survey as a data collection

tool. The results of this study showed that most of the students' responses were neutral due to their limited knowledge of vocabulary learning strategies. Nevertheless, the most popular vocabulary learning strategies were guessing and dictionary strategies, while the least popular strategy was the use of word lists.

Jin (2020) conducted a study entitled "Investigation and Research on the Application of English Vocabulary Learning Strategies in High School Students", the objects of the investigation were 200 senior three students randomly selected from four classes of a high school in Anshan, Liaoning Province. The research methods included questionnaires, tests and interviews. After analyzing the data, it is found that the use of vocabulary learning strategies in high school students is at the medium frequency level. Among them, cognitive strategy is the most frequently used, followed by metacognitive strategy and social emotion strategy. There is a low correlation between the use of vocabulary learning strategies and English achievement. Among them, metacognitive strategies have the highest correlation with English achievement. There are differences in the application of vocabulary learning strategies between high level students and low level students. High level students use vocabulary learning strategies more frequently than low level students.

In order to explore the use of vocabulary learning strategies by Thai EFLs, Boonnoon (2019) conducted a questionnaire survey on 267 Thai EFL undergraduates studying academic reading courses at a comprehensive university in northeast Thailand. The results showed that these students were moderate users of vocabulary learning strategies, among which dictionaries and note-taking strategies were the most frequently used vocabulary learning strategies and elective attention is the least frequently used vocabulary learning strategies.

As can be seen from the above, the research on vocabulary learning strategies has made some achievements, but there are still limitations: a) many scholars mainly study the effectiveness of a certain strategy and try to prove that this strategy is the best method. However, in practice, we find that it is the combined effect of various strategies to improve students' vocabulary learning efficiency. b) Many researchers simply focus on

the strategic training of learners, ignoring the existing knowledge background and learning subjectivity of learners. c) Most of scholars' researches on vocabulary learning strategies are aimed at college students, and a small part are aimed at middle and high school students, there are few researches on vocabulary learning strategies for secondary vocational students. As a result, it's important to look into how students who are studying for a career in a particular field use vocabulary learning strategies and get their opinions on these strategies.

These studies mainly focus on the differences in the use of vocabulary learning strategies among different groups of students. Although the participants and methods of each study are different, some similarities and differences can be summarized as follows:

Similarities: 1) most studies used questionnaire survey to collect data to understand learners' use frequency and preference for different strategies; 2) cognitive strategy is one of the strategies commonly used by most students, such as repetition memory, dictionary lookup, word formation, etc. In addition, other strategies commonly used by students include emotional strategies and social strategies

Differences: 1) different studies focus on different learners, including high school students, college students, secondary vocational students, English learners, etc.; 2) the sample sizes and methods used in the studies also varied, ranging from 50 to 300 students, with some studies using random sampling and others using students from specific schools or regions; 3) some studies focus on vocabulary learning in specific subject areas, such as business Chinese (Zhou & Jia, 2023) and Japanese (Wang, 2021), while others investigate vocabulary learning in English as a whole.

Chapter 3

Research Methodology

This study aimed to explore the vocabulary learning strategies used by the students of general senior high classes at a vocational high school and the opinions on their useful strategies to learn vocabulary. In order to ensure the accuracy and completeness of the research, a systematic research plan was absolutely indispensable. Therefore, this chapter focused on discussing how this study was designed and conducted. The research instruments, validity and reliability, data collection procedures, analysis of study data, and ethical considerations were also being provided.

3.1 Research Design

According to Ma & Zhang (2011), employing a mixed-methods approach can enhance the depth of understanding compared to using a single method in a specific study. Huang (2013) suggested that employing multiple methods can lead to more convincing results compared to studies that solely rely on a single method. Therefore, this research employed a mixed-methods approach to ensure the validity and reliability of the results. That is, the data of this study was collected from quantitative method and qualitative method from two research instruments: the questionnaire and semi-structured interview. According to Creswell (2009), a survey design provided a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population. As for the semi-structured interviews that brought in qualitative data, "unstructured and generally open-ended questions were used to elicit views and opinions for the participants" (Creswell, 2009).

The use of the questionnaires alone does not provide a comprehensive description of the research phenomenon (Nunan, 2002). Combining both quantitative and qualitative methods for research design can greatly improve the quality of research

results, and most importantly, qualitative and quantitative data can help researchers understand unexpected results (Mander, 2017). In this study, the main purpose of the questionnaire survey was to investigate the vocabulary learning strategies used by the students who are studying the general senior high courses at a vocational high school. To supplement the limitations of the questionnaire survey, which cannot collect in-depth data, semi-structured interviews were conducted following the questionnaire survey.

The table below presented the methodology for conducting this study. Each goal was outlined along with the specific tools and techniques that were employed to attain each objective.

Table 3.1 Research Plan

Research	Research	Data Collection	Data Analysis
Question	Instrument	Procedure	
What are the	Questionnaire	Online delivery of	Descriptive
vocabulary		questionnaire form	statistics
learning strategies		to respondents	
the secondary	11/1/11	5.	
vocational school		5	
students use?		likiyo	
What are the	Online semi-	Semi-structured	Content analysis
opinions of the	structured Valo	interview through	using 3Cs
secondary	Interview	voice call on	(Coding-Category-
vocational school		WeChat.	Concept)
students on their			
useful strategies to			
learn vocabulary?			

3.2 Research Site

The survey was conducted at a secondary vocational school in Gansu Province, which integrates vocational education and vocational skills training, and is one of the few secondary vocational schools in China that can offer general senior high school courses.

Normally, traditional secondary vocational schools do not offer general senior high school courses, but under the reform of China's education system, some secondary vocational schools have begun to explore opening general senior high school courses to meet the needs of students. Since established in 1984, this school has opened two general senior high school classes and 11 majors, including early childhood care, construction engineering, engineering surveying technology, nursing, tourism and hotel management, mechanical and electrical technology applications, automobile operation and maintenance, computer network technology, music, art and dance.

Therefore, this school was able to serve as a research site for investigating the vocabulary learning strategies used by the students who are studying the general senior high courses at a vocational high school and their opinions on the useful methods for learn English words.

3.3 Population and Sample

In this study, students of general senior high classes at a secondary vocational school in Gansu Province were selected as the survey population and sample.

3.3.1 Population

There were currently 105 students who were studying the general senior high school course at the research site school in Gansu Province aged 15 to 16 years old. And most of them have been studying English for more than 9 years and they have their own vocabulary learning strategies, so they could provide strong support for the study of vocabulary learning strategies used by vocational secondary high school students.

3.3.2 Sample

45

Experiments require a variety of methods to determine the sample size needed to represent the given population. Since the population of the study was 105 students, the

sample of 69 was calculated from sample random technique and Yamane's (1967)

formula was employed to drive the sample size.

Sample size for $\pm 7\%$ precision levels where confidence level is 95%.

$$n = \frac{N}{1 + N(e)^2} \tag{3-1}$$

n = required sample size.

N =the population size.

e =the margin of error.

Formula source: Yamane (1967)

As a result, a total of 69 individuals were selected to participate in the questionnaire survey. Subsequently, a purposive sampling technique was employed to select 9 interviewees randomly from the vocabulary size level test to do the semi-structured interview.

3.4 Research Instruments

In this study, the researcher employed two instruments to collect the necessary data. To investigate the vocabulary learning strategies used by the students of general senior high classes at a secondary vocational school, the questionnaire was designed based on Schmitt's (1997) Vocabulary Learning Strategies Questionnaire (VLSQ) with some modifications made by the researcher. Additionally, semi-structured interviews were incorporated into the study to compensate for the limitations of questionnaires, as certain additional information cannot be obtained solely through the questionnaire (Nunan,

2002). This approach aims to ensure a more comprehensive and valid data set by complementing the survey data with insights from the interviews. But before conducting the semi-structured interview, the students were tested on their vocabulary size level, the purpose of which was to classify students into high level, intermediate level and low level according to their vocabulary level, so as to better conduct semi-structured interviews.

This section discussed the composition of the research instrument: questionnaire design and semi-structured interview.

3.4.1 Questionnaire

The questionnaire used in this study was designed with reference to Schmitt's (1997) questionnaire. As shown in Appendix A, the content of the questionnaire had 49 questions in total and was divided into six parts.

- 1) The first part was about the basic information of the students, which contained 3 items, like gender, age and how many years on English learning.
- 2) The second part was about the use of determination strategies of the students, which contained 8 items, like word-formation, guessing meaning, using flash cards and dictionary, etc.
- 3) The third part was about the use of social strategies of the students, which contained 9 items, like asking classmates and teachers, or chatting with native speakers.
- 4) The fourth part was about the use of memory strategies of the students, which contained 11 items, like reading, learning the spelling and rephrasing, etc.
- 5) The fifth part was about the use of cognitive strategies of the students, which contained 6 items, like taking notes in class and doing the repetition work, etc.

6) In the sixth part, the researcher focused on the use of metacognitive strategies of the students, which contained 12 items, like listening to music and watching movies, etc.

Table 3.2 The Structure of the Questionnaire

Dimensions	Location
General Information	Q1-Q3
The Use of Determination Strategies	Q4-Q11
The Use of Social Strategies	Q12-Q20
The Use of Memory Strategies	Q21-31
The Use of Cognitive Strategies	Q32-Q37
The Use of Meta-cognitive Strategies	Q38-Q49

For the primary analysis, researcher calculated descriptive statistics (mean, standard deviation, and two-tailed test) for the questionnaire data. The means were interpreted as follows: Very Rarely/Never in the point range of 1.00-1.80; Rarely 1.81-2.60; Sometimes in the point range of 2.61-3.40; Often in the point range of 3.41-4.20; Always in the point range of 4.21-5.00 (Pimentel, 2010). The Likert Scale Interval was shown in Table 3.3.

Table 3.3 The 5-point Likert Scale

Likert Scale Description	Likert Scale	Likert Scale Interval
Very Rarely/Never	1	1.00-1.80
Rarely	2	1.81-2.60
Sometimes	3	2.61-3.40
Often	4	3.41-4.20
Always	5	4.21-5.00

Source: Pimentel, 2010

3.4.2 Semi-structured interviews

Although the researcher obtained data through questionnaires, there were certain

additional information could not be obtained through the questionnaire (Nunan, 2002). Therefore, the interview method was used to compensate for the limitations of questionnaires.

Before conducting semi-structured interviews, the researcher would handle a vocabulary size level test. In order to investigate the usage of vocabulary learning strategies among secondary vocational school students more comprehensively, researcher employed Nation's vocabulary size test (as shown in Appendix B) to assess the participants' vocabulary proficiency. Subsequently, based on the test results, the participants were categorized into three different proficiency groups: low level, intermediate level and high level. The specific categorization criteria were as follows:

- 1) Participants who answered 0-57 questions correctly were classified as the low-level group;
- 2) Those who answered 58-76 questions correctly were classified as the intermediate-level group;
- 3) Participants who answered 77-96 questions correctly were categorized as the high-level group.

In this vocabulary size level test, 69 students at this school were selected from the 105 students who agreed to be the questionnaire respondents. The purpose of the test was to see the differences in vocabulary learning strategies used by students with different levels of English vocabulary.

According to the categorization criteria mentioned above, the numbers of each level were shown in Table 3.4:

Table 3.4 Number of Each Proficiency

Items	Numbers
Low Level	14

Table 3.4 Number of Each Proficiency (Cont.)

Items	Numbers
Intermediate Level	46
High Level	9

As table 3.4 shows, there were 14 students in low level of English vocabulary (score ≤ 57), 46 students in intermediate level of English vocabulary (58 ≤ score ≤ 76) and 9 students in high level of English vocabulary (77 ≤ score ≤ 96).

After obtaining the grouping results, the semi-structured interview was carried out. During the semi-structure interview, the researcher would include additional interview questions during the interview, which would facilitate the advancement of the study.

This study employed semi-structure interview with 3 students selected randomly from each proficiency group, totaling 9 students to explore more vocabulary learning strategies that they were using and opinions of the secondary vocational school students on their useful strategies to learn vocabulary. Through semi-structured interviews, the researcher could obtain first-hand data and gained a thorough understanding of the interviewer's perspective.

In order to make students understand the questions better, the questionnaires and interviews were conducted in Chinese. In this study, the researcher has prepared some questions as following:

1) 你认为词汇对语言学习来说重要吗? 为什么?

Do you think vocabulary is important for language learning? Why?

2) 你是怎么记单词的?

How do you remember words?

3) 英语词汇学习最困难的是什么? 为什么?

What is the most difficult thing in English vocabulary learning? Why?

4) 你查字典的时候只关注中文翻译,还是会关注字典里提供的所有信息?

Do you merely focus on the Chinese translation while looking up word meanings, or pay attention to all the information that the dictionary provides?

5) 你认为学习词汇最有效的策略是什么?为什么?

What strategies do you consider are the most effective for vocabulary learning? Why?

6) 你觉得自己的词汇学习策略怎么样?

How do you evaluate your vocabulary learning strategy?

7) 对词汇学习有什么建议吗?

Any recommendations on vocabulary learning?

3.5 Instrument Validity and Reliability

Validity and reliability are crucial considerations in the design and testing of any research instrument. By addressing these two components effectively, researchers can enhance the quality of measurement and data collected for their study. Paying careful attention to validity and reliability ensures that the instrument accurately measures what it intends to measure and produces consistent results over time.

This section explains what the researcher did to avoid the threats to the instrument validity and reliability.

3.5.1 Validity

According to Shahril (2015), validity is the ability of an instrument to measure what it is designed to measure. In other words, validity refers to how the tool measures what it wants to measure. In this study, the research instruments, questionnaire and interview questions, were assessment by three experts.

To ensure that the instruments align with the required standards, the Item Objective Congruence Index (IOC) developed by Rovinelli and Hambleton in 1997 (Carlson & Turener, 2013), was employed. This is a procedure that evaluates the content validity of

items during the development stage of the instruments. Thus, IOC was used to assess the questionnaire items, vocabulary level size test items and semi-structured interview questions in this study.

The IOC points in calculations provided into three scales of rating for consistency and congruencies of the items. Three experts chose only one answer as the given mark from these three alternatives of choices as follows:

+1 = Congruent with clear understanding,

0 = Uncertain or not sure whether item related to the study,

-1 = Not Understand or not congruent or related to this study.

Total points for each item must have the consistency value equal to or above 0.50 (Petchroj & Chamniprasart, 2004); IOC marks are calculated by below equation:

The basic rule of thumb has it that the item congruence index (IOC) for both individual items and the entire questionnaire by three experts should not be less than 0.67 (Rovinelli & Hambleton, 1977; Hambleton, 1978 cited in Carlson & Turner, 2003). Thus, the items were revised and modified based on the remarks and recommendations of the experts where the benchmark was not met. The criteria were set up for the score of the test item, if the score falls between 0.67 and 1.00, the item was considered valid and acceptable. The scores of the test items in this study were all above 0.67, and then these items were valid for data collection in this research (See Appendix C).

3.5.2 Reliability

To ensure the reliability, a pilot test was conducted for the questionnaire. The reliability of the questionnaire results is determined by their ability to accurately reflect the research problems that the researcher aims to investigate (Latief, 2011). Before distributing the formal questionnaires, a trial group of 30 students who were not participating in the study were selected to test the instruments.

The researcher calculated the α value using the SPSS application. According to Table 3.5, the higher the Cronbach's Alpha coefficient is, the more reliable the instrument will be. To be regarded acceptable in this study, reliability must be at least 0.7 is considered strong dependability.

Table 3.5 Description of Internal Consistency Using Cronbach's Alpha

Cronbach's α	Internal consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \ge 0.8$	Good
$0.8 > \alpha \ge 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \ge 0.5$	Poor
0.5 > α ¹⁸⁷ £/ริงสิต	Unacceptable

Source: Jain & Angural, 2017

By using SPSS to calculate the Pilot Test of questionnaire, the Cronbach's α value of the questionnaire was 0.927. The result as follows:

Table 3.6 The Cronbach's α Value of the Questionnaire

Item	sample	Cronbach's α
49	30	0.927

3.6 Data Collection

Firstly, the questionnaire data was collected through online applications. Upon completion of the questionnaires, the researcher conducted a vocabulary size level test on the students and categorize them into high, intermediate, and low proficiency groups based on the results. Subsequently, to obtain more visually informative data and enhance data authenticity, the researcher randomly selected 3 students from each proficiency group, totaling 9 students, for semi-structured interviews. Throughout the entire interview process, aiming to elevate the quality and accuracy of experimental data, the researcher conducted the semi-structured interviews with the students in Chinese. Following the conclusion of the interviews, the researcher organized and translated the data collected. Each student undergone a 10-15 minutes interview. With the participants' consent, the researcher recorded the interviews.

3.7 Data Analysis

In this study, two types of data (quantitative and qualitative) were collected. First, SPSS software was used to analyze the quantitative data collected through the questionnaires sent to the respondents. Descriptive statistics such as percentage, average and standard deviation were using to analyze the questionnaire responses.

For qualitative data derived from the semi-structured interviews, content analysis was adopted. It is a method for identifying, analyzing, organizing, describing, and reporting the themes found in a dataset (Braun & Clarke, 2006). This is an inductive way of analysis from a large number of data which are not sorted out into topics or themes to a central concept which can be used to explain how the various elements are grouped together. The three analysis steps are adopted from Litchman's Three Cs (Coding-Category-Concept) Process. The following figure displays how the qualitative data be analyzed.

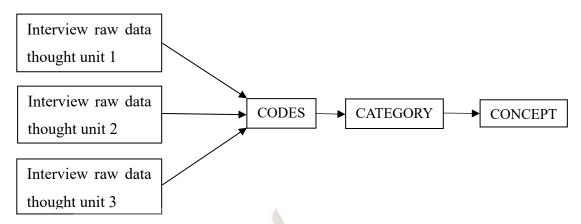


Figure 3.1 Data Analysis Process Based on Litchman's Three Cs Process

3.8 Ethical Considerations

To conduct the study ethically, the researcher took the following steps:

- 1) Prior to conducting the study, the researcher obtained consent from the participants.
- 2) Personal information and responses from participants were collected and maintained in a secure manner.
- 3) The subjects of this study were the students of general senior high classes at the research site school.
- 4) To prevent disclosure of participant information, the data collected was deleted within one year of the publication of this study.

All samples signed an informed consent form to confirm that the personal information and identity of the participant were not disclosed in this study. The informed consent form for this study includes the Child Assent Form 13 -17 years old, which was adapted from the RSU Ethical Review Board (ERB) form.

Following the RSU Ethical Review Board (ERB), the investigators conducted an

informed consent process to provide potential subjects with sufficient information and ample opportunity to consider whether to participate in the study without pressure or undue influence. As a result, subjects could stop participating in the survey process at any time without being asked any questions or having their work or personal lives affected.

To confirm that this study complies with the RSU Ethical Review Board (ERB) regulations, the researcher would not disclose personal information or the identity of the sample and would only use the data collected for the research purposes of this study.



Chapter 4

Research Results

This chapter presented the quantitative and qualitative results of the data collected via the instruments described in chapter 3. The data analysis of the data collected through research instruments: questionnaire and semi-structured interview were also provided. Tables and charts were included to present the findings more clearly and vividly.

4.1 Analysis of the Questionnaire

This questionnaire survey was targeted at the students of general senior high classes year 1 students at a secondary vocational school in Gansu province. In this study, 69 students completed the questionnaire, which contained six sections: personal information, the frequency use of determination strategies, the frequency use of social strategies, the frequency use of memory strategies, the frequency use of cognitive strategies and the frequency use of metacognitive strategies. A total of 69 questionnaires were distributed and 69 were returned, with a 100% return rate.

4.1.1 Personal Information Rongs

The questionnaire was distributed to 69 students of general senior high classes year 1 students at a secondary vocational school in Gansu province. The results of the personal information questionnaire data analyzed were shown in the following tables (Tables 4.1-4.6). Table 4.1 showed the personal information statistics of the responding population, including gender, age and years on English learning, with all details shown in Table 4.1.

Table 4.1 Gender, Age and Years on English Learning

Item	Choice	No.	Percentage
Gender 性别	Male 男性	37	53.62%
	Female 女性	32	46.38%
	Total	69	100%
Age 年龄	15	32	46.38%
	16	37	53.62%
	Total	69	100%
Years on English	3-5 years 3-5 年	0	0%
Learning 学习英	6-9 years 6-9 年	51	73.91%
语多长时间 	10-13 years 10-13 年	14	20.29%
	more than 13 years 超过 13 年	4	5.8%
	Total	69	100%

As Table 4.1 showed, the online questionnaire was administered to 69 students of general senior high classes year 1 student. There was a slight difference in the gender ratio of the participating students, with the students surveyed being male were 37 (53.62%), and the female respondents were 32 (46.38%). There was also a slight difference in the age of the participating students, with 32 (46.38%) being 15 years old and 37 (53.62%) being 16 years old. However, there were existing a huge difference in years on English learning of the participating students. None of them chose learning English for over 3 to 5 years, most students have studied English for 6 to 9 years (N=51/73.91%), some students have studied English for 10 to 13 years (N=14/20.29%), and a few students have studied English for more than 13 years (N=4/5.8%).

4.1.2 The Frequency Use of Determination Strategies

The questionnaire surveyed 69 students of general senior high classes year 1 students at a secondary vocational school in Gansu province about their vocabulary

learning strategies on the frequency use of determination strategies. The questionnaire data analyzed was shown in Table 4.2 below. Descriptive statistics namely means and SDs were calculated for all items. Table 4.2 analyzed the students' vocabulary learning strategies on the frequency use of determination strategies, with specific details of each item being displayed in the table.

The mean values were interpreted based on Pimentel (2010) as follows: 'very rarely/never' within the point range of 1.00-1.80; 'rarely' within the point range of 1.81-2.60; 'sometimes' within the point range of 2.61-3.40; 'often' within the point range of 3.41-4.20; 'always' within the point range of 4.21-5.00.

Table 4.2 The Frequency Use of Determination Strategies

No.	Items	Mean	SD	Interpretation
4	I analyze part of speech of the word.	4.899	0.304	Always
	我会分析单词的词性。			
5	I analyze affixes and roots of the word.	4.812	0.394	Always
	我会分析单词的词缀和词根。			
6	I find the available pictures or gestures of the	4.826	0.419	Always
	word.	J. 10		
	我会寻找和单词有关的图片和姿势。	This		
7	I guess the word meaning based on textual	4.942	0.235	Always
	context.			
	我会根据上下文猜测单词的意思。			
8	I use bilingual dictionary.	4.942	0.235	Always
	我会使用双语词典。			
9	I use monolingual dictionary.	4.145	0.394	Often
	我会使用单语词典。			
10	I use word lists.	4.986	0.12	Always
	我会使用单词表。			

No.	Items	Mean	SD	Interpretation
11	I use flash cards.	4.913	0.332	Always
	我会使用单词卡。			
	Average	4.808	0.304	Always

Table 4.2 The Frequency Use of Determination Strategies (Conts.)

Table 4.2 showed that the overall mean of students' vocabulary learning strategies on the frequency use of determination strategies was 'always' (\bar{x} = 4.808/SD=0.304), which means that the participating students always used determination strategies on their vocabulary learning.

The highest mean in this study was Item 10 (\bar{x} = 4.986/SD=0.12), which means the students always used the word lists when they memorized vocabulary. The second and third highest mean were Item 7 and Item 8, their mean value were same (\bar{x} = 4.942/SD=0.235), which meant the students always guessed the word meaning based on textual context and used bilingual dictionary when they memorized vocabulary. On the contrary, the lowest mean in this study was Item 9 (\bar{x} = 4.145/SD=0.394), which meant that students did not always used monolingual dictionary.

4.1.3 The Frequency Use of Social Strategies

The questionnaire surveyed 69 students of general senior high classes year 1 students at a secondary vocational school in Gansu province about their vocabulary learning strategies on the frequency use of social strategies. The questionnaire data analyzed was shown in Table 4.3 below. Descriptive statistics namely means and SDs were calculated for all items. Table 4.3 analyzed the students' vocabulary learning strategies on the frequency use of social strategies, with specific details of each item being displayed in the table.

The mean values were interpreted based on Pimentel (2010) as follows: 'very rarely/never' within the point range of 1.00-1.80; 'rarely' within the point range of 1.81-2.60; 'sometimes' within the point range of 2.61-3.40; 'often' within the point range of

3.41-4.20; 'always' within the point range of 4.21-5.00.

Table 4.3 The Frequency Use of Social Strategies

No.	Items	Mean	SD	Interpretation
12	I ask the teacher for L1 translation.	2.986	0.469	Sometimes
	我会向老师请教翻译。			
13	I ask teacher for synonym of new word.	2.913	0.612	Sometimes
	我会向老师请教新词的同义词。			
14	I ask teacher for a sentence including the	2.884	0.697	Sometimes
	new word.			
	我会向老师请教包含新单词的句子。			
15	I ask classmates for the new word meaning.	3.116	0.832	Sometimes
	我会向同学请教新单词的意思。			
16	I discover the meaning of new word through	2.841	0.656	Sometimes
	group work activity.			
	我会通过小组合作活动发现了新单词的			
	含义。		12/	
17	I interact with native speakers.	2.551	0.796	Sometimes
	我会与母语人士交流。	Unit		
18	I interact with friends in English.	3.275	0.591	Sometimes
	我会和朋友用英语交流。			
19	I study and practice the new word meaning	3.072	0.896	Sometimes
	in a group.			
	我在小组中学习和练习新单词的意思。			
	Average	2.955	0.694	Sometimes

Table 4.3 showed that the overall mean of students' vocabulary learning strategies on the frequency use of social strategies was 'sometimes' (\bar{x} = 2.955/SD=0.694), which meant that the participating students sometimes used social strategies on their vocabulary learning.

In this part, the mean value had slight difference. The highest mean in this study was Item 18 (\bar{x} = 3.275/SD=0.591) showed the students sometimes learnt words through interacting with friends in English. The second highest mean value was Item 15 (\bar{x} =3.116/SD=0.832) showed the students sometimes asked classmates for the new word meaning. The third highest mean value was Item 19 (\bar{x} =3.072/SD=0.896) showed the students sometimes studied and practiced the new word meaning in a group. On the contrary, the lowest mean in this part of the questionnaire was Item 17 (\bar{x} =2.551/SD=0.796) showed the students sometimes interact with native speakers. The second lowest mean in this part of the questionnaire was Item 16 (\bar{x} = 2.841/SD=0.656) showed the students sometimes discovered the meaning of new word through group work activity. The third lowest mean in this part of the questionnaire was Item 14 (\bar{x} = 2.884/SD=0.697) showed the students sometimes asked teacher for a sentence including the new word.

Through the data contrast of this part, the students liked interacting with their peers not their teachers or the native speakers.

4.1.4 The Frequency Use of Memory Strategies

The questionnaire surveyed 69 students of general senior high classes year 1 students at a secondary vocational school in Gansu province about their vocabulary learning strategies on the frequency use of memory strategies. The questionnaire data analyzed was shown in Table 4.4 below. Descriptive statistics namely means and SDs were calculated for all items. Table 4.4 analyzed the students' vocabulary learning strategies on the frequency use of memory strategies, with specific details of each item being displayed in the table.

The mean values were interpreted based on Pimentel (2010) as follows: 'very rarely/never' within the point range of 1.00-1.80; 'rarely' within the point range of 1.81-2.60; 'sometimes' within the point range of 2.61-3.40; 'often' within the point range of 3.41-4.20; 'always' within the point range of 4.21-5.00.

Table 4.4 The Frequency Use of Memory Strategies

No.	Items	Mean	SD	Interpretation
20	I connect the word to its synonyms and	3.203	0.778	Sometimes
	antonyms.			
	我会把这个词与它的同义词和反义词			
	联系起来。			
21	I remember part of speech.	3.435	0.776	Often
	我能记住词性。			
22	I connect the word to a personal	3.246	0.736	Sometimes
	experience.			
	我会将单词与个人经历联系在一起。			
23	I use new word in sentences.	3.522	0.851	Often
	我会用新单词造句。			
24	I group words together to study them.	3.261	0.61	Sometimes
	我会把单词进行分组学习。			
25	I study the spelling of a word.	3.333	0.657	Sometimes
	我会研究单词的拼写。		Sity	
26	I study the sound of a word.	3.13	0.417	Sometimes
	我会研究所学单词的发音。	14 NU		
27	I read the new word aloud when studying.	3.464	0.85	Often
	我在学习时会大声朗读新单词。			
28	I use physical action when learning a	3.174	0.685	Sometimes
	word.			
	我在学习单词时会用到肢体动作。			
29	I learn the words of an idiom together.	3.362	0.641	Sometimes
	我会一起学习和词汇相关的成语。			
30	I rephrase the word's meaning.	3.275	0.566	Sometimes
	我会重述单词意思。			
1		l	1	I .

No.	Items	Mean	SD	Interpretation
31	I study word with a pictorial	3.362	0.804	Sometimes
	representation of its meaning.			
	我在学习单词时,会用图画表示其含义			
	Average	3.314	0.698	Sometimes

Table 4.4 The Frequency Use of Memory Strategies (Conts.)

Table 4.4 showed that the overall mean of students' vocabulary learning strategies on the frequency use of memory strategies was 'sometimes' (\overline{x} =3.314/SD=0.698), which meant that the participating students sometimes used memory strategies on their vocabulary learning.

In this part, the highest mean value was Item 23 (\bar{x} =3.522/SD=0.851), which showed the students often used new word in sentences. The second highest mean value was Item 27 (\bar{x} =3.464/SD=0.85), which showed the students often read the new word aloud when studying English words. The third highest mean value was Item 21 (\bar{x} =3.435/SD=0.776), which showed the students often remembered part of speech when they memorized vocabulary. On the contrary, the top lowest mean value was Item 26 (\bar{x} =3.13/SD=0.417) showed the students sometimes studied the sound of a word when they memorized words. The second lowest mean value was Item 28 (\bar{x} =3.174/SD=0.685) showed the students sometimes used physical action when learning a word. The third lowest mean value was Item 20 (\bar{x} =3.203/SD=0.778) showed the students sometimes connected the word to its synonyms and antonyms when they memorized vocabulary.

4.1.5 The Frequency Use of Cognitive Strategies

The questionnaire surveyed 69 students of general senior high classes year 1 students at a secondary vocational school in Gansu province about their vocabulary learning strategies on the frequency use of cognitive strategies. The questionnaire data analyzed was shown in Table 4.5 below. Descriptive statistics namely means and SDs were calculated for all items. Table 4.5 analyzed the students' vocabulary learning strategies on the frequency use of cognitive strategies, with specific details of each item

being displayed in the table.

The mean values were interpreted based on Pimentel (2010) as follows: 'very rarely/never' within the point range of 1.00-1.80; 'rarely' within the point range of 1.81-2.60; 'sometimes' within the point range of 2.61-3.40; 'often' within the point range of 3.41-4.20; 'always' within the point range of 4.21-5.00.

Table 4.5 The Frequency Use of Cognitive Strategies

No.	Items	Mean	SD	Interpretation
32	I take notes in class.	4	0.707	Often
	我会在课堂记笔记。			
33	I listen to tape of word lists.	3.812	0.576	Often
	我会听单词录音带。			
34	I put English labels on physical objects.	3.783	0.565	Often
	我会给实物贴上英文标签。			
35	I use verbal repetition.	3.783	0.783	Often
	我会重复说。		12	
36	I use written repetition.	3.609	0.691	Often
	我会反复书写单词。	INIT		
37	I keep a vocabulary notebook.	4.043	0.865	Often
	我有一个单词本。			
	Average	3.838	0.678	Often

Table 4.5 showed that the overall mean of students' vocabulary learning strategies on the frequency use of cognitive strategies was 'often' (\bar{x} =3.838/SD=0.678), which meant that the participating students often used cognitive strategies on their vocabulary learning.

In this part, the highest mean value was Item 37 (\bar{x} =4.043/SD=0.865), which meant the students often kept a vocabulary notebook. The second highest mean value was Item 32 (\bar{x} =4/SD=0.707), which meant the students often took notes in class. The third

highest mean value was Item 33 (\overline{x} =3.812/SD=0.576), which meant the students often listened to tape of word lists. On the contrary, the top lowest mean value was Item 36 (\overline{x} =3.609/SD=0.691) showed the students often used written repetition while memorizing vocabulary. The second lowest mean value was Item 34 (\overline{x} =3.783/SD=0.565) showed the students often put English labels on physical objects when memorizing words. The third lowest mean value was Item 35 (\overline{x} =3.783/SD=0.783) showed the students often use verbal repetition while memorizing words.

4.1.6 The Frequency Use of Metacognitive Strategies

The questionnaire surveyed 69 students of general senior high classes year 1 students at a secondary vocational school in Gansu province about their vocabulary learning strategies on the frequency use of metacognitive strategies. The questionnaire data analyzed was shown in Table 4.6 below. Descriptive statistics namely means and SDs were calculated for all items. Table 4.6 analyzed the students' vocabulary learning strategies on the frequency use of metacognitive strategies, with specific details of each item being displayed in the table.

The mean values were interpreted based on Pimentel (2010) as follows: 'never' within the point range of 1.00-1.80; 'rarely' within the point range of 1.81- 2.60; 'sometimes' within the point range of 2.61-3.40; 'often' within the point range of 3.41-4.20; 'always' within the point range of 4.21-5.00.

Table 4.6 The Frequency Use of Metacognitive Strategies

No.	Items	Mean	SD	Interpretation
38	I test myself with word tests.	4.493	0.504	Always
	我会自己进行单词测试。			
39	I use spaced word practice.	4.507	0.504	Always
	我会使用单词填空法。			
40	I skip or pass new word.	4.449	0.53	Always
	我会划过新单词。			

Table 4.6 The Frequency Use of Metacognitive Strategies (Conts.)

41	I listen to English songs.	4.623	0.571	Always
	我会听英文歌。			
42	I watch and listen to English news.	4.217	0.615	Always
	我会观看和收听英语新闻。			
43	I read English novels or magazines.	4.333	0.7	Always
	我会看英文小说或者英文杂志。			
44	I watch English movies and TV programs.	4.348	0.59	Always
	我会看英文电影和电视节目。			
45	I browse through English language	4.261	0.721	Always
	websites.			
	我会浏览英文网站。			
46	I chat using English on the Internet.	4.159	0.76	Often
	我会在网上用英语聊天。			
47	I translate the meaning of words from	4.696	0.464	Always
	English into Chinese.			
	我会把英文单词的意思翻译成中文。	Sity		
48	I play vocabulary games.	4.449	0.501	Always
	我会玩单词游戏。	This		
49	I continue to study word over time and	4.681	0.469	Always
	revise old vocabulary regularly.			
	随着时间的推移,我会继续学习单词,			
	并定期复习旧词汇。			
	Average	4.434	0.578	Always

Table 4.6 showed that the overall mean of students' vocabulary learning strategies on the frequency use of metacognitive strategies was 'always' (\overline{x} =4.434/SD=0.578), which meant that the participating students always used metacognitive strategies on their vocabulary learning.

In this part, the highest mean value was Item 48 (\overline{x} =4.696/SD=0.464) showed the students always translated the meaning of words from English into Chinese. The second highest mean value was Item 49 (\overline{x} =4.681/SD=0.469) showed the students always continued to study word over time and revised old vocabulary regularly. The third highest mean value was Item 41 (\overline{x} =4.623/SD=0.571) showed the students always listened to English songs. On the contrary, the top lowest mean value was Item 46 (\overline{x} =4.159/SD=0.76) showed the students often chatted using English on the Internet. The second lowest mean value was Item 42 (\overline{x} =4.217/SD=0.615) showed the students always watched and listened to English news. The third lowest mean value was Item 45 (\overline{x} =4.261/SD=0.761) showed the students always browsed through English language websites.

The questionnaire survey showed that the frequency of students using vocabulary learning strategies from high to low was determination strategies (\overline{x} =4.808/SD=0.304), metacognitive strategies (\overline{x} =4.343/SD=0.578), cognitive strategies (\overline{x} =3.838/SD=0.678), memory strategies (\overline{x} =3.314/SD=0.698), social strategies (\overline{x} =2.955/SD=0.694).

4.2 Analysis of the Semi-Structured Interviews

The semi-structured interviews ware towards to research question 2: What are the secondary vocational school students' opinions on most useful ways to learn vocabulary?

Usuan Rais

In this section, data were collected from semi-structured interviews, with the participation of nine senior high year 1 students from a secondary vocational school in Gansu province.

To examine the vocabulary learning strategies of students use with different vocabulary size level and their opinions on English language vocabulary learning strategies that they have used, online interview data were collected from nine students at a secondary vocational school, who were selected on a voluntary basis. Themes were analyzed from the meaning conveyed by the responses, showing the students were using and the students' opinions on English language vocabulary learning strategies that they

have used in vocabulary learning (See Appendix E for all the detailed responses).

The data of the nine interviews from the participating interviewees were analyzed based on Lichtman's (2013) The Three Cs Analysis Technique. The following table shows the number of codes, categories, and concepts.

Table 4.7 The Number of Codes, Categories and Concepts

Vocabulary	Students A-I	Number of	Number of	Number of
Size Level		Codes	Categories	Concepts
Low	Student A	29	21	7
	Student B	24	23	7
	Student C	27	23	7
Intermediate	Student D	26	23	7
	Student E	27	24	7
	Student F	38	35	7
High	Student G	27	22	7
	Student H	22	20	6
	Student I	19	19	7
Т	otal	239	216	62

Table 4.7 shows a total of 62 concepts which can be subsequently reduced to 1) learning duration; 2) determination strategies; 3) social strategies; 4) memory strategies; 5) cognitive strategies, 6) metacognitive strategies and 7) useful strategies. The analysis of the interviewed data of different vocabulary size levels are in the three Cs (Code-Category-Concept) columns below.

Table 4.8 The Code-Category-Concept Analysis of Low Vocabulary Size

Code	Category	Concept
About 6-7 years (1)	Years of English learning (3)	Learning
9 years (1)	6-9 years (2)	Duration
9-10 years (1)	More than 9 years (1)	

Table 4.8 The Code-Category-Concept Analysis of Low Vocabulary Size (Conts.)

Code	Category	Concept
Chat with classmates using several	Social Strategies (20)	Most
English words (1)	Study and practice the new word	Frequently
Study and practice the new word	meaning in a group (5)	Used
meaning in a group (3)	Ask classmate for pronunciation	Strategies
Friends will explain the meaning	(1)	
of the words (1)	Ask teacher for word	
Ask classmate for pronunciation	pronunciation (1)	
(1)	Ask classmates for word meaning	
Ask teacher for word	(4)	
pronunciation (1)	Ask teacher for L1 translation (4)	
Ask classmates for word meaning	Interactive with native speaker (2)	
(1)	Discover the meaning of new word	
Seek help from my classmates (1)	through group work activity (3)	
Ask for help from classmates or		
friends (2)		
Ask teacher for word meaning (1)	1111	
Ask for help from teachers (2)	5	
Seek help from my teachers (1)	lini de	
Chat with game mates who are	agit U.	
foreigners (1)	in Range	
Interact with native speaker (1)		
Groups work can correct each		
other's mistakes (1)		
Discover the meaning of new word		
through group work activity (2)		
Use bilingual dictionary (2)	Determination Strategies (19)	
Use English-Chinese dictionary	Use bilingual dictionary (3)	
(1)	Pictures related to words (1)	
Pictures in movies and dramas (1)	Guess the word meaning	

Table 4.8 The Code-Category-Concept Analysis of Low Vocabulary Size (Conts.)

Code	Category	Concept
Guess the meaning of words from	based on the context (2)	Most
the plot (1)	Use word lists (2)	Frequently
Guess meaning (1)	Use flash cards (2)	Used
Use word lists (2)	Analyze affixes and roots of the	Strategies
Write a new word on	word (3)	
one side of a card, then write its	Analyze part of speech of the	
meaning on the other side, and	word (2)	
then go through the cards (1)	Find the available pictures or	
Make word cards (1)	gestures of the word (2)	
Studying the word formation (1)	Use word apps (2)	
Analyze roots and affixes of		
words (1)		
Write prefixes, suffixes, and the		
root of the word (1)		
Write different parts of speech of		
the target word (1)	1411 E	
Analyze the parts of speech (1)	5	
Use word apps that provided	Min.	
pictures (1)	a deit	
Associate words with related	an Rang	
pictures or add images (1)		
Use word apps (2)		
Dictation (1)	Metacognitive Strategies (15)	Occasionally
Use mobile apps which offer the	Test oneself with word tests (3)	Used
quizzes (1)	Translate the meaning of words	Strategies
Use word apps that provided	from English to Chinese (1)	
practice (1)	Browse through English website	
Write Chinese translation (1)	(1)	
Play computer games (1)	Listen to English songs (3)	
Listen to English songs (2)	Watch English movie and TV	

Table 4.8 The Code-Category-Concept Analysis of Low Vocabulary Size (Conts.)

Code	Category	Concept
Combining learning words with	programs (4)	Occasionally
song lyrics (1)	Play vocabulary games (2)	Used
Watch American TV series (1)	Revise vocabulary regularly (1)	Strategies
Watch English TV series (1)		
Watch English movies (1)		
Watch English Cartoons (1)		
Use mobile apps which offer		
vocabulary games (1)	554	
Organize word games (1)		
Revise vocabulary can consolidate		
the memory (1)		
Take notes (2)	Cognitive Strategies (14)	
Take notes in class (1)	Take notes (4)	
Made some notes (1)	Keep a vocabulary notebook (3)	
Vocabulary notebook (3)	Use written repetition (5)	
Copy the words and translation (1)	Verbal repetition (2)	
Copy words repeatedly (2)	\$	
Written repetition (1)	linis de la companya	
Write down the words over and	dit	
over again (1)	in Range	
Verbal repetition (1)		
Read words repeatedly (1)		
Listen to the teacher (1)	Memory Strategies (8)	Rarely Used
Write Chinese words with similar	Study the sound of a word (2)	Strategies
pronunciation of the target words	Study the spelling of a word (3)	
(1)	Use new word in sentences (1)	
Spend time to distinguish the	Rephrase the word's meaning	
similar spelling words (1)	(1)	
Use phonetic symbols to	Study word with a pictorial	

Table 4.8 The Code-Category-Concept Analysis of Low Vocabulary Size (Conts.)

Code	Category	Concept
pronounce the words correctly (1)	representation of its meaning (1)	Rarely Used
Use word apps that provided		Strategies
pronunciation (1)		
Use the example word in sentence		
making (1)		
Rephrase the word's meaning (1)		
Study word with a pictorial		
representation of its meaning (1)	555	
Watching movies and dramas is	<u>Useful Strategies (2)</u>	Opinions on
helpful for vocabulary learning (1)	Metacognitive strategies (4)	Used
Dictation helps a lot (1)	Word apps is convenient to use	Strategies
English song lyrics is an excellent	(1)	
memory aid (1)		
Revise vocabulary regularly helps		
a lot (1)		
Word apps have many functions	411	
for vocabulary learning.		

Table 4.8 showed the frequency use of vocabulary learning strategies among students with low vocabulary size from high to low is social strategies, determination strategies, metacognitive strategies, cognitive strategies and memory strategies.

Table 4.9 The Code-Category-Concept Analysis of Intermediate Vocabulary Size

Code	Category	Concept
9 years (3)	Years of English learning (3)	Learning
	6-9 years (3)	Duration
Use pictures (2)	Determination Strategies (21)	Most
Pay attention to their roots,	Find the available pictures or	Frequently
prefixes, and suffixes (1)	gestures of the word (2)	Used

Table 4.9 The Code-Category-Concept Analysis of Intermediate Vocabulary Size (Conts.)

Code	Category	Concept
Analyze affixes (1)	Analyze affixes and roots of the	Strategies
Find out the roots and affixes (2)	word (4)	
Use word apps (2)	Use word apps (4)	
Use dictionary app (1)	Use mobile apps (2)	
Electronic dictionaries are very	Use word lists (1)	
convenient (1)	Analyze part of speech of the	
Use mobile apps (1)	word (1)	
Use cell phone apps (1)	Use flash cards (2)	
Vocabulary lists (1)	Guess the word meaning based	
Analyze part of speech (1)	on textual context (1)	
Using paper word cards (2)	Use bilingual dictionary (4)	
Guess meaning (1)		
Use dictionary (1)		
Look up bilingual dictionary (3)		
Play word games (2)	Metacognitive Strategies (18)	
Completing with classmates in	Play vocabulary games (4)	
matching games (1)	Revise vocabulary regularly (1)	
Word games (1)	Browse through English	
Revise vocabulary repeatedly (1)	language websites (1)	
Browse through English language	Watch English movies and TV	
websites (1)	programs (3)	
English videos (1)	Read English novels or magazine	
Watch TV show and movie (1)	(3)	
Watch English movies and dramas	Listen to English songs (3)	
(1)	Test oneself with word tests (2)	
English articles (1)	Chat using English on the	
Reading English novels (2)	Internet (1)	
Listen to English songs (3)		
Participated in English vocabulary		

Table 4.9 The Code-Category-Concept Analysis of Intermediate Vocabulary Size (Conts.)

Code	Category	Concept
contests (1)		Most
Word test (1)		Frequently
Chat using English on the Internet		Used
(1)		Strategies
Compare similar words together.	Memory Strategies (17)	Occasionally
(1)	Group words together to study	Used
Associate to the mastered words	them (4)	Strategies
(1)	Connect the word to a personal	
Combine words with interested	experience (1)	
topics (1)	Use new word in sentences (7)	
Learning words in stages (1)	Study the sound of a word (3)	
Associate the stories (1)	Connect the word to its	
Use the newly learned words and	synonyms and antonyms (1)	
phrases in my diary (1)	Read the new word aloud when	
Find the example sentence of the	studying (1)	
word (2)	5	
Making sentences with new words	lini.	
(2)	dit	
Use the newly learned words in	in Rango	
my diary or in my writing (1)		
Describe things in English (1)		
Find the pronunciation of the word		
(2)		
Learn the pronunciation along		
with the lyrics (1)		
Write out the words related to the		
roots, synonyms and antonyms of		
the word (1)		
Read aloud (1)		

Table 4.9 The Code-Category-Concept Analysis of Intermediate Vocabulary Size (Conts.)

Code	Category	Concept
Putting words into real life (1)	Cognitive Strategies (15)	Occasionally
Writing the words and their	Put English labels on physical	Used
meanings (1)	objects (1)	Strategies
Copy the word lists (1)	Use written repetition (4)	
Write more (1)	Use verbal repetition (4)	
Written repetition (1)	Take notes in class (3)	
Read more (1)	Keep a vocabulary notebook (3)	
Use verbal repetition (1)		
Read words again and again (1)		
Read words repeatedly (1)		
Take notes (3)		
Put the unknown words in the		
word book (1)		
Vocabulary notebook (1)		
Write words in a word book (1)	THE STATE OF THE S	
Ask teachers or classmates for	Social Strategies (6)	Rarely Used
help (1)	Ask classmates for the new word	Strategies
Study with friends and classmates	meaning (1)	
(1)	Study and practice the new word	
Chat with friends in English (1)	meaning in a group (1)	
Communicate in English in daily	Interact with friends in English	
life (1)	(3)	
Participate in English corner	Interact with native speaker (1)	
activities (1)		
Interact with native speaker (1)		
Do not rush to success, keep a	<u>Useful Strategies</u>	Opinions on
certain amount of study time every	Mobile apps (1)	Used
day and stick to it. (1)	Use words into daily life (1)	Strategies.

Table 4.9 The Code-Category-Concept Analysis of Intermediate Vocabulary Size (Conts.)

Code	Category	Concept
Keep a certain amount of study	<u>Attitude</u>	Opinions on
time every day (1)	Stay patient and positive. (1)	Used
Set goals (2)	Set goals (4)	Strategies.
Mobile apps is convenient (1)	Don't be afraid (1)	
Incorporate words into daily life		
(1)		
Don't be afraid to make mistakes		
(1)		

Table 4.9 showed the frequency use of vocabulary learning strategies among students with intermediate vocabulary size from high to low is determination strategies, metacognitive strategies, memory strategies, cognitive strategies and social strategies.

Table 4.10 The Code-Category-Concept Analysis of High Vocabulary Size

Code	Category	Concept
9 years (2)	Years of English learning (3)	Learning
9-10 years (1)	6-9 years (2)	Duration
Ellagia	More than 9 years (1)	
Spelling practice (2)	Metacognitive Strategies (20)	Most
Dictation (1)	Test oneself with word test (3)	Frequently
Read English books (1)	Read English novels or	Used
Read some original English novels	magazines (3)	Strategies
(1)	Browse through English	
Read English novels (1)	language websites (1)	
Use social media (1)	Listen to English songs (3)	
Find the lyrics of some English	Watch English movies and TV	
songs (1)	programs (6)	
Listen to English songs (2)	Chat using English on the	

Table 4.10 The Code-Category-Concept Analysis of High Vocabulary Size (Conts.)

Code	Category	Concept
Watch English videos (2)	Internet (1)	Most
Watch English movies (3)	Listen to English news (2)	Frequently
Watch movies and American	Translate the meaning of words	Used
dramas (1)	from English into Chinese (1)	Strategies
Join some online social groups for		
English learning (1)		
Listen to English news (2)		
Translate the lyrics (1)		
Use word apps (3)	Determination Strategies (14)	
Use bilingual dictionary (3)	Use word apps (3)	
Use dictionary (1)	Use bilingual dictionary (5)	
Learn English from billboards in	Analyze part of speech of the	
the shopping mall or street (1)	word (2)	
Analyzed parts of speech (2)	Analyze affixes and roots of the	
Analyzed affixes and roots (2)	word (2)	
Guess based on the context (1)	Guess the word meaning based	
Use word lists (1)	on textual context (1)	
73%	Use word lists (1)	
Find pronunciation of a word (1)	Memory Strategies (9)	Occasionally
Imitate the sentences in the	Study the sound of a word (4)	Used
English tutorials (1)	Use new word in sentences (2)	Strategies
Imitate pronunciation (1)	Group words together to study	
Hum with English songs (1)	them (1)	
Keep a diary in English (1)	Study the spelling of a word (1)	
Find the example sentence of the	Rephrase the word's meaning (1)	
word (1)		
Association method to memorize		
words (1)		
Split the target words (1)		

Table 4.10 The Code-Category-Concept Analysis of High Vocabulary Size (Conts.)

Code	Category	Concept
Using the splitted words to make		Occasionally
sentences (1)		Used
Try to speak the word to myself	Cognitive Strategies (9)	Strategies
(1)	Use verbal repetition (2)	
Use verbal repetition (1)	Use written repetition (3)	
Coy words several times (1)	Take notes in class (2)	
Copy over and over again (1)	Vocabulary notebook (2)	
Copy word repeatedly (1)	555	
Take notes (2)		
Vocabulary notebook (2)		
Chat with language partners in	Social Strategies (7)	Rarely Used
English (1)	Interact with friends in English	Strategies
Chat with friends in English (1)	(2)	
Ask teachers and friends for	Ask the teacher for L1	
advice (1)	translation (1)	
Take part in English corner (1)	Study and practice the new word	
Studying with friends (1)	meaning in a group (2)	
Communicate with native English	Interact with native speakers (1)	
speaker (1)	Ask classmates for the new word	
Ask friend the meaning of a word	meaning (1)	
(1)		
Study consistently every day (1)	<u>Useful Strategies</u>	Opinions on
Persistence is the key to	Read and listen more (2)	Used
overcoming difficulties (1)	Diversified learning methods (1)	Strategies.
Persistence is the most important	<u>Attitude</u>	
thing (1)	Persistence (3)	
Keep interest in learning (1)	Passionate (2)	
Stay interested (1)	Keep trying (2)	
Diversified learning methods (1)		

Table 4.10 The Code-Category-Concept Analysis of High Vocabulary Size (Conts.)

Code	Category	Concept
Don't be afraid to make mistakes		Opinions on
(2)		Used
Read and listen more (2)		Strategies.

Table 4.10 showed the frequency use of vocabulary learning strategies among students with high vocabulary size from high to low is metacognitive strategies, determination strategies, memory strategies, cognitive strategies and social strategies.

When all the codes were categorized, eight categories emerged. As shown in Table 4.8-4.10: 1) years of English learning; 2) determination strategies; 3) social strategies; 4) memory strategies; 5) cognitive strategies, 6) metacognitive strategies, 7) useful strategies and 8) attitude. These themes can be further categorized into five concepts: 1) learning duration; 2) most frequently used strategies; 3) occasionally used strategies; 4) rarely used strategies and 5) opinions on used strategies.

4.2.1 The Most Frequently Used Strategies of Low Vocabulary Size level

The findings reveal the 2 main most frequently use of secondary vocational students with low vocabulary size towards using vocabulary learning strategies: 1) social strategies and 2) determination strategies.

4.2.1.1 Social Strategies

The following interviewed data pointed out the social strategies were the most frequently vocabulary learning strategies used by vocational students with low vocabulary size.

"When I communicate with my classmates in Chinese, we will put several English words in a Chinese sentence sometimes." (Interviewee A, personal communication, October, 1, 2023).

"I would first talk to my classmates, if they don't know the meaning, I would look it up in the dictionary or ask the teacher." (Interviewee A, personal communication, October, 1, 2023).

"I usually play games, especially international servers, where I get matched with foreign teammates. I communicate with them, which exposes me to new words and phrases. And I would ask them directly the meaning. But I often don't understand either." (Interviewee A, personal communication, October, 1, 2023).

"In addition, I also seek help from my teachers and classmates and ask them to teach me the words I am having trouble with." (Interviewee B, personal communication, October, 2, 2023).

"With the help of a group or study partners, we can correct each other's mistakes, encourage each other and make progress together. What's more, sometimes my friends will explain the meaning of the words in a different perspective, which can help me understand the words more comprehensively." (Interviewee B, personal communication, October, 2, 2023).

"Sometimes I will ask for help from teachers, classmates or friends. Organizing a study group with friends and sharing new words and memorization techniques with each other can be really beneficial. Sometimes I also take the role of teaching others. When I try to explain a word to others, I am not only able to deepen my understanding of the word, but also able to help others learn." (Interviewee C, personal communication, October, 3, 2023).

4.2.1.2 Determination Strategies

The following interviewed data pointed out the determination strategies were the most frequently vocabulary learning strategies used by vocational students with low vocabulary size.

"Bilingual dictionary. I usually look up words in the dictionary, I just read the Chinese explanations. Sometimes I will analyze the parts of speech, roots and affixes of words, and guess the meaning of words according to the content of the article. Watching movies and dramas is more helpful. Because movies and dramas have pictures, I can sometimes guess the meaning of words from the plot." (Interviewee A, personal communication, October, 1, 2023).

"I usually use word lists and English-Chinese dictionaries. But if I don't have much free time, I will use the flashcard method, where I will write a new word on one side of a card, then write its meaning on the other side, and then go through the cards again and again in my fragmented time until I can memorize all the words. By studying the word formation, sometimes it is prefix, sometimes it is suffix. Apart from that, sometimes I would use some word memorization mobile apps which usually offer various games and quizzes to make learning more fun." (Interviewee B, personal communication, October, 2, 2023).

"When I was in school, I usually looked at the words in the word list. And then made some notes on the words in the word list, such as prefixes and suffixes, different parts of speech of the related root words, and their grammatical collocations, etc. When I encounter words I don't know, I will look them up in the dictionary. I often use word-memory apps, such as Baicizan, when I'm on vacation. These apps not only provide definitions, pictures and examples of words, but also pronunciation and spelling exercises, which help me learn words in a comprehensive way, especially those hard-to-remember words, which is a very useful way for me to learn. I would try to associate words with related pictures or add images to the

word cards so that it would be easier to recall them." (Interviewee C, personal communication, October, 3, 2023).

"I'll look up the lyrics to some songs and try to find the words in them and use them to make word cards so that I can enjoy the music and remember the new words at the same time." (Interviewee C, personal communication, October, 3, 2023).

4.2.2 The Most Frequently Used Strategies of Intermediate Vocabulary Size level

The findings revealed the 2 main most frequently use of secondary vocational students with intermediate vocabulary size towards using vocabulary learning strategies:

1) determination strategies and 2) metacognitive strategies.

4.2.2.1 Determination Strategies

The following interviewed data pointed out the determination strategies were the most frequently vocabulary learning strategies used by vocational students with intermediate vocabulary size.

"I will associate new words with the vocabulary I have already mastered, or use pictures, stories and other ways to associate words with meaning, so that it will be easier to remember. And the easily confused words are really a challenge. I pay attention to their roots, prefixes, and suffixes, which often help me distinguish their meanings. And I use some vocabulary memorizing apps and make use of Internet resources. There are many free online courses and learning sites with a wide variety of word learning materials such as videos, articles, vocabulary lists, etc. I choose the content that meets my level and interests, so that my learning will be more flexible and diversified." (Interviewee D, personal communication, October, 4, 2023).

"Sometimes when I hear words I don't understand in a TV show or movie, I'll pause it right away and look it up in the dictionary or search for an online dictionary so I can understand the plot better. And sometimes I see words on billboards on the road that I don't recognize. I will try to guess its meaning, if not I will use the dictionary app on my phone to look it up and then try to memorize it. I like the traditional methods, such as taking notes in classes, looking up dictionaries, analyzing affixes, writing words in a word book, read them again and again, using paper word cards, writing the words and their meanings, and then memorizing them. I also like to use mobile apps to learn words because these mobile apps have a lot of fun little games that can help with memorization." (Interviewee E, personal communication, October, 5, 2023).

"Generally, I just copy the word lists at the back of my English textbooks, and I also look up the Oxford Dictionary. Take notes in class, write the words in a vocabulary notebook and memorize them by rote. Sometimes I find some words hard to memorize, especially those with similar spelling and pronunciation. But I will try to read and write more, or consult the dictionary and make sentences to master them slowly. Sometimes when I see some billboards or menus in shopping malls, I also pay attention to the English that I don't recognize, and then open my cell phone app to check it. Sometimes, I will write the words on the cards and read them aloud while I write them, and I will also analyze the part of speech, roots and affixes of the words, which is better for me to memorize. When I'm at home, I use my phone's word apps to learn words. I think they are very interesting, with pronunciation, pictures, examples and exercises, which is very helpful for me." (Interviewee F, personal communication, October, 6, 2023).

"Regarding the copying of word lists, I usually copy the words, part of speech and Chinese translation a few times, and then I will find out the roots and affixes, and then I will write out the words related to the roots and the synonyms and antonyms of the word. When I look up words in a

dictionary, I will only use a bilingual dictionary, not a monolingual one, because I think that if I come across a word I don't know in the explanation section of the word I'm looking up, I'll have to look up a new word that I don't know. I also like to use paper word cards. Sometimes, I will write the words on the cards and read them aloud while I write them, and I will also analyze the part of speech, roots and affixes of the words, which is better for me to memorize." (Interviewee F, personal communication, October, 6, 2023).

4.2.2.2 Metacognitive Strategies

The following interviewed data pointed out the metacognitive strategies were the most frequently vocabulary learning strategies used by vocational students with intermediate vocabulary size.

"I try to memorize words by games, such as making a small game to match words with their corresponding meanings, or competing with classmates to see who can remember more, which is much more interesting. Some words are difficult to remember, but I will spend more time, review them repeatedly, and ask my teachers or classmates for help. And I also find that putting words into real life condition helps me memorize words better." (Interviewee D, personal communication, October, 4, 2023)

"These apps often have lots of fun features, such as word games, level challenges, etc., which make learning more interactive and fun. I make use of Internet resources. There are many free online courses and learning sites with a wide variety of word learning materials such as videos, articles, vocabulary lists, etc. I choose the content that meets my level and interests, so that my learning will be more flexible and diversified." (Interviewee D, personal communication, October, 4, 2023)

"I also like to use mobile apps to learn words because these mobile apps

have a lot of fun little games that can help with memorization." (Interviewee E, personal communication, October, 5, 2023)

"Sometimes when I hear words I don't understand in a TV show or movie, I'll pause it right away and look it up in the dictionary or search for an online dictionary so I can understand the plot better. And sometimes it's hard to remember the pronunciation, so I'll find some English songs and learn the pronunciation along with the lyrics. I also like to use mobile apps to learn words because these mobile apps have a lot of fun little games that can help with memorization. I have participated in English vocabulary contests organized by my school. The contests are very stressful, but they are also a good opportunity to exercise and test my learning results." (Interviewee E, personal communication, October, 5, 2023)

"And you should keep your interest and find the fun of learning English, such as reading English novels and listening to English songs, so that you won't feel boring when you learn." (Interviewee E, personal communication, October, 5, 2023)

"When I'm at home, I use my phone's word apps to learn words. I think they are very interesting, with pronunciation, pictures, examples and exercises, which is very helpful for me. I also like to watch English movies and American dramas, which can improve my listening and oral expression." (Interviewee F, personal communication, October, 6, 2023)

"I sometimes read English novels, so that I can get in touch with rich vocabulary and sentence patterns, which is very helpful to my writing and reading skills. I don't listen to news, but I do listen to English songs." I rarely chat with native speaker, but I sometimes use foreign apps, such as Facebook and Instagram." (Interviewee F, personal communication, October, 6, 2023)

4.2.3 The Most Frequently Used Strategies of High Vocabulary Size level

The findings revealed the 2 main most frequently use of secondary vocational students with high vocabulary size towards using vocabulary learning strategies: 1) metacognitive strategies and 2) determination strategies.

4.2.3.1 Metacognitive Strategies

The following interviewed data pointed out the metacognitive strategies were the most frequently vocabulary learning strategies used by vocational students with high vocabulary size.

"I will use cell phone apps to learn words, and these apps usually provide pronunciation, example sentences and spelling practice, which can help me memorize words better. In terms of spelling, I would do more spelling exercises and keep correcting my mistakes, which slowly improved my spelling accuracy. At the same time, I would also read some simple English children's books so that I could learn some basic vocabulary and sentences. In addition, I also find some original English novels or movies to read and watch, so that I not only learn new vocabulary, but also increase the fun of learning." (Interviewee G, personal communication, October, 7, 2023)

"Sometimes, I also follow some English education accounts on social media, where they share interesting English learning materials and tips. These resources are very helpful for me to learn new vocabulary. Moreover, I also like to find the lyrics of some English songs online and learn the vocabulary in them, which makes learning more interesting. In addition, I also like to imitate some pronunciation in English videos to help me improve my listening and oral expression skills." (Interviewee G, personal communication, October, 7, 2023)

"I will try to keep a diary in English, and I will also join some social groups

for English learning, such as online forums or social media groups. In these groups, I can exchange experiences with other learners and encourage each other. We will share learning resources and discuss learning methods, and this kind of interaction helps us keep improving." (Interviewee G, personal communication, October, 7, 2023)

"In addition, the teachers have some dictation assignments in class, and as a punishment for failing to dictate a word, the teachers will let the students continue to copy it." (Interviewee H, personal communication, October, 8, 2023)

"I like to watch movies, American dramas, listen to music and watch some short videos in my daily life." (Interviewee H, personal communication, October, 8, 2023)

"Yes, but only occasionally on a whim. I don't think my English level is good enough for me to understand the news with a lot of specialized vocabulary." (Interviewee H, personal communication, October, 8, 2023)

"And I'm not very good at reading a book with a lot of unfamiliar words because when I come across a word I don't know, I want to know what it means immediately." (Interviewee H, personal communication, October, 8, 2023)

"Especially when it comes to words that look similar, such as revenge and avenge, but since I've seen Marvel's Avengers, I've been able to clearly distinguish the difference between the two words; revenge means to avenge oneself, and generally has a bad meaning, whereas avenge can mean to avenge oneself as well as to avenge others, and generally has a more positive meaning." (Interviewee I, personal communication, October, 9, 2023)

"I do listen to English songs quite often, but I don't listen to the news much. And every time I listen to an English song and look at the lyrics, I will look up the words I don't know, and then I will remember them very well, and I think it's because every time I look up a word, I will find a piece of music that contains the word and hum along with it, and then translate the lyrics that contained that word in the end." (Interviewee I, personal communication, October, 9, 2023)

4.2.3.2 Determination Strategies

The following interviewed data pointed out the determination strategies were the most frequently vocabulary learning strategies used by vocational students with high vocabulary size.

"I will use cell phone apps to learn words, and these apps usually provide pronunciation, example sentences and spelling practice, which can help me memorize words better. I will use online dictionaries, such as Google Translate, to look up pronunciations and example sentences for raw words. I will take notes in class, and when I encounter the words I don't know, I will copy them into the vocabulary notebook, and then look them up in the dictionary, then analyzed the part of speech and affixes." (Interviewee G, personal communication, October, 7, 2023).

"When I was learning words at school, I took notes in classes. And I analyzed parts of speech, affixes and roots. When I encounter the word I don't know, I usually look up in the dictionary and used word lists. And If I come across a word I don't know on a test, I make a guess based on the context." (Interviewee H, personal communication, October, 8, 2023).

"I like to go shopping with my friends. Sometimes I see some English words in the mall or on the street, and we will stop and look at them. If we don't know the words, we will take out our cell phones and start to check

the meanings. I also like to use vocabulary apps, which are usually fun to use, and sometimes I can compete with my friends to see who remembers more words, which makes learning less boring." (Interviewee H, personal communication, October, 8, 2023).

"Sometimes I will come across some vocabulary words while watching movies or American dramas, and then I will open my phone and start to look them up, and then I will know the meaning of the word. Also when I listen to music, when I hear words I don't know, I start to look them up in the dictionary, which is a good way because the lyrics often contain some interesting words, and I will try to understand the meaning of the lyrics and learn the words." (Interviewee H, personal communication, October, 8, 2023).

"I used to memorize by rote, look up words when I met something I didn't know, and then copy them over and over again, but many times I remembered them at the time after reading them and then forgot them later. And every time I listen to an English song and look at the lyrics, I will look up the words I don't know, and then I will remember them very well, and I think it's because every time I look up a word, I will find a piece of music that contains the word and hum along with it, and then translate the lyrics that contained that word in the end." (Interviewee I, personal communication, October, 9, 2023)

4.2.4 The Opinions of students with Low Vocabulary Size on Vocabulary Learning Strategies

The students with low vocabulary size in this study have found some beneficial strategies. The interviewed data were shown below:

4.2.4.1 Useful Strategies

"Watching movies and dramas is more helpful. One of the most common ways to learn vocabulary is by dictation." (Interviewee A, personal communication, October, 1, 2023)

"It's very helpful for me to review regularly. I will review the words I have learned before every once in a while to consolidate my memory and ensure that I remember the words in the long term." (Interviewee B, personal communication, October, 2, 2023)

"I think modern technology provides many convenient ways to learn. I often use word-memory apps, such as Baicizan, when I'm on vacation. These apps not only provide definitions, pictures and examples of words, but also pronunciation and spelling exercises, which help me learn words in a comprehensive way, especially those hard-to-remember words, which is a very useful way for me to learn. Music is an excellent memory aid." (Interviewee C, personal communication, October, 3, 2023)

4.2.5 The Opinions of students with Intermediate Vocabulary Size on Vocabulary Learning Strategies

The students with intermediate vocabulary size in this study have found some beneficial strategies, which have been divided into 2 groups: 1) useful strategies and 2) attitude. The interviewed data were shown below:

4.2.5.1 Useful Strategies

"Learning words with mobile apps is very convenient and flexible, you can learn anytime and anywhere. I think the most effective strategy is to incorporate words into my daily life." (Interviewee F, personal communication, October, 6, 2023)

4.2.5.2 Attitude

"I think the key is to stay patient and positive. Vocabulary memorization is a persistent process. Do not rush to success, keep a certain amount of study time every day and stick to it, you will be able to achieve good results. At the same time, try different memorizing methods and find the one that suits you, and memorizing words will be more efficient and interesting." (Interviewee D, personal communication, October, 4, 2023)

"I would say don't be afraid to make mistakes. Learning a language is supposed to be an accumulative process, and every mistake is an opportunity to learn. And don't feel that learning English is a boring thing. Finding fun in learning, such as watching your favorite English movies and playing language learning games, makes learning more interesting and easier to remember words and expressions. Persistence is the most crucial. Keeping a certain amount of study time every day, even if it's just ten minutes, is much better than intermittently. And you should keep your interest and find the fun of learning English, such as reading English novels and listening to English songs, so that you won't feel boring when you learn." (Interviewee E, personal communication, October, 5, 2023)

4.2.6 The Opinions of students with High Vocabulary Size on Vocabulary Learning Strategies

The students with high vocabulary size in this study have found some beneficial strategies, which have been divided into 2 groups: 1) useful strategies and 2) attitude.

4.2.6.1 Useful Strategies

"It's also important to diversify your learning methods, so try learning in different ways such as using word software, reading, listening to music, etc. to find a method that suits you." (Interviewee H, personal communication, October, 8, 2023)

"I think you should watch and listen more when you learn English. When I watch movies, not only can I exercise my hearing, but also I can learn new words, no matter how many words I learn, but every time I watch a movie, I get something out of it, which is quite good, I think. In addition, it is also important to read and listen more. By reading English articles, listening to English songs or watching English movies, we can be exposed to more authentic expressions and remember words and phrases better." (Interviewee I, personal communication, October, 9, 2023)

4.2.6.2 Attitude

"For me, the key to keeping interest in learning is to learn creatively. Sometimes I would feel that I was learning very slowly, and I would even come across some grammar rules that were difficult to understand. But I won't give up easily. I found that it is very important to study consistently every day." (Interviewee G, personal communication, October, 7, 2023)

"I think the most important thing is to stay interested. If you are interested in learning words, it will be easier to remember them. Also, don't be afraid to make mistakes, mistakes are part of learning, be brave to try and correct them." (Interviewee H, personal communication, October, 8, 2023)

"I think persistence is the most important thing. Keep a certain amount of study time every day and keep accumulating, you will be able to see progress. Also, don't be afraid to make mistakes, learning from mistakes is the only way to make real progress." (Interviewee I, personal communication, October, 9, 2023)

In brief, analysis of the students' semi-structured interview data revealed the confirmation of using vocabulary learning strategies and opinions on the vocabulary learning strategies that students were using. The following figure (Figure 4.1) shows the themes that emerged under each of the three concepts.

รงสิต Rang

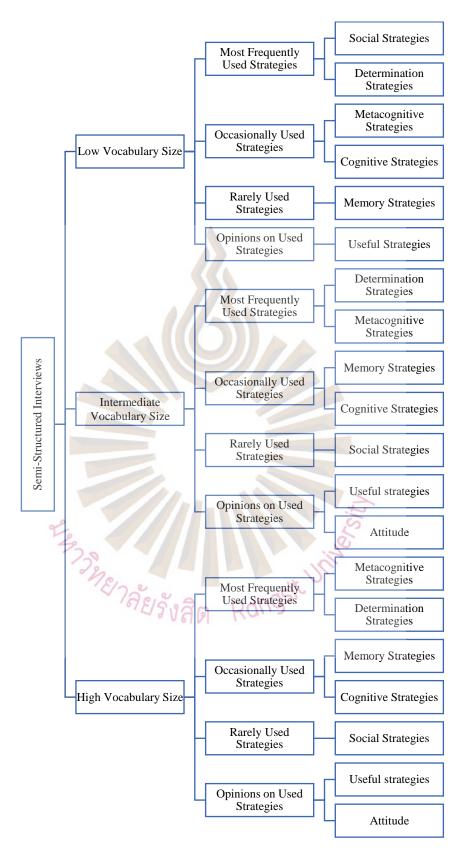


Figure 4.1 The Themes Emerged from Semi-Structured Interview

4.3 Conclusion

In summary, the data collected from the questionnaires and vocabulary size level tests were analyzed from 69 students of general senior high classes year 1 students at a secondary vocational school in Gansu province, and 9 students were randomly selected from the 69 students for semi-structured interviews. Analysis of data from both quantitative and qualitative studies, questionnaires, vocabulary size level tests, and interviews revealed that the vocabulary learning strategies adopted by students and their opinions on vocabulary learning effectiveness based on their chosen strategies. All demographic information, answers to the questionnaires, and answers to the interviews were determined through statistical calculations and descriptive statements. The conclusion from the findings of the instruments, discussion of the emerging issues and recommendation for the use of the results found in this chapter and for future research are described in Chapter 5.



Chapter 5

Conclusion, Discussion and Recommendations

This chapter presents the conclusion from the analyzed findings, discussion of findings followed by recommendations for the use of the findings and for future studies. This chapter is separated into three sections: conclusion, discussion, and recommendations.

This study aimed to investigate the use and opinions of vocabulary learning strategies among students at a secondary vocational school. The students who filled out the questionnaire ranged from 15 to 16 in age, and male were 53.62%, and the female respondents were 46.38%. In addition, the students in this study had at least 6 years of English learning.

This section discussed the answers to the research questions:

- 1) What are the vocabulary learning strategies the secondary vocational school students use?
- 2) What are the opinions of the secondary vocational school students on their useful strategies to learn vocabulary?

5.1 Conclusion

5.1.1 Responses to Research Question 1

What are the vocabulary learning strategies the secondary vocational school students use?

The data from the questionnaires collected from 69 students of general senior high classes year 1 students at a secondary vocational school in Gansu province showed that the students used determination strategies, social strategies, memory strategies, cognitive strategies and metacognitive strategies. The frequency of students using vocabulary learning strategies from high to low were determination strategies (\bar{x} =4.808/SD=0.304), metacognitive strategies (\bar{x} =4.343/SD=0.578), cognitive strategies (\bar{x} =3.838/SD=0.678), memory strategies (\bar{x} =3.314/SD=0.698), social strategies (\bar{x} =2.955/SD=0.694).

The qualitative data were analyzed from semi-structured interviews with 9 randomly selected student interviewees from 69 vocabulary size level test respondents and similar findings were found: the students used determination strategies, social strategies, memory strategies, cognitive strategies and metacognitive strategies and the frequency of students using vocabulary learning strategies from high to low is determination strategies, metacognitive strategies, cognitive strategies, memory strategies and social strategies.

However, the qualitative data were analyzed from semi-structured interviews with 3 proficiency groups, totaling 9 students randomly selected from 69 vocabulary size level test respondents showed a little difference:

Students with a low vocabulary level: this group tended to use social strategies, followed by determination strategies, metacognitive strategies, cognitive strategies, and memory strategies.

Students with medium vocabulary levels: in this group, students preferred to use determination strategies, followed by metacognitive strategies, memory strategies, cognitive strategies, and social strategies.

Students with high vocabulary level: students with the highest vocabulary level preferred to use metacognitive strategies, followed by determination strategies, memory strategies, cognitive strategies and social strategies.

5.1.2 Responses to Research Question 2

What are the opinions of the secondary vocational school students on their useful strategies to learn vocabulary?

The qualitative data were analyzed from semi-structured interviews with 3 proficiency groups, totaling 9 students randomly selected from 69 vocabulary size level test respondents showed that:

Students with low English proficiency generally believed that metacognitive strategies were of significant benefit to their vocabulary learning. In terms of specific learning methods, they emphasized the effectiveness of dictation, regular vocabulary review, and strengthening vocabulary learning by looking up unfamiliar English lyrics, watching movies and dramas. When choosing to use a dictionary, these students preferred word applications. They found this option not only very easy to use, but also that the apps provided a variety of features to fully support their vocabulary learning process.

Students with intermediate English proficiency held the opinions that mobile apps and using words into daily life were very helpful for their vocabulary learning. In the vocabulary learning process, they emphasized several key points: First, they emphasized the importance of maintaining patience and a positive attitude. Secondly, they believe that it was crucial not to rush, to maintain a certain amount of study time every day, and to stick to it. Finally, they encouraged not to be afraid to make mistakes and to see them as part of the learning process.

Students with high level of English proficiency held the opinions that reading and listening more and diversifying learning methods were very helpful to their vocabulary learning. In addition, they believed that that persistence, passionate and an attitude of continuous trying were essential. Specifically, they emphasized the following key points in their learning process: 1) Persistence in learning every day: students with higher English proficiency believed that persistence in learning every day was the key to

maintaining interest in learning and improving vocabulary.2) Persistence is the key to overcoming difficulties: for them, persistence was a key element in overcoming difficulties, and it was crucial to breaking through the barriers to learning.3) Maintaining an interest in learning: the students believed that maintaining an interest in learning is part of maintaining a positive attitude towards English learning, which helps to improve the effectiveness of learning. 4) Diversification of learning methods: the use of a variety of learning methods, including reading and listening, was emphasized in order to enhance the comprehension and application of vocabulary. 5) Don't be afraid to make mistakes: higher-performing students were encouraged to be open to mistakes as a normal part of the learning process.

5.2 Discussion

According to the quantitative and qualitative data, the major findings of the present study was that among the five vocabulary learning strategies based on Schmitt's taxonomy (1997). The quantitative analysis focused on the use of vocabulary learning strategies by individual students, while the qualitative analysis revealed the use and perspectives of students with different levels of English proficiency in terms of vocabulary learning strategies. The research data revealed subtle differences between the quantitative and qualitative data, which were described in detail next.

5.2.1 The Most Frequently Used Vocabulary Learning Strategies of Chinese EFL Learners

The findings of this study revealed that at the individual level, determination strategies were the most frequently used vocabulary learning strategies. In the group with low vocabulary level, social strategies as well as determination strategies were found to have the highest frequency of use. Among students with medium vocabulary levels, determination strategies and metacognitive strategies were used most frequently. Among students with high vocabulary levels, metacognitive and determination strategies were emphasized to be used very frequently. As a whole, students used learning strategies most frequently as determination strategies.

This finding of high frequency use of determination strategies was consistent with the findings of Thiendathong & Sukying (2021), Asgari & Mustapha (2012), Pookcharoen (2011), Feng (2020) and Utomo et al. (2023). It was worth noting that the frequency of using determination strategies such as bilingual dictionaries and analyzing affixes and roots was relatively high in the low vocabulary group. Among students with medium vocabulary levels, the determination strategies were based on affix and root analysis using word applications and bilingual dictionaries, with word lists and bilingual dictionaries being the most frequently used (Utomo et al., 2023). However, in Asgari & Mustapha's (2012) study, the most used dictionaries by students were monolingual dictionaries rather than bilingual dictionaries. By incorporating context or creating contextual learning opportunities, students can better understand, memorize, and apply vocabulary in real-life situations (Lin, 2013). Social strategies were also the most frequently used strategies, consistent with the findings of Zhou & Jia (2023), Puagsang & Intharaksa (2017), and Asgari & Mustapha (2012). In addition, metacognitive strategies were used frequently, which was consistent with the findings of Asgari & Mustapha (2012), Okyar (2021), and Zhou & Jia (2023). However, unlike Rabadi's (2016) study, in which metacognitive strategies were used least frequently, on the other hand, among students with moderate vocabulary level, metacognitive strategies were dominated by playing vocabulary games, watching English movies and TV programs, reading English novels and listening to English songs. Among students with high vocabulary levels, the frequent use of metacognitive strategies, especially watching English movies and TV programs, are more adept at using various vocabulary learning strategies flexibly and are not limited to learning vocabulary in a mechanical way (Jin, 2020; Feng, 2020).

5.2.2 The Occasionally Used Vocabulary Learning Strategies of Chinese EFL Learners

The findings of this study revealed that at the individual level, the occasionally used vocabulary learning strategies mainly involved cognitive strategies and memory strategies. However, there were some differences among different level groups according to lexical level grouping data. The vocabulary learning strategies occasionally

used by students with low vocabulary mainly focus on metacognitive strategies and cognitive strategies. On the contrary, students with medium and high vocabulary tended to be similar in terms of occasional vocabulary learning strategies, mainly including memory strategies and cognitive strategies. Therefore, the frequency of occasionally used vocabulary learning strategies is cognitive strategy, metacognitive strategy and memory strategy.

The frequency of cognitive strategy use was similar to the results of Feng (2020), Okyar (2021), Zeng (2021), Wang (2021), Qin (2021) and Jin (2020), but inconsistent with the results of Sun (2022). In Sun's study (2022), the overall application level of cognitive strategies was low, which showed that most of the students would look up the dictionary when they encountered a vocabulary word and used too much of a single strategy, in addition to that it was also known from the interviews that the dictionary was a useful tool in their learning process, especially when learning by themselves, alone, without the help of their classmates and teachers.

Among cognitive strategies, vocabulary notebooks and class notes were used in the first place, which was consistent with the findings of Utomo et al. (2023). This conscious process of recording and organizing helped to better understand and remember new words. Memory strategies, including using new words in sentences and reading them aloud while studying, helped to consolidate vocabulary memory. In terms of memory strategies, the results were consistent with those of Rabadi (2016) and Okyar (2021), but inconsistent with those of Thiendathong & Sukying (2021) and Zhou & Jia (2023). These studies showed that memory strategies were used least frequently.

In Thiendathong & Sukying's (2021) study, memory strategies were used least frequently due to their complexity. Memory strategies involve complex mental processing, such as visualization, word association, and keyword methods (Schmitt, 2000). The use of memory strategies requires learners to associate the newly learned words with the existing words, which requires a high level of psychological processing. Another reason was that the low adoption rate might stem from situations where learners needed a large vocabulary. When English learners had a large number of words to

memorize, they might avoid using memory strategies such as repetition (Thiendathong & Sukying, 2021). According to the study of Zhou & Jia (2023), the frequency of using memory strategies was low, simply because the students just remembered the words without understanding them, so they would not be used.

In addition, the frequency of using metacognitive strategies was consistent with the research results of Okyar (2021), Wang (2021) and Jin (2020), and the frequency of watching English movies and TV programs, listening to English songs and conducting word tests was higher. At the same time, the frequency of using written repetition and class notes in cognitive strategies was also higher. For students with a large vocabulary, the frequency of learning word sounds was higher in memory strategies, and the frequency of written and oral repetition was highest in cognitive strategies.

5.2.3 The Rarely Used Vocabulary Learning Strategies of Chinese EFL Learners

The findings of this study revealed that at the individual level, the rarely used vocabulary learning strategy was the social strategies, however, according to the vocabulary level grouping data, there were some differences in the results between the different level groups. For students with low vocabulary levels, the rarely used vocabulary learning strategy was the memory strategies while for students with medium and high vocabulary levels, the rarely used vocabulary learning strategy was the same, i.e., the social strategy. Therefore, the frequency of seldom-used vocabulary learning strategies was in the order of social strategies and memory strategies.

The frequency of use of socialization was consistent with the findings of Utomo et al. (2023) at the individual level, such as communicating with friends in English and asking classmates about the meanings of the vocabulary words mentioned by Utomo et al. (2023). The rarely used vocabulary learning strategies were the same for students with medium and high vocabulary levels, i.e., social strategies. However, the specific relatively commonly used strategies showed slight differences. Students with moderate vocabulary levels used English to interact with their friends more frequently, indicating

that they preferred to learn through verbal communication. In contrast, among students with higher vocabulary levels who used English to interact with their friends and to learn and practice the meaning of new words at a relatively high rate, the frequency of use of memorization strategies was consistent with the findings of Thiendathong & Sukying (2021) and Zhou & Jia (2023), which showed the lowest frequency of use. For students with low vocabulary levels, the rarely used vocabulary learning strategies are memorization strategies such as learning the spelling of words and the pronunciation of words.

5.2.4 The Opinions on Vocabulary Learning Strategies of Chinese EFL Learners

Students with low vocabulary size expressed diverse opinions on effective vocabulary learning strategies. Some (Dizon & Thanyawatpokin, 2021; Sari & Aminatun, 2021; Safitri, 2022; Hestiana & Anita, 2022) found watching movies and dramas helpful, while others (Ghalebi, Sadighi, & Bagheri, 2021; Aravind & Rajasekaran, 2020) emphasized the significance of metacognitive strategies as one of the most common ways to acquire vocabulary. Regular review was highlighted to note its importance in consolidating memory and ensuring long-term retention of learned words (Yang, Razo, & Persky, 2019). The integration of modern technology was emphasized by another perspective (Hwang, Lai, & Wang, 2015; Yang, Kuo, Eslami & Moody, 2021), where the use of word-memory apps, such as Baicizan, during vacations was lauded. These apps, offering definitions, pictures, examples, pronunciation, and spelling exercises, facilitate comprehensive learning, particularly for challenging words (Hao, Lee, Chen & Sim, 2019; Al-Hamdani, 2020). Additionally, music was recognized as an excellent memory aid by Afriyuninda & Oktaviani (2021) and Lestary (2019). These insights underscore the multifaceted approaches students with limited vocabulary employ to enhance their word knowledge.

Students with intermediate vocabulary size share various perspectives on effective vocabulary learning strategies. Many find learning words through mobile apps notably convenient and flexible (Deris & Shukor, 2019), emphasizing the ability to study

anytime and anywhere. Incorporating words into daily life was regarded as a highly effective strategy, promoting constant exposure and integration. Patience and positivity are underscored as crucial elements in the persistent process of vocabulary memorization. It was advised not to rush toward success but rather to allocate consistent study time each day, exploring different memorization methods for efficiency and enjoyment. Goal-setting is seen as pivotal, with students setting small, achievable targets such as mastering ten new words weekly and rewarding themselves upon achievement. Additionally, persistence is highlighted as paramount, emphasizing the importance of maintaining a regular study routine, even if brief. Sustaining interest through enjoyable activities like reading English novels and listening to English songs is seen as vital for preventing boredom. Embracing mistakes as learning opportunities (Smith & Henriksen, 2016) and infusing fun into the learning process, such as watching favorite English movies and playing language learning games, are recommended strategies to enhance interest and ease in remembering words and expressions.

Students with a high vocabulary size advocate for a multifaceted approach to English language learning. They emphasize the significance of watching and listening extensively, citing the benefits of honing both auditory skills and acquiring new words through movies (Putri, 2022). Reading English articles, listening to songs, and watching movies are considered essential for exposure to authentic expressions and improved retention of words and phrases (Almagrabi, 2021; Altun & Hussein, 2022). Diversifying learning methods, such as using word software, reading, and listening to music, is encouraged to discover the most effective approach. Consistent daily study is deemed crucial for steady progress, even during challenging times when learning may feel slow. Creativity in learning is emphasized as a key factor in maintaining interest, and intrinsic curiosity is identified as a catalyst for easier word retention. Encouragement is given to embrace mistakes as integral to the learning process, with an emphasis on being courageous in making and correcting errors (Osman, Sloane & Hirsh, 2020). Persistence is highlighted as the cornerstone for progress, with the recommendation to maintain a consistent daily study routine for cumulative advancement.

5.3 Recommendations

5.3.1 For Teachers

Teachers play a vital role in promoting vocabulary growth through a variety of teaching strategies and activities, and can make students' vocabulary learning more interactive and engaging by incorporating technology tools such as educational apps and online resources. In addition, encouraging students to keep a vocabulary journal and engage in interactive discussions can expose them to new words repeatedly in different contexts. Regularly assess students' vocabulary knowledge and provide constructive feedback based on students' vocabulary level to effectively guide their learning journey. By using these methods, teachers can create a rich environment that promotes positive vocabulary acquisition and development in students.

5.3.2 For Further Studies

- 1) This study investigated the vocabulary learning strategies used by secondary vocational school students, and discovered the opinions on vocabulary learning strategies of secondary vocational school students with different vocabulary level. The study was only conducted with students of general senior high classes year 1 students at the secondary vocational school in Gansu province, China and therefore, the findings based on the sample size are hardly generalizable. Future research with participants from various levels of vocational schools in mainland China are definitely desirable. In addition, the participants of this study were chosen from general senior high classes year 1 students. Future studies are invited to recruit participants from other educational levels.
- 2) The present study has deployed Nation's vocabulary size test to classify participants into three English language proficiency levels. Future research with vocabulary size level test may be including English for Specific Purpose (ESP) Vocabulary Word Lists should be applied to measure vocational students' vocabulary knowledge.

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Questionnaire

Questionnaire

Directions:

This questionnaire is designed for year one students who are studying at Zhouqu Secondary Vocational School in Gansu Province to find out about the vocabulary learning strategies of students studying in vocational schools. This questionnaire is for research purposes only and all responses will be kept strictly confidential. Your answers are very important to this study, please read each statement carefully and put " $\sqrt{}$ " in the corresponding box that best matches your situation.

	n the corresponding					
No.		Par	t 1: Genera	al Informa	tion	
			第一部分:	个人信息	•	
1	Name 姓名:					
2	Gender 性别					
	□ Male 男	☐ Fei	male 女			
3	Age 年龄:		- [
4	Years on English	learning	学习英语多	长时间:	-	
	☐ 3-5 years 3-5	年				
	☐ 6-9 years 6-9			9		
	120			INIT		
	□ 10-13 years 1	0-13年		Ji.		
	☐ more than 13	years 超过	13年	2,		
No.	Part 2:			Frequency	of Use	
	Determination	Note: 5 =	always, 4	= often, 3 =	sometime	s, 2 =
	Strategies	rarely, 1	= very rare	ely/never		
	第二部分:决	使用频率	: 5 = 总是	皇, 4 = 经定	常,3=有	时, 2=
	策策略	很少,1:	= 几乎不例	使用/从未		
		5	4	3	2	1
5	I analyze part					
	of speech of the					
	word.					

	我会分析单词					
	的词性。					
6	I analyze					
	affixes and					
	roots of the					
	word.					
	我会分析单词					
	的词缀和词					
	根。					
7	I find the	0//				
	available					
	pictures or					
	gestures of the					
	word.					
	我会寻找和单					
	词有关的图片					
	和姿势。			1	120	
8	I guess the			10		
	word meaning			ik The		
	based on	ยรังสิต	Rang	2/2		
	textual context.					
	我会根据上下					
	文猜测单词的					
	意思。					
9	I use bilingual					
	dictionary.					
	我会使用双语					
	词典。					
10	I use					

	monolingual					
	dictionary.					
	我会使用单语					
	词典。					
11	I use word lists.					
	我会使用单词					
	表。					
12	I use flash					
	cards.					
	我会使用单词					
	上。					
No.		Par	t 3: Social	Strategies		
		第	三部分: 참	土交策略		
13	I ask the					
	teacher for L1					
	translation.					
	我会向老师请			7.0	7/0	
	教翻译。		MA	N. N.		
14	I ask teacher	2		"O Jiz		
	for synonym of	ยรงสิต	Rang			
	new word.					
	我会向老师请					
	教新单词的同					
	义词。					
15	I ask teacher					
	for a sentence					
	including the					
	new word.					
	我会向老师请					

	教包含新单词					
	的句子。					
16	I ask					
	classmates for					
	the new word					
	meaning.					
	我会向同学请					
	教新单词的意					
	思。					
17	I discover the	A // /				
	meaning of					
	new word					
	through group					
	work activity.					
	我会通过小组					
	合作活动发现					
	新单词的含				121	
	义。			No. No.		
18	I interact with			14 N.		
	native /	ยรังสิต	Rang	5/0		
	speakers.	00101				
	我会与母语人					
	士交流。					
19	I interact with					
	friends in					
	English.					
	我会和朋友用					
	英语交流。					
20	I study and					

	practice the					
	new word					
	meaning in a					
	group.					
	我会在小组中					
	学习和练习新					
	单词的意思。					
No.		Pa	rt 4: Memo	ory Strateg	gies	
			第四部分:	记忆策略		
21	I connect the	A //			-	
	word to its					
	synonyms and					
	antonyms.					
	我会把单词与					
	它的同义词和					
	反义词联系起					
	来。			i c	1200	
22	I remember		N N D	10		
	part of speech.			it NU.		
	我能记住词	ยรังสิต	Rang	5/0		
	性。	0 0 6 1 10 1				
23	I connect the					
	word to a					
	personal					
	experience.					
	我会将单词和					
	个人经历联系					
	在一起。					
24	I use new word					

我会用新单词 造句。 25 I group words together to study them. 我会把单词进 行分组学习。 26 I study the spelling of a word.	
25 I group words together to study them. 我会把单词进行分组学习。 26 I study the spelling of a	
together to study them. 我会把单词进行分组学习。 26 I study the spelling of a	
study them. 我会把单词进 行分组学习。 26 I study the spelling of a	
我会把单词进 行分组学习。 26 I study the spelling of a	
行分组学习。 26 I study the spelling of a	
26 I study the spelling of a	
spelling of a	
word	
A 1 111 / 1711 A A	
我会研究单词	
的拼写。	
27 I study the	
sound of a	
word.	
我会研究所学	
单词的发音。	
28 I read the new	
word aloud grand Range	
when studying.	
我在学习时会	
大声朗读新单	
词。	
29 I use physical	
action when	
learning a	
word.	
我在学习单词	

	时会使用肢体					
	动作。					
30	I learn the					
	words of a					
	idiom together.					
	我会一起学习					
	和词汇相关的					
	成语。					
31	I rephrase the		55			
	word's	A///				
	meaning.					
	我会重述单词					
	意思。					
32	I study word					
	with a pictorial					
	representation					
	of its meaning.				(2/0	
	我在学习单词			Jo. Jo		
	时, 会用图画	44	D B	" NUI		
	表示其含义。	ยรังสิต	Rang	3/10		
No.		Par	t 5: Cogni	itive Strate	gies	
			第五部分:	认知策略		
33	I take notes in					
	class.					
	我会在课堂记					
	笔记。					
34	I listen to tape					
	of word lists.					
	我会听单词录					
	1	l	l .	l .		l .

	音带。					
35	I put English					
	labels on					
	physical					
	objects.					
	我会给实物贴					
	上英文标签。					
36	I use verbal					
	repetition.					
	我会重复说。	_ //	22.			
37	I use written					
	repetition.					
	我会反复书写					
	单词。					
20						
38	I keep a					
	vocabulary					
	notebook.			1	(2)	
	我有一个单词			0		
	本。	44	BB.	" Uriz		
No.	र्भ १ न	Part (6: Metacog	nitive Stra	tegies	
		- 4 N EL N E	第六部分:	元认知策略	各	
39	I test myself				_	
	with word					
	tests.					
	我会自己进行					
	单词测试。					
40	I use spaced					
	word practice.					
	我会使用单词					

	填空法。					
41	I skip or pass					
	new word.					
	我会划过新单					
	词。					
42	I listen to					
	English songs.					
	我会听英文					
	釈。					
43	I watch and	A //	KA			
	listen to					
	English news.					
	我会观看和收					
	 听英语新闻。					
44	I read English					
77	novels or		- 3			
	magazines.	don.	Man		12	
	我会看英文小			5	0	
	20		BALL	INITIO		
	说或者英文杂	2		Jiz O'		
	志。	ยรงสิต	Rang			
45	I watch English					
	movies and TV					
	programs.					
	我会看英文电					
	影和电视节					
	目。					
46	I browse					
	through					
	English					
	=					

	language					
	websites.					
	我会浏览英文					
	网站。					
47	I chat using					
	English on the					
	Internet.					
	我会在网上用					
	英语聊天。					
48	I translate the	A ///	K.			
	meaning of					
	words from					
	English into					
	Chinese.					
	我会把英文单					
	词的意思翻译					
	成中文。			1	Tue	
49	I play		AND	10		
	vocabulary		P.B.	MI		
	games.	8/9.02	pand	Sile		
	我会玩单词游	49191	Rains			
	戏。					
50	I continue to					
	study word					
	over time and					
	revise old					
	vocabulary					
	regularly.					
	随着时间的推					
	移,我会继续					
				1	1	1

当	学习单词,并			
10000000000000000000000000000000000000	定期复习旧词			
江	Γ.			



Vocabulary Size Level Test

Vocabulary Size Test

Directions:

This test is designed for senior high year one students who are studying at Zhouqu Secondary Vocational School in Gansu Province to find out about the vocabulary level of students studying in vocational schools.

测试目的:

本测试针对在甘肃省舟曲中等职业学校就读的高一学生,旨在了解职业学校学生的词汇水平。

Test Instructions:

There are 100 questions in this test. Look at the word and example of the word in use. Choose the meaning that most closely matches the highlighted words in the example sentence.

测试说明:

本测试共有 100 道题。 查看单词和单词的用法示例。 选择与例句中突出显示的单词最相近的意思。

First 1000

- 1. see: They saw it.
- a. 切
- b. 等待
- c. 看
- d. 开始
- 2. time: They have a lot of **time**.
- a. 钱
- b. 食物
- c. 时间

d. 朋友
3. period: It was a difficult period .
a. 问题
b. 时间
c. 要做的事情
d. 书
4. figure: Is this the right figure ?
a. 答案
b. 地方
c. 时间
d. 号码
5. poor: We are poor .
a. 贫穷的
b. 感到幸福的
c. 很感兴趣的
d. 不喜欢努力工作的 Para Rangsit
6. drive: He drives fast .
a. 游泳
b. 学习
c. 扔球
d. 开车
7. jump: She tried to jump .
a. 漂浮

b. 跳
c. 停车
d. 跑
8. shoe: Where is your shoe ?
a. 父或母
b. 钱包
c. 钢笔
d. 鞋子
9. standard: Her standards are very high.
a. 后跟
b. 分数
c. 要价
d. 标准
10. basis: I don't understand the basis .
a. 原因
b. 话
c. 路标
d. 中心议题
Second 1000
1. maintain: Can they maintain it?
a. 维持
b. 扩大
c. 改善
d. 得到

2. stone: He sat on a stone .
a. 石头
b. 凳子
c. 垫子
d. 树枝
3. upset: I am upset .
a. 疲倦的
b. 著名的
c. 富足的
d. 不高兴的
4. drawer: The drawer was empty.
a. 抽屉
b. 车库
c. 冰箱
d. 鸟笼
33° Irin
5. patience: He has no patience . a. 没有耐心
a. 没有耐心
b. 很忙
c. 没有信心
d. 不公正
6. nil: His mark for that question was nil .
a. 很差的
b. 什么也没有的
c. 很好的

d. 中等的
7. pub: They went to the pub .
a. 酒吧
b. 银行
c. 商场
d. 游泳池
8. circle: Make a circle.
a. 素描
b. 空白
c. 圆圈
d. 大洞
9. microphone: Please use the microphone.
a. 微波炉
b. 麦克风
c. 显微镜
d. 手机 Parasit Rangsit
10. pro: He's a pro .
a. 间谍
b. 傻瓜
c. 记者
d. 职业运动员
Third 1000
1. soldier: He is a soldier .

a. 商人	
b. 学生	
c. 金属工艺制造者	
d. 士兵	
2. restore: It has been restored .	
a. 重复	
b. 重新分配	
c. 降价	
d. 复原	
441(0))	
3. jug: He was holding a jug .	
a. 罐子	
b. 聊天	
c. 贝雷帽	
d. 枪	
L'A	
4. scrub: He is scrubbing it.	
a. 抓 b. 修理	
b. 修理	
c. 刷洗	
d. 作素描	
5. dinosaur: The children were pretending to be dinosaurs .	
a. 海盗	
b. 仙女	
c. 龙	
d. 恐龙	

6. strap: He broke the strap .
a. 诺言
b. 盖子
c. 盘子
d. 带子
7. pave: It was paved .
a. 堵塞
b. 分开
c. 镶金边
d. 铺路
8. dash: They dashed over it.
a. 猛冲
b. 磨蹭
c. 争吵
d. 瞥见
38 Ikil
9. rove: He couldn't stop roving. a. 喝醉
a. 喝醉
b. 漂泊
c. 哼曲子
d. 努力工作
10. lonesome: He felt lonesome .
a. 不领情的
b. 疲倦的
c. 孤独的

d. 精力充沛的 Fourth 1000 1. compound: They made a new **compound**. a. 协议 b. 复合物 c. 公司 d. 预言 2. latter: I agree with the latter. a. 牧师 b. 理由 c. 后者 d. 答案 3. candid: Please be candid. a. 小心的 b. 表示同情的 c. 公平的 d. 直率的 4. tummy: Look at my **tummy**. a. 围巾 b. 肚子 c. 松鼠 d. 拇指

5. quiz: We made a quiz.

a. 箭筒
b. 错误
c. 竞赛
d. 鸟巢
6. input: We need more input .
a. 输入
b. 工人
c. 填料
d. 钱
441(0))
7. crab: Do you like crabs ?
a. 蟹
b. 薄脆饼干
c. 又紧又硬的领子
d. 蟋蟀
£ 50 00 00 00 00 00 00 00 00 00 00 00 00
8. vocabulary: You will need more vocabulary.
a. 词汇
b. 技巧
c. 钱
d. 枪
9. remedy: We found a good remedy .
a. 矫正问题的方法
b. 餐馆
c. 食谱
d. 等式

10. allege: They alleged it.
a. 辩解
b. 剽窃
c. 证明
d. 反抗
Fifth 1000
1. deficit: The company had a large deficit.
a. 出现赤子
b. 贬值
c. 有这笔大开销的计划
d. 在银行里有很多存款
2. weep: He wept.
a. 毕业
b. 哭
c. 死
c. 死 d. 担心
Paris an Dandsit
3. nun: We saw a nun.
a. 蠕虫
b. 事故
c. 修女
d. 天空中无法解释的亮光
4. haunt: The house is haunted .
a. 充满了装饰物
b. 已被出租

c. 空的
d. 闹鬼
5. compost: We need some compost .
a. 大力支持
b. 扶持
c. 混凝土
d. 堆肥
6. cube: I need one more cube .
a. 大头针
b. 立方体
c. 缸子
d. 卡片
7. miniature: It is a miniature .
a. 微型画
b. 显微镜
c. 微生物
d. 在书法中把字母连在一起细小的连线
8. peel: Shall I peel it?
a. 浸泡
b. 削皮
c. 烫洗
d. 切成薄片
9. fracture: They found a fracture .

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a. 裂口	
b. 碎片	
c. 夹克衫	
d. 稀有的宝石	
10. bacterium: They didn't find a single bacterium .	
a. 细菌	
b. 开有红色或橘黄色花的植物	
c. 骆驼	
d. 赃物	
Sixth 1000	
1. devious: Your plans are devious.	
a. 诡计多端的	
b. 成熟的	
c. 考虑不周详的	
d. 过于昂贵的	
2. premier: The premier spoke for an hour.	
2. premier: The premier spoke for an hour. a. 律师	
b. 讲师	
c. 冒险家	
d. 总理	
3. butler: They have a butler .	
a. 男管家	
b. 锯	
c. 家庭教师	

d. 地窖
4. accessory: They gave us some accessories .
a. 签证
b. 官方命令
c. 选择
d. 额外的零件
5. threshold: They raised the threshold .
a. 旗子
b. 门槛
c. 天花板
d. 利息
6. thesis: She has completed her thesis .
a. 论文
b. 归纳证词
c. 试用期
d. 延期治疗
7. strangle: He strangled her.
a. 掐死
b. 宠坏
c. 绑架
d. 赞美

	14
b. 礼貌的	
c. 尴尬的	
d. 兄长的	
9. malign: His malign influence is still felt.	
a. 邪恶的	
b. 好的	
c. 非常重要的	
d. 秘密的	
10. veer: The car veered .	
a. 改变方向或路线	
b. 剧烈晃动	
c. 发生逆火引起爆鸣	
d. 打滑	
Seventh 1000 1. olive: We bought olives.	
17L 11/c	
a. 橄榄 b. 康乃馨	
c. 男人的游泳衣	
d. 清除杂草的工具	
2. quilt: They made a quilt .	
a. 遗嘱	
b. 合同	
c. 被子	

d. 羽毛笔

- 3. stealth: They did it by **stealth**.
 a. 花费大量的钱
 b. 逼迫
- c. 悄悄的或秘密的行动
- d. 没有注意到所遇到的问题
- 4. shudder: The boy **shuddered**.
- a. 低语
- b. 差点摔倒
- c. 发抖
- d. 大声叫喊
- 5. bristle: The **bristles** are too hard.
- a. 问题
- b. 短而硬的毛发
- c. 折叠床
- d. 鞋底
- 6. bloc: They have joined this bloc.
- a. 乐队
- b. 小偷帮
- c. 侦察员
- d. 集团
- 7. demography: This book is about **demography**.
- a. 土地使用模式研究
- b. 用图片表示数字事实的研究
- c. 水文学

- d. 人口学
- 8. gimmick: That's a good gimmick.
- a. 高空作业时所站的东西
- b. 钱包
- c. 引人注意的行为或事物
- d. 花招
- 9. azalea: This azalea is very pretty.
- a. 杜鹃花
- b. 由天然棉所制成的很轻的材料
- c. 莎丽
- d. 扇贝
- 10. yoghurt: This yoghurt is disgusting.
- a. 淤泥
- b. 伤口
- c. 酸奶
- d. 榅桲

Eighth 1000

- 1. erratic: He was **erratic**.
- a. 完美的
- b. 很坏的
- c. 很有礼貌的
- d. 不可靠的
- 2. palette: He lost his **palette**.

a. 装鱼的篮子
b. 胃口
c. 年轻的女伴
d. 调色板
3. null: His influence was null .
a. 具有好的结果
b. 毫无帮助的
c. 没有效果的
d. 持久的
441(9))//
4. kindergarten: This is a good kindergarten.
a. 消遣
b. 幼儿园
c. 背包
d. 图书馆
L'ES
5. eclipse: There was an eclipse .
a. 飓风 b. 泼溅
b. 泼溅
c. 大屠杀
d. 日食
6. marrow: This is the marrow .
a. 吉祥物
b. 骨髓
c. 操纵杆
d. 增加工资

7. locust: There were hundreds of locusts .
a. 飞蝗
b. 志愿者
c. 素食者
d. 颜色鲜艳的野花
8. authentic: It is authentic .
a. 真的
b. 非常吵闹的
c. 老的
d. 干旱的
9. cabaret: We saw the cabaret .
a. 壁画
b. 卡巴莱
c. 蟑螂
d. 美人鱼
32% Ikith
10. mumble: He started to mumble .
a. 集中精力 Rangs Ran
b. 颤抖
c. 远远地落后于其他人
d. 咕哝
Ninth 1000
1. hallmark: Does it have a hallmark ?
a. 表明什么时候之前应该被使用的印记
b. 纯度印记

- c. 表明经过皇室同意的标记
- d. 禁止复制的标记
- 2. puritan: He is a **puritan**.
- a. 喜欢被人注意的人
- b. 具有严格道德标准的人
- c. 吉普赛人
- d. 守财奴
- 3. monologue: Now he has a monologue.
- a. 单眼镜
- b. 独白
- c. 专制
- d. 把字母有趣地连在一起的图画
- 4. weir: We looked at the weir.
- a. 行为古怪的人
- b. 红树属植物
- c. 通过吹来演奏的古老金属乐器
- d. 拦河坝
- 5. whim: He had lots of whims.
- a. 古老的金币
- b. 母马
- c. 没有任何动机的奇异想法
- d. 疼痛的红肿块
- 6. perturb: I was **perturbed**.

a. 被迫同意的 b. 烦恼的 c. 困惑的 d. 湿透的 7. regent: They chose a **regent**. a. 不负责人的人 b. 暂时主持会议的人 c. 摄政者 d. 代表 8. octopus: They saw an octopus. a. 猫头鹰 b. 潜水艇 c. 直升飞机 d. 章鱼 9. fen: The story is set in the **fens**. a. 沼泽 b. 山地 c. 贫民窟 d. 很久以前 10. lintel: He painted the **lintel**. a. 过梁 b. 渡船 c. 长有伸展树枝和绿色果实的美丽的树 d. 戏院中显示场景的板子

Tenth 1000

- 1. awe: They looked at the mountain with awe.
- a. 担心
- b. 兴趣
- c. 惊奇
- d. 尊重
- 2. peasantry: He did a lot for the peasantry.
- a. 当地人
- b. 寺庙
- c. 商人俱乐部
- d. 农民
- 3. egalitarian: This organization is very egalitarian.
- a. 保密的
- b. 保守的
- c. 诉讼的
- d. 平等主义的
- 4. mystique: He has lost his mystique.
- a. 体格
- b. 神秘性
- c. 情人
- d. 胡子
- 5. upbeat: I'm feeling really **upbeat** about it.
- a. 苦恼的
- b. 乐观的

	149
c. 受伤害的	
d. 迷惑的	
6. cranny: We found it in the cranny !	
a. 旧杂物义卖	
b. 小洞	
c. 阁楼	
d. 大箱子	
7. pigtail: Does she have a pigtail?	
a. 辫子	
b. 长的衣、袍、裙等拖在地上的部分	
c. 开有一串下垂 <mark>浅粉色花的植物</mark>	
d. 情人	
8. crowbar: He used a crowbar .	
a. 撬棍	
b. 化名	
c. 锥子 d. 轻的全屋埕村	
d. 轻的金属拐杖	
9. ruck: He got hurt in the ruck .	
a. 骨盆	
b. 打架	
c. (运动员或竞赛者等的) 散乱一群	
d. 在雪地上奔跑	

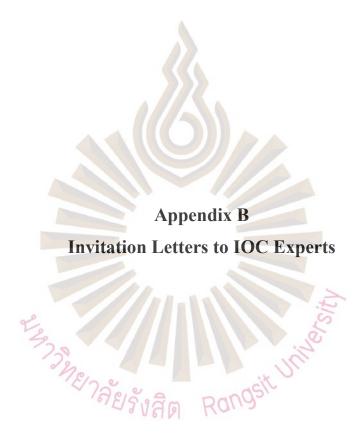
10. lectern: He stood at the **lectern**.

- a. 讲台
- b. 圣餐桌
- c. 酒吧
- d. 边缘



Semi-Structural Interview Questions

No.	o. Interview Questions						
1	Do you think vocabulary is important for language learning? And why?						
	你认为词汇对语言学习来说重要吗?为什么?						
2	What is the most difficult thing in English vocabulary learning? And why?						
	英语词汇学习最困难的是什么? 为什么?						
3	Do you only remember the literal meaning of words when you are						
	memorizing words?						
	当你记单词的时候, 你只记住单词的字面意思吗?						
4	How do you remember words?						
	你是怎么记单词的?						
5	Do you merely focus on the Chinese translation while looking up word						
	meanings, or pay attention to all the information that the dictionary						
	provides?						
	你查字典的时候只关注中文翻译,还是会关注字典里提供的所有信息?						
6	What strategies do you consider are the most effective for vocabulary						
	learning? And why?						
	你认为学习词汇最有效的策略是什么?为什么?						
7	How do you evaluate your vocabulary learning strategy?						
	你觉得自己的词汇学习策略怎么样?						
8	Any recommendations on vocabulary learning?						
	对词汇学习有什么建议吗?						





นหาวิทยาลัยรังสัต เมืองเอต n.พหลโยธิน จ.ปทุมธามี 12000 Rangsit University Muang-Ake, Poholyothin Rd. Pathumthani 12000, Thailand T. (66) 2997 2200-30 F. (66) 2791 5757 E. info⊞rsu.ac.th

STC.4800/0093

4 September 2023

Subject: Invitation for you to be our IOC (Item Objective Congruence) expert Dear Assistant Professor Dr. Pairin Srisintorn,

Our student, Miss Ruiqi Qiao student number 6406932, who has already completed her coursework and thesis proposal defense on 3 August 2023. Her research is entitled "An Investigation on English Vocabulary Learning Strategies of Chinese EFL Learners at A Vocational School". On this occasion, Suryadhep Teachers College is honored to invite you to be an Item Objective Congruence (IOC) expert of the instruments since the student is now ready to take the next step in research, that is, getting the IOC experts to review her instruments (Attached herewith) which are:

- 1) A Questionnaire
- 2) The Vocabulary Size Level Test
- 3) Semi-structured Interview Questions

I hope that you will kindly accept this invitation. On behalf of Suryadhep Teachers College, Rangsit University, I would like to thank you for your kind support.

Sincerely yours,

Malivan Praditteera, Ed.D.

Dean

Suryadhep Teachers College

Rangsit University

www.rsu.ac.th



มหาวิทยาลัยรังสึก เมืองเอก ก.พหลโยรัน จ.ปทุมธานี 12000

Rangsit University Muang-Ake, Pahalyothin Rd. Pathumthani 12000, Thailand T. (66) 2997 2200-30 F. (66) 2791 5757

STC.4800/0094

4 September 2023

Subject: Invitation for you to be our IOC (Item Objective Congruence) expert

Dear Dr. Mongkol Sodachan,

Our student, Miss Ruiqi Qiao student number 6406932, who has already completed her coursework and thesis proposal defense on 3 August 2023. Her research is entitled "An Investigation on English Vocabulary Learning Strategies of Chinese EFL Learners at A Vocational School". On this occasion, Suryadhep Teachers College is honored to invite you to be an Item Objective Congruence (IOC) expert of the instruments since the student is now ready to take the next step in research, that is, getting the IOC experts to review her instruments (Attached herewith) which are:

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มหาวิทยาลัยรังสิต เมืองเอท ก.พหลโยริน จ.ปทุมธานี 12000

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STC.4800/0095

4 September 2023

Subject: Invitation for you to be our IOC (Item Objective Congruence) expert

Dear Dr. Thanyapatra Soisuwan,

Our student, Miss Ruiqi Qiao student number 6406932, who has already completed her coursework and thesis proposal defense on 3 August 2023. Her research is entitled "An Investigation on English Vocabulary Learning Strategies of Chinese EFL Learners at A Vocational School". On this occasion, Suryadhep Teachers College is honored to invite you to be an Item Objective Congruence (IOC) expert of the instruments since the student is now ready to take the next step in research, that is, getting the IOC experts to review her instruments (Attached herewith) which are:

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Sincerely yours,

Malivan Praditteera, Ed.D.

Dean

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IOC Result of the Questionnaire

Items	Rating by Experts			IOC	Remarks		
	Expert 1	Expert 2	Expert 3	Average			
Part 1: General Information 第一部分: 个人信息							
1	+1	+1	-1	0.33	Unaccepte		
					d		
2	+1	+1	0	0.67	Accepted		
3	+1	+1	+1	+1	Accepted		
4	+1	+1	+1	+1	Accepted		
	Part 2: Deter	mination Stra	tegies 第二部分	分: 决策策略	1		
5	+1	+1	+1	+1	Accepted		
6	+1	+1	+1	+1	Accepted		
7	+1	+1	+1	+1	Accepted		
8	+1	+1	+1	+1	Accepted		
9	+1	+1	0	0.67	Accepted		
10	+1	+1	+1	+1	Accepted		
11	+1	+1	+1	+1	Accepted		
12	+1	+1	+1	¢5 +1	Accepted		
	Part 3: S	ocial Strategie	s 第三部分:	社交策略	•		
13	+18/72	+1	+1/2	+1	Accepted		
14	+1	13.1910 F	<i>₹α1 1</i>	+1	Accepted		
15	+1	+1	+1	+1	Accepted		
16	+1	+1	+1	+1	Accepted		
17	+1	+1	+1	+1	Accepted		
18	+1	+1	+1	+1	Accepted		
19	+1	+1	+1	+1	Accepted		
20	+1	+1	+1	+1	Accepted		
	Part 4: Mo	emory Strateg	ies 第四部分:	记忆策略			
21	+1	+1	+1	+1	Accepted		
22	+1	+1	+1	+1	Accepted		
	•		1		1		

23	+1	+1	+1	+1	Accepted
24	+1	+1	+1	+1	Accepted
25	+1	+1	+1	+1	Accepted
26	+1	+1	+1	+1	Accepted
27	+1	+1	+1	+1	Accepted
28	+1	+1	+1	+1	Accepted
29	+1	+1	+1	+1	Accepted
30	+1	+1	+1	+1	Accepted
31	+1	+1	+1	+1	Accepted
32	+1	+1	+1	+1	Accepted
	Part 5: Co	gnitive Strate	gies 第五部分	: 认知策略	
33	+1	+1	+1	+1	Accepted
34	+1	+1	+1	+1	Accepted
35	+1	+1	+1	+1	Accepted
36	+1	+1	+1	+1	Accepted
37	+1	+1	+1	+1	Accepted
38	+1	+1	+1	+1	Accepted
	Part 6: Metaco	ognitive Strate	egies 第六部分	: 元认知策略	•
39	32+1	+1	+1	+1	Accepted
40	+18/2°	+1	+1	+1	Accepted
41	+1	Elsvan F	sauzz,	0.67	Accepted
42	+1	+1	+1	+1	Accepted
43	+1	+1	+1	+1	Accepted
44	+1	+1	+1	+1	Accepted
45	+1	0	+1	0.67	Accepted
46	+1	+1	+1	+1	Accepted
47	+1	+1	+1	+1	Accepted
48	+1	+1	+1	+1	Accepted
49	+1	+1	+1	+1	Accepted
50	+1	+1	+1	+1	Accepted

IOC Result of the Vocabulary Size Level Test

Items	Ra	Rating by Experts			Remarks
	Expert 1	Expert 2	Expert 3	Average	
		First	1000		
1	+1	+1	+1	+1	Accepted
2	+1	+1	0	0.67	Accepted
3	+1	+1	+1	+1	Accepted
4	+1	+1	+1	+1	Accepted
5	+1	+1	+1	+1	Accepted
6	-1	0	0	-0.33	Unaccepted
7	+1	+1	+1	+1	Accepted
8	+1	+1	0	0.67	Accepted
9	+1	+1	+1	+1	Accepted
10	-1	+1	+1	0.33	Unaccepted
-		Secon	d 1000		
11	+1	+1	+1	+1	Accepted
12	+1	+1	+1	+1	Accepted
13	+1	+1	+1	1	Accepted
14	Z ₂ +1	+1	+1	+1	Accepted
15	41/5/0	+1	0,1	0.67	Accepted
16	+1 6	E/30/20	Rangs,	0.67	Accepted
17	+1	+1	+1	+1	Accept
18	+1	+1	+1	+1	Accepted
19	+1	+1	+1	+1	Accepted
20	0	0	+1	+0.33	Unaccepted
		Third	1 1000	1	
21	+1	+1	0	0.67	Accepted
22	+1	+1	+1	+1	Accept
23	+1	+1	+1	+1	Accepted
24	+1	+1	+1	+1	Accepted
25	+1	+1	+1	+1	Accepted

26	+1	+1	+1	+1	Accepted		
27	+1	+1	+1	+1	Accepted		
28	+1	+1	+1	+1	Accepted		
29	+1	+1	+1	+1	Accepted		
30	+1	+1	+1	+1	Accepted		
30	1 1		n 1000	11	7 recepted		
21	1			0.67			
31	+1	0	+1	0.67	Accepted		
32	+1	+1	+1	+1	Accepted		
33	+1	+1	+1	+1	Accepted		
34	+1	+1	+1	+1	Accepted		
35	-1	+1	+1	+0.33	Unaccepted		
36	+1	+1	+1	+1	Accepted		
37	+1	+1	+1	+1	Accepted		
38	+1	+1	+1	+1	Accepted		
39	+1	+1	+1	+1	Accepted		
40	+1	+1	+1	+1	Accepted		
		Fifth	1000				
41	+1	+1	+1	+ 1	Accepted		
42	30	+1	+1	0.67	Accepted		
43	20,00	+1	+1	0.67	Accepted		
44	+1 476	8/5/9/2	Bantait	+1	Accepted		
45	+1	+1	+1	+1	Accepted		
46	+1	+1	+1	+1	Accepted		
47	+1	+1	+1	+1	Accepted		
48	+1	+1	+1	+1	Accepted		
49	+1	+1	+1	+1	Accepted		
50	+1	+1	+1	+1	Accepted		
	Sixth 1000						
51	+1	+1	+1	+1	Accepted		
52	+1	+1	+1	+1	Accepted		
53	+1	+1	+1	+1	Accepted		

54	0	+1	+1	0.67	Accepted
55	+1	+1	+1	+1	Accepted
56	+1	+1	+1	+1	Accepted
57	+1	+1	+1	+1	Accepted
58	+1	+1	+1	+1	Accepted
59	+1	+1	+1	+1	Accepted
60	+1	+1	+1	+1	Accepted
	l	Sevent	th 1000		
61	+1	+1	0	0.67	Accepted
62	+1	+1	+1	+1	Accepted
63	+1	+1	+1	+1	Accepted
64	+1	+1	+1	+1	Accepted
65	0	+1	+1	0.67	Accepted
66	+1	+1	+1	+1	Accepted
67	+1	+1	+1	+1	Accepted
68	+1	+1	+1	+1	Accepted
69	+1	+1	+1	+1	Accepted
70	+1	+1	+1	12+1	Accepted
	3	Eightl	n 1000	5	
71	71	+1	+1 //	+1	Accepted
72	+1 76	Esita .	Bangel	+1	Accepted
73	+1	+1	+1	+1	Accepted
74	0	+1	+1	0.67	Accepted
75	+1	+1	+1	+1	Accepted
76	0	+1	+1	0.67	Accepted
77	+1	+1	+1	+1	Accepted
78	+1	+1	0	0.67	Accepted
79	+1	+1	+1	+1	Accepted
80	+1	+1	+1	+1	Accepted
		Ninth	1000		
81	+1	+1	+1	+1	Accepted

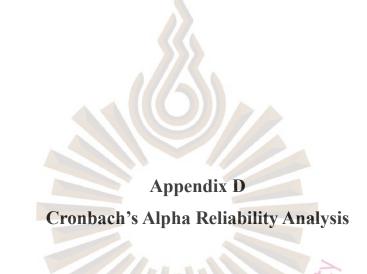
82	+1	+1	+1	+1	Accepted
83	+1	+1	+1	+1	Accepted
84	+1	+1	+1	+1	Accepted
85	+1	+1	+1	+1	Accepted
86	+1	+1	+1	+1	Accepted
87	0	+1	+1	0.67	Accepted
88	+1	+1	+1	+1	Accepted
89	+1	+1	+1	+1	Accepted
90	+1	+1	+1	+1	Accepted
		Tenth	1000		
91	+1	+1	+1	+1	Accepted
92	+1	+1	+1	+1	Accepted
93	+1	+1	+1	+1	Accepted
94	+1	+1	+1	+1	Accepted
95	+1	+1	+1	+1	Accepted
96	+1	+1	+1	+1	Accepted
97	+1	+1	+1	+1	Accepted
98	0	+1	+1	0.67	Accepted
99	Z +1	+1	+1	+1	Accepted
100	Alge.	+1	+1 //	+1	Accepted
	7 /7/ 6		473		

ลียรังสิต Rangsit

IOC Result of the Semi-Structured Interview Questions

Items	Rating by Experts			IOC	Remarks
	Expert 1	Expert 2	Expert 3	Average	
1	+1	+1	+1	+1	Accepted
2	+1	+1	+1	+1	Accepted
3	+1	+1	+1	+1	Accepted
4	+1	+1	+1	+1	Accepted
5	+1	+1	+1	+1	Accepted
6	+1	+1	+1	+1	Accepted
7	0	+1	+1	0.67	Accepted





Cronbach's Alpha Reliability Analysis

Items	Corrected Item-Total Correlation (CITC)	Cronbach's Alpha
1	0.131	0.928
2	0.127	0.928
3	0.419	0.926
4	0.461	0.926
5	0.585	0.925
6	0.148	0.928
7	0.414	0.926
8	0.44	0.926
9	0.412	0.926
10	0.526	0.925
11	Parson Rangsit	0.926
12	0.528	0.925
13	0.772	0.923
14	0.336	0.927
15	0.545	0.925
16	0.542	0.925
17	0.573	0.925

18	0.709	0.923
19	0.679	0.924
20	0.539	0.925
21	0.388	0.926
22	0.527	0.925
23	0.401	0.926
24	0.413	0.926
25	0.563	0.925
26	0.306	0.927
27	0.58	0.925
28	0.442	0.926
29	0.573	0.925
30	0.537 O.537	0.925
31	0.291 Rangs	0.927
32	0.321	0.927
33	0.49	0.926
34	0.203	0.928
35	0.07	0.929
36	0.438	0.926
37	0.409	0.926

38	0.543	0.925			
39	0.321	0.928			
40	0.296	0.927			
41	0.437	0.926			
42	0.486	0.926			
43	0.444	0.926			
44	0.586	0.925			
45	0.482	0.926			
46	0.341	0.927			
47	0.435	0.926			
48	0.429	0.926			
	Average Cronbach's Alpha: 0.927				

ราวกะกลัยรังสิต Rangsit Univ



Qualitative Data Analysis

	Quantative Data Analysis						
Interviewee A-H	Interviewee Data	Code	Category	Concept			
Interviewee A	About 6~7 years.	About 6-7 years	Years of English learning	Learning duration			
	Bilingual dictionary. I usually look up words in the dictionary, I just read the Chinese explanations. Watching movies and dramas is	Use bilingual dictionary (1) Pictures in movies and	Use bilingual dictionary (1) Find the available	Determination Strategies (6)			
	more helpful. Because movies and dramas have pictures, I can sometimes guess the meaning of words from the plot.	dramas (1)	pictures or gestures of the word (1)				
	Sometimes I will analyze the parts of speech, roots and affixes of words, and guess the meaning of words according	Analyze the parts of speech (1) Analyze roots and affixes of words (1)	Analyze part of speech of the word (1) Analyze affixes and roots of the word (1)				
	to the content of the article. Watching movies and dramas is more helpful. Because movies and dramas have	Guess meaning (1) Guess the meaning of words from the plot (1)	Guess the word meaning based on the context (2)				
	pictures, I can sometimes guess the meaning of words from the plot. When I	Chat with	Study and	Social			
	communicate with my	classmates using several English words (1)	practice the new word meaning in a group (2)	Strategies (8)			

	T	1	1
put several			
English words in			
a Chinese			
sentence			
sometimes.			
I would ask them	Study and		
directly the	practice the		
meaning. But I	new word		
often don't	meaning in a		
understand either	group (1)		
I will ask my	Ask classmate	Ask classmate	
classmates first,	for	for	
and if they don't	pronunciation	pronunciation	
know, I will ask	(1)	(1)	
my teacher.	Ask teacher	Ask teacher	
1	for word	for word	
	pronunciation	pronunciation	
441	(1)	(1)	
I would first talk	Ask	Ask	
to my classmates,	classmates for		
if they don't know	word meaning	word meaning	
the meaning, I	(1)	(1)	
would look it up	Ask teacher	Ask teacher	
in the dictionary	for word	for L1	
or ask the	meaning (1)	translation (1)	
teacher.	meaning (1)	translation (1)	
I usually play	Chat with	Interactive	
games, especially	game mates	with native	
international		speaker (2)	
/ 34		speaker (2)	
servers, where I get matched with	foreigners (1)	* O'	
get matched with	a nandi		
foreign 78/5	तिल Rangs		
teammates. I communicate			
with them, which			
exposes me to			
new words and			
phrases.	T		
I would ask them	Interact with		
directly the	native speaker		
meaning. But I	(1)		
At school, I	Listen to the	Study the	Memory
usually listen to	teacher (1)	sound of a	Strategies (2)
the teacher in		word (2)	
class and take			
often don't understand either At school, I usually listen to the teacher in	Listen to the	sound of a	_

			T	
	notes, write the			
	words down in			
	the vocabulary			
	book, and then			
	copy them			
	1 2			
	repeatedly.	777.1. CI.1		
	Chinese	Write Chinese		
	translation and	words with		
	pronunciation,	similar		
	because my	pronunciation		
	English is not	of the target		
	good and I can't	words (1)		
	remember the	words (1)		
		<i>N II</i> .		
	pronunciation	444		
	and meaning of			
	the words, so I			
	write Chinese			
	words with			
	similar			
	pronunciation			
	next to the words.			
	At school, I	Take notes (1)	Take notes (1)	Cognitive
	usually listen to	Vocabulary	Keep a	Strategies (3)
	the teacher in	notebook (1)	vocabulary	
	class and take		notebook (1)	
	notes, write the	Copy words	Use written	
	words down in	repeatedly (1)	repetition (1)	
()	the vocabulary	repeatedly (1)	repetition (1)	
			O O	
	book, and then	A H H H	Ti.	
	copy them		Mr.	
	repeatedly.	- 0	1	
	Sometimes the	Dictation (1)	Word test (1)	Metacognitive
	teacher will ask	ab Kan		Strategies (7)
	us to dictate the			
	words.			
		Waite Claim	Tuonalot - 41	
	Chinese	Write Chinese	Translate the	
	translation and	translation (1)	meaning of	
	pronunciation,		words from	
	because my		English to	
	English is not		Chinese (1)	
	good and I can't		(-)	
	remember the			
	pronunciation			
	and meaning of			
	the words, so I			
	write Chinese			
	words with			
-	•	•	•	

	,			
	similar 			
	pronunciation			
	next to the words			
	I usually play	•		
	games, especially	games (1)	through	
	international		English	
	servers.		website (1)	
	I like listening to	Listening to	Listening to	
	English songs,	English songs	English songs	
	and then	(1)	(1)	
	watching some			
	American TV			
	series and			
	movies. I			
	especially like	333		
	watching	/// < .		
	cartoons.			
	I like listening to	Watch	Watch English	
	English songs,	American TV		
	and then	series (1)	programs (3)	
	watching some	Solles (1)	programs (s)	
	American TV			
	series and			
	movies. I			
	especially like			
	watching			
	cartoons.	AL-III	T.	
8	I like listening to	Watch English	5	
	English songs,	movies (1)	0	
	and then	movies (1)	ini	
	110		* 0'	
	Amariaan CTW	a nande		
	American	an Rais		
	movies. I			
	especially like			
	watching			
	cartoons.	XX		
	I like listening to	Watch English		
	English songs,	Cartoons (1)		
	and then			
	watching some			
	American TV			
	series and			
	movies. I			
	especially like			
	watching			
	cartoons.			

	Watching movies and dramas is more helpful. One of the most common ways to learn vocabulary is by dictation.	Watching movies and dramas is helpful for vocabulary learning Dictation helps a lot.	Metacognitive strategies (2)	Useful Strategies (2)
Interviewee B	9 years.	9 years	Years of English learning	Learning duration
	I usually use word lists and English-Chinese dictionaries.	I use word lists (1)	Use word lists (1)	Determination Strategies (5)
	I usually use word lists and English-Chinese dictionaries.	I use English- Chinese dictionary (1)	Use bilingual dictionary (1)	
	But if I don't have much free time, I will use the flashcard method, where I will write a new word on one side of a card, then write its meaning	Write a new word on one side of a card, then write its meaning on the other side, and then go through the cards (1)	Use flash cards (1)	
	on the other side, and then go through the cards again and again in my fragmented time until I can memorize all the words.			
	By studying the word formation, sometimes it is prefix, sometimes it is suffix.	Studying the word formation (1)	Analyze affixes and roots of the word (1)	
	Apart from that, sometimes I would use some	Use word apps (1)	Use word apps (1)	

	1			
	word			
	memorization			
	mobile apps			
	which usually			
	offer various			
	games and			
	quizzes to make			
	learning more			
	fun.			
	In addition, I also	Seek help from	Ask the	Social
	seek help from	my teachers	teacher for L1	Strategies (4)
	my teachers and	(1)	translation (1)	Strategies (1)
	classmates and	Seek help from	Ask	
	ask them to teach			
		my classmates	classmates for	
	me the words I	(1)	the new word	
	am having		meaning (1)	
	trouble with.			
	With the help of a	Groups work	Discover the	
	group or study	can correct	meaning of	
	partners, we can	each other's	new word	
	correct each	mistakes (1)	through group	
	other's mistakes,		work activity	
	encourage each		(1)	
	other and make			
	progress			
	together.			
	What's more,	Friends will	Study and	
13	sometimes my	explain the	practice the	
	friends will	1	new word	
		meaning of the		
	explain the	words (1)	meaning in a	
	meaning of the	0 - 000	group (1)	
	words in // a	an Rang		
	different	VIVI .		
	perspectives,			
	which can help			
	me understand			
	the words more			
	comprehensively.			
	Sometimes I	Spend time to	Study the	Memory
	would encounter	distinguish the	spelling of a	Strategies (3)
	words with	similar	word (1)	<i>5</i> (-)
	similar spelling	spelling words	(1)	
	but different	(1)		
	meanings, which	Use the	Use new word	
	bothered me. At			
		example word	in sentences	
	this time, I will	in sentence	(1)	
	spend time to	making (1)		

Г	<u> </u>	1	I
study the	r		
differences an	d		
then use exampl			
I			
sentences t	0		
deepen m	y		
memory.			
And if I reall	y Rephrase the	Rephrase the	
	•	*	
cannot	word's	word's	
distinguish, I wi	l meaning (1)	meaning (1)	
do a rot	e		
learning.			
		***	g
If I have mor	e Copy the	Use written	Cognitive
free time, I wi	l words and	repetition (2)	Strategies (5)
keep copyin			
down the word			
and their Chines	e		
meanings.			
And if I reall	v Written		
cannot	repetition (1)	- T	
		** 1 1	
distinguish, I wi		Verbal	
do a rot	e repetition (1)	repetition (1)	
learning.			
I usually tak	e Take notes (1)	Take notes in	
notes and writ	` '		
		class (1)	
down all the nev	v Vocabulary	Keep a	
words in	a notebook (1)	vocabulary	
vocabulary		notebook (1)	
notebook. I als		110100000000000000000000000000000000000	
		TO O	
use word lists an		4	
an English		1111	
Chinese		J.	
dictionary.	Dand	D,	
	IIoo mobile	Dlov	Matagagnitiva
Apart from tha		Play	Metacognitive
sometimes	I apps which	vocabulary	Strategies (5)
would use som	e offer	games (1)	
word	vocabulary		
memorization	games (1)		
		Toot10	
mobile app		Test oneself	
which usuall	' 11	with word	
offer variou	s offer the	tests (1)	
games an	d quizzes (1)		
quizzes to mak	1 '		
l			
learning mor	e		
fun.			
Yes, but rarely.	I Listen to	Listen to	
prefer Chines		English songs	
costume drama		(1)	
Costume draina	S (1 <i>)</i>	(1)	

	T	T	T	
	and Chinese songs to	Watch English TV series (1)	Watch English movies and	
	American series	1 V SCIICS (1)	TV programs	
	and English		(1)	
			(1)	
	songs.	Revise	Revise	
	it's very helpful			
	for me to review	vocabulary can	vocabulary	
	regularly. I will	consolidate the	regularly (1)	
	review the words	memory (1)		
	I have learned			
	before every once	Α.		
	in a while to			
	consolidate my			
	memory and	a a a		
	ensure that I	777		
	remember the	///		
	words in the long			
	term.			
	it's very helpful	Revise	Metacognitive	Useful
	for me to review	vocabulary	strategies are	Strategies (1)
	regularly. I will	regularly helps	useful (1)	
	review the words	a lot (1)		
	I have learned			
	before every once			
	in a while to			
	consolidate my			
	memory and		T.	
8	ensure that I		50	
	remember the		0	
	words in the long		in	
	term.		" D.	
Interviewee	9-10 years. 7 E/5	9-10 years 100	Years of	Learning
C	> 10 yours.	a p yours	English	duration
			learning	daranon
	When I was in	I usually	Use word lists	Determination
	school, I usually	looked at the	(1)	Strategies (8)
	looked at the	words in the	(*)	
	words in the word	word list (1)		
	list.	word fist (1)		
	And then made	Write prefixes,	Analyze	
	some notes on the	-	affixes and	
	words in the word	suffixes, and the root of the	roots of the	
	· · · · · · · · · · · · · · · · · · ·	word (1)	word (1)	
	prefixes and	Write different		
	suffixes, different	parts of speech	of speech of	
	parts of speech of	of the target	the word (1)	
	the related root	word (1)		

	Γ -			
	words, and their			
	grammatical			
	collocations, etc.			
	When I encounter	Look words up	Use bilingual	
	words I don't	in bilingual	dictionary (1)	
	know, I will look	dictionary (1)		
	them up in the			
	dictionary			
	_	Has would amag	I I a second anna	
	I often use word-	Use word apps	Use word apps	
	memory apps,	(1)	(1)	
	such as Baicizan,	Α.		
	when I'm on			
	vacation.	42		
	I often use word-	Use word apps	Find the	
	memory apps,	that provided	available	
	such as Baicizan,		pictures or	
	when I'm on		gestures of the	
	vacation. These		word (2)	
	apps not only		(2)	
	provide			
	definitions,			
	pictures and			
	examples of			
	words, but also			
	pronunciation			
	and spelling	DE BALL	1	
	exercises, which		7 3	
l l	help me learn		5	
	words in a		170	
	comprehensive		1161	
	way, especially		17	
	those hard-to-	an Dand),	
	remember words,	an Rang		
	which is a very			
	useful way for me			
	to learn.			
	I would try to	Associate		
	associate words			
	with related			
	pictures or add	pictures or add		
	images to the	images (1)		
	word cards so			
	that it would be			
	easier to recall			
	them			
	I'll look up the	Make word	Use flash	
	lyrics to some	cards (1)	cards (1)	
	131100 10 001110	curus (1)	- Curub (1)	

	songs and try to			
	find the words in			
	them and use			
	them to make			
	word cards so			
	that I can enjoy			
	the music and			
	remember the			
	new words at the			
	same time.			
	Sometimes I will	Ask for help	Ask teachers	Social
		from teachers		
	ask for help from			Strategies (4)
	teachers,	(1)	translation (1)	
	classmates or	Ask for help	Ask	
	friends	from	classmates for	
		classmates or	the new word	
		friends (1)	meaning (1)	
	Organizing a	Study and	Study and	
	study group with	practice the	practice the	
	friends and	new word	new word	
	sharing new	meaning in a	meaning in a	
	words and	group (1)	group (1)	
	memorization			
	techniques with			
	each other can be			
	really beneficial			
	Sometimes I also	Discover the	Discover the	
8	take the role of		meaning of	
	teaching others.	new word	new word	
		through group	through group	
	explain a word to	work activity	work activity	
	others, I am not only able to	Rany	(1)	
	_	VIVI I		
	deepen my			
	understanding of			
	the word, but also			
	able to help			
	others learn.			
	For example, for	Study word	Study word	Memory
	the word "apple",	with a pictorial	with a	Strategies (3)
	I will visualize a	representation	pictorial	
	red apple so that	of its meaning	representation	
	it is easy to	(1)	of its meaning	
	remember.	\ - /	(1)	
	I would use	Use phonetic	Study the	
		-		
	phonetic symbols	symbols to		
	and	pronounce the	word (2)	

			<u> </u>	
	pronunciation to	words		
	help me	correctly (1)		
	pronounce them			
	correctly.			
	These apps not	Use word apps		
	only provide	that provided		
	definitions,	pronunciation		
	pictures and	(1)		
	examples of			
	words, but also			
	pronunciation			
	-	A		
	1 0			
	exercises.	24.1	TD 1 (2)	G :::
	And then made	Made some	Take notes (2)	Cognitive
	some notes on the	notes (1)		Strategies (6)
	words in the word			
	list, such as			
	prefixes and			
	suffixes, different			
	parts of speech of			
	the related root			
	words, and their			
	grammatical			
	collocations, etc.			
	I usually take	Take notes in		
	notes in class,			
	when I encounter	Vocabulary	Keep a	
8	words I don't	notebook (1)	vocabulary	
	know, I will look	notecook (1)	notebook (1)	
	them up in the	Read words	Use verbal	
	dictionary, and			
	7 // 0/			
	sometimes I will ask for help from			
	teachers,	repeatedly (1)	repetition (2)	
	i í			
	friends. Then I			
	will write down			
	the words I don't			
	know in the			
	vocabulary			
	notebook, read			
	them repeatedly,			
	and copy them			
	repeatedly.			
	Write down the	Write down		
	words over and	the words over		
	over again until I	and over again		
	over again until I	and over again		

	1.1. 4-	(1)		
	was able to	(1)		
	master their			
	spelling		DI	3.5
	My friends and I	•	_	Metacognitive
	would often	games (1)	vocabulary	Strategies (3)
	organize word		games (1)	
	game nights in			
	our dorms. We			
	will design			
	various			
	interesting			
	games, such as			
	word solitaire,			
	shorthand	44A		
	challenge and so	777		
	on. Such	/// \ \		
	activities not only			
	make learning no			
	longer boring, but			
	also can			
	unconsciously			
	learn new words			
	in the			
	entertainment			
	These apps not	Use word apps	Test oneself	
	only provide	that provided		
	definitions,	practice (1)	(1)	
1	pictures and		5	
	examples of		1.70.	
	words, but also		101	
	pronunciation		14.	
	and spelling	a pand		
	exercises.	an Ruis		
	Yes, music is an	Combining	Listen to	
	excellent	learning words		
	memory aid. I	_		
	find that	lyrics (1)		
	combining words	(-)		
	with song lyrics			
	makes learning			
	more fun.			
	I think modern	Word apps	Word apps is	Useful
	technology	have many	convenient to	Strategies (2)
	provides many	functions for	use (1)	2111105105 (2)
	convenient ways		450 (1)	
	to learn. I often			
	use word-	Tomining (1)		
	use woru-			

	memory apps,			
	such as Baicizan,			
	when I'm on			
	vacation. These			
	apps not only			
	provide			
	definitions,			
	pictures and			
	examples of			
	words, but also			
	pronunciation			
	and spelling			
	exercises, which			
	help me learn	aa a		
	words in a	222		
	comprehensive	//_		
	way, especially			
	those hard-to-			
	remember words,			
	which is a very			
	useful way for me			
	to learn.			
	Music is an	English song	Metacognitive	
	excellent	lyrics is an	strategies is	
	memory aid	excellent	useful (1)	
		memory aid		
		(1)	12	
Interviewee	Almost 10 years.	10 years	More than 9	Years of
D	20	ABBA	years.	English
	120	77	July 1	Learning
	I will associate	Use pictures	Find the	Determination
	new words with	710 10	available	Strategies (4)
	the vocabulary I	0191	pictures or	
	have already		gestures of the	
	mastered, or use		word (1)	
	pictures, stories			
	and other ways to			
	associate words			
	with meaning, so that it will be			
	easier to			
	remember.			
	Yes, the easily	Pay attention	Analyze	
	confused words	to their roots,	affixes and	
	are really a	prefixes, and		
	challenge. I pay	suffixes (1)	word (1)	
		Dullines (1)	, ,, OIA (1)	
i	attention to their			

T	T	Т	Г	
	roots, prefixes,			
	and suffixes,			
	which often help			
	me distinguish			
	their meanings.			
	I use some	Use word apps	Use word apps	
	vocabulary	(1)	(1)	
	_	(1)	(1)	
	memorizing			
	apps.			
	Sure, I make use	_	Use word lists	
	of Internet	lists (1)	(1)	
	resources. There			
	are many free			
	online courses	aa L		
	and learning sites			
	with a wide	/// < .		
	variety of word			
	learning			
	materials such as			
	videos, articles,			
	vocabulary lists,			
	etc. I choose the			
	content that			
	meets my level			
	and interests, so			
	that my learning			
	will be more	A A - H A	T.	
8	flexible and		55	
	diversified.		TO TO	
		A 1 4 1	A -10	G ' 1
	Of course I've	Ask teachers	Ask	Social
	had difficulties.	or classmates	classmates for	Strategies (2)
	Some words are	for help (1)	the new word	
	difficult to	OIN	meaning (1)	
	remember, but I			
	will spend more			
	time, review			
	them repeatedly,			
	and ask my			
	teachers or			
	classmates for			
	help. And I also			
	find that putting			
	words into real			
	life condition			
	helps me			
	memorize words			
	better.			
P	•	•		

	T 111			
	I will try to use		Interact with	
	the newly learned	in English in	friends in	
	words in daily	daily life (1)	English (1)	
	communication,		<i>U</i> ()	
	,			
	such as having			
	simple			
	conversations			
	with friends or			
	classmates,			
	which not only			
	_			
	deepens my	Α.		
	memory, but also			
	exercises my oral			
	expression			
	ability.			
		Company	Crour was	Mamarr
	In addition, I will	Compare	Group words	Memory
	compare similar		together to	Strategies (6)
	words together to	together. (1)	study them (2)	
	see their			
	differences and			
	0			
	deepen my			
	memory by			
	comparing them.			
	I will associate	Associate to		
	new words with	the mastered		
			4	
	the vocabulary I		0 10 1	
	have already	Associate the	Connect the	
	mastered, or use	stories (1)	word to a	
	pictures, stories		personal	
	and other ways to		experience (1)	
	120.0	and?) [[[[[[[[[[[[[[[[[[[
	associate words with meaning, so	an Kuns		
	that it will 1			
	that it will be			
	easier to			
	remember.			
	In addition, I will	Use the newly	Use new word	
	keep a diary and	learned words	in sentences	
	try to use the	and phrases in	(2)	
	•	1	(4)	
	newly learned	my diary (1)		
	words and			
	phrases in my			
	diary, which not			
	only strengthens			
	my memory, but			
	also improves my			
1	writing ability.			

1.				
\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	What's more,	Find the		
1	they also provide	example		
	the pronunciation	sentence of the		
	and example	word (1)		
	sentences of the	Find the	Study the	
	words, which		1 0	
	,	pronunciation		
	help me better	of the word (1)	word (1)	
1 3	grasp the usage of			
<u> </u>	the words.			
	And I also find	Putting words	Put English	Cognitive
1	that putting	into real life	labels on	Strategies (4)
,	words into real	(1)	physical	Metacognitive
	life condition	(-)	objects (1)	Strategies (7)
	helps me		objects (1)	Strategies (7)
	1	440		
	memorize words	1116		
	better.			
	Also I will take	Take notes (1)	Take notes in	
1	notes in class,		class (1)	
	and then I will put	Put the	Keep a	
1	the unknown	unknown	vocabulary	
,	words in the word	words in the	notebook (1)	
l l	book, and when I	word book (1)	notecoun (1)	
l l	am free, I will	Read words	Use verbal	
	take it out and			
l l		repeatedly (1)	repetition (1)	
l —	read it repeatedly.	DI I	DI	
l l	I try to memorize	Play word	Play	
	words by games,	games (1)	vocabulary	
93	such as making a	Completing	games (3)	
	small game to	with	· Jo	
	match words with	classmates in	1101	
	their 8/2 e	matahina	'X'	
	corresponding	games (1)		
	corresponding meanings, or	games (1)		
	composing with			
	competing with			
	classmates to see			
	who can			
	remember more,			
	which is much			
1	more interesting.			
[Of course I've	Word games		
1	had difficulties.	(1)		
	Some words are	` /		
	difficult to			
	remember, but I			
	-			
	will spend more			
	time, review			
	them repeatedly,			

	T	I	I	
	and ask my			
	teachers or			
	classmates for			
	help. And I also			
	find that putting			
	words into real			
	life condition			
	helps me			
	memorize words			
	better.			
		Dania	Dania	
	These apps often	A	Revise	
	have lots of fun		vocabulary	
	features, such as	repeatedly (1)	regularly (1)	
	word games,	488		
	level challenges,	777		
	etc., which make			
	learning more			
	interactive and			
	fun.			
	Sure, I make use	Browse	Browse	
	of Internet	through	through	
	resources. There	English	English	
	are many free	language	language	
	online courses	websites (1)	websites (1)	
	and learning sites	English videos	Watch English	
	with a wide	(1)	movies and	
	variety of word			
9			TV programs	
	learning	D 11 1	(1)	
	materials such as	English	Read English	
	videos, articles,	articles (1)	novels or	
	vocabulary lists,	- 40	magazine (1)	
	etc. I choose the	निव Rangs		
	content that	OIN		
	meets my level			
	and interests, so			
	that my learning			
	will be more			
	flexible and			
	diversified.			
	I think the key is	Do not rush to	Stay patient	Useful
	to stay patient		and positive.	Strategies (2)
	and positive.	certain amount	(1)	54405105 (2)
	Vocabulary		(1)	
	_	of study time		
	memorization is a			
	persistent	stick to it. (1)		
	process. Do not			
	rush to success,			

	keep a certain amount of study time every day and stick to it, you will be able to achieve good results. At the same time, try different memorizing methods and find the one that suits you, and memorizing words will be more efficient and interesting. At the same time, I think it's important to set goals. I set a small goal, such as mastering ten new words a week, and then check my progress at the end of each week. When I reach my goal, I will give myself some	Set goals (1)	Set goals (1)	
		สิต Rangs		
Interviewee E	9 years.	9 years	Years of English learning	Learning duration
	Sometimes when I hear words I don't understand in a TV show or movie, I'll pause it right away and look it up in the dictionary or	Use dictionary (1)	Use bilingual dictionary (2)	Determination Strategies (7)

	Г	Т	Т
search for an			
online dictionary			
so I can			
understand the			
plot better.			
I like the	Looking up		
traditional	dictionaries (1)		
methods, such as	Analyze	Analyze	
taking notes in	affixes (1)	affixes and	
classes, looking		roots of the	
up dictionaries,		word (1)	
analyzing affixes,	Using paper	Use flash	
writing words in	words cards	cards (1)	
a word book, read	(1)	(1)	
them again and			
again, using	/// 5 .		
paper word cards,			
writing the words			
and their			
meanings, and			
then memorizing			
them.			
I also like to use	Use mobile	Use mobile	
mobile apps to	apps (1)	apps (1)	
learn words	apps (1)	apps (1)	
because these			
mobile apps have	A A B B B B B B B B B B B B B B B B B B	T.	
a lot of fun little		5	
games that can		0	
		ini	
1 // 0.		* 0'	
memorization.	The disting	Han wond ann	
Yes, sometimes I	61121		
see words on the	app (1)	(1)	
billboards on the			
road that I don't			
recognize. I will			
try to guess its			
meaning, if not I			
will use the			
dictionary app on			
my phone to look			
it up and then try			
to memorize it.			
Yes, sometimes I	Guess	Guess the	
see words on	meaning (1)	word meaning	
billboards on the		based on	
road that I don't		textual context	

		I	
recognize. I will		(1)	
try to guess its			
meaning, if not I			
will use the			
dictionary app on			
my phone to look			
it up and then try			
to memorize it.			
	D4:-:4 :	C411	0:-1
Sometimes I also	Participate in	Study and	Social
participate in	English corner	practice the	Strategies (1)
English corner	activities (1)	new word	
activities to		meaning in a	
communicate		group (1)	
with other people	aa.		
in English, and I	777		
have learned a lot	/// \		
of authentic oral			
expressions and			
become more			
confident in			
using English.			
I think it's useful	Molring	Han navy wand	Mamary
	Making	Use new word	Memory
to set small goals,	sentences with	in sentences	Strategies (4)
such as	new words (1)	(1)	
memorizing ten			
words a day and			
then making		7	
sentences with		50	
those words to		1	
deepen your		1101	
memory.		11	
Also from time to	Combine and	Group words	
time, I combine	words with	_	
words with topics	interested	study them (2)	
I'm interested in,	topics (1)	study them (2)	
such as learning	topics (1)		
words about			
movies and			
music, so it's			
easier to			
remember them.			
Sometimes I feel	Learning		
frustrated when	words in		
there are too	stages (1)		
many words and I			
can't remember			
them, but I try to			
 ,		I .	

learn them in			
stages so I don't			
stress too much at			
once.			
And sometimes	Learn the	Study the	
it's hard to	pronunciation	sound of a	
remember the	along with the	word (1)	
pronunciation, so	lyrics (1)		
I'll find some			
English songs			
and learn the			
pronunciation			
along with the			
lyrics.	aa L		
I like the	Taking notes	Taking notes	Cognitive
traditional	(1)	in class (1)	Strategies (4)
methods, such as	Write words in	Keep a	6 (-)
taking notes in	a word book	vocabulary	
classes, looking		notebook (1)	
up dictionaries,	Read words	Use verbal	
analyzing affixes,	again and	repetition (1)	
writing words in	again (1)	repetition (1)	
a word book, read	Writing the	Use written	
them again and	words and	repetition (1)	
	their meanings	repetition (1)	
again, using	(1)		
paper word cards,		T.	
writing the words and their		5	
		O O	
meanings, and		Tin	
then memorizing		* 01	
them.	87 1	DI	3.6
I also like to use	Word games	I -	Metacognitive
mobile apps to	(1)	vocabulary	Strategies (6)
learn words		games (1)	
because these			
mobile apps have			
a lot of fun little			
games that can			
help with			
memorization.			
And sometimes	Listen to	Listen to	
it's hard to	English songs	English songs	
remember the	(2)	(2)	
pronunciation, so			
I'll find some			
English songs			
English songs			

pronunciation along with the lyrics. And you should keep your interest and find the fun of learning English, such as reading English novels and listening to English songs, so that you won't feel boring when you learn. Sometimes when I hear words I don't understand in a TV show or movie, I'll pause it right away and look it up in the dictionary so I can understand the plot better And you should keep your interest and find the fun of learning English, such as reading English novels and Reading Read English novels or magazines (1)
along with the lyrics. And you should keep your interest and find the fun of learning English, such as reading English novels and listening to English songs, so that you won't feel boring when you learn. Sometimes when I hear words I don't understand in a TV show or movie, I'll pause it right away and look it up in the dictionary so I can understand the plot better And you should keep your interest and find the fun of learning English, such as reading English novels and
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don't understand in a TV show or movie, I'll pause it right away and look it up in the dictionary or search for an online dictionary so I can understand the plot better And you should keep your interest and find the fun of learning English, such as reading English novels and
in a TV show or movie, I'll pause it right away and look it up in the dictionary or search for an online dictionary so I can understand the plot better And you should keep your interest and find the fun of learning English, such as reading English novels and
movie, I'll pause it right away and look it up in the dictionary or search for an online dictionary so I can understand the plot better And you should keep your interest and find the fun of learning English, such as reading English novels and
it right away and look it up in the dictionary or search for an online dictionary so I can understand the plot better And you should keep your interest and find the fun of learning English, such as reading English novels and
look it up in the dictionary or search for an online dictionary so I can understand the plot better And you should keep your interest and find the fun of learning English, such as reading English novels and
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dictionary or search for an online dictionary so I can understand the plot better And you should keep your interest and find the fun of learning English, such as reading English novels and
search for an online dictionary so I can understand the plot better And you should keep your interest and find the fun of learning English, such as reading English novels and movels and movels and learning english novels and learning english novels and movels and learning english novels and learning english engl
online dictionary so I can understand the plot better And you should keep your interest and find the fun of learning English, such as reading English novels and Reading English novels (1) Read English novels or magazines (1)
so I can understand the plot better And you should keep your interest and find the fun of learning English, such as reading English novels and
understand the plot better And you should keep your interest and find the fun of learning English, such as reading English novels and movels and movels and learning English such as reading English novels and
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And you should keep your interest and find the fun of learning English, such as reading English novels and
keep your interest and find the fun of learning English, such as reading English novels and
keep your interest and find the fun of learning English, such as reading English novels and
and find the fun of learning English, such as reading English novels and (1) magazines (1)
of learning English, such as reading English novels and
English, such as reading English novels and
reading English novels and
novels and
l listanina to
listening to
English songs, so
that you won't
feel boring when
you learn.
I have Participated in Test oneself
participated in English with word
English vocabulary tests (1)
vocabulary contests (1)
contests
organized by my
school. The

	44-			
	contests are very			
	stressful, but they			
	are also a good			
	opportunity to			
	exercise and test			
	my learning			
	results.			
	I think it's useful	Set goals (1)	Set goals (1)	Useful
	to set small goals,			Strategies (4)
	such as			6 ()
	memorizing ten			
		A		
	words a day and			
	then making	17		
	sentences with	CCA.		
	those words to			
	deepen your	// 🐪		
	memory.			
	I think	Keening	Persistence (1)	
		Keeping a	reisistence (1)	
	persistence is the	certain amount		
	most crucial.	of study time		
	Keeping a certain	every day (1)		
	amount of study			
	time every day,			
	even if it's just ten			
	minutes, is much			
	better than	10000		
	intermittently.		1	
	And you should	Keep your	Passionate (1)	
	keep your interest	interest (1)		
	and find the fun	mterest (1)	in	
	110		· Ul	
	of learning	- 40	11	
	English, such as	an Rany		
	reading English	90 Har		
	novels and			
	listening to			
	English songs, so			
	that you won't			
	feel boring when			
	you learn.			
	I would say don't	Don't be afraid	Keep trying	
	be afraid to make	to make	(1)	
	mistakes.	mistakes (1)	(-)	
		imstance (1)		
	Learning a			
	language is			
	supposed to be an			
	accumulative			
	process, and			
<u> </u>	r, and	1	ı	

	T	ı		
Interviewee F	every mistake is an opportunity to learn. And don't feel that learning English is a boring thing. Finding fun in learning, such as watching your favorite English movies and playing language learning games, makes learning more interesting and easier to remember words and expressions.	9 years	Years of	Learning
Г			English	duration
	Congrally I just	Look	learning	Determination
	Generally, I just copy the word		Use bilingual dictionary (2)	Strategies (10)
	lists at the back of	bilingual dictionary (2)	dictionary (2)	Strategies (10)
	my English	dictionary (2)		
	textbooks, and I			
	also look up the		1.5	
2	Oxford		5	
	Dictionary. Take		10	
	notes in class,		IM	
	write the words in	70	J.	
	a vocabulary	an Rang.),	
		an Rais		
	memorize them			
	by rote.			
	Sometimes I find			
	some words hard			
	to memorize, especially those			
	with similar			
	spelling and			
	pronunciation.			
	But I will try to			
	read and write			
	more, or consult			
	the dictionary			
	and make			

	sentences to			
	master them			
	slowly			
	Yes, of course I	Electronic	Use word apps	
	will, because	dictionaries	(2)	
	electronic	are very		
	dictionaries are	convenient (1)		
	very convenient.			
	Yes! When I'm at	Use word app		
	home, I use my	(1)		
	phone's word	,		
	apps to learn			
	words. I think			
	they are very			
	interesting, with	333		
	pronunciation,	/// 5.		
	pictures,			
	examples and			
	exercises, which		1	
	is very helpful for			
	me.			
	Sometimes when	Use cell phone	Use mobile	
	I see some	apps (1)	apps (1)	
	billboards or	apps (1)	apps (1)	
	menus in			
	shopping malls, I			
	also pay attention	71-11	4.	
19	to the English		5	
	that I don't		O O	
	recognize, and		Tin	
	then open my cell		* O	
	phono one to	9 7770		
	phone app to	an Rais		
	CHECK II.		Analyza	
	Regarding the	Find out the	Analyze	
	copying of word	roots and	affixes and	
	lists, I usually	affixes (2)	roots of the	
	copy the words,		word (2)	
	part of speech			
	and Chinese			
	translation a few			
	times, and then I			
	will find out the			
	roots and affixes,			
	and then I will			
	write out the			
	words related to			
	the roots and the			

 synonyms and				
antonyms of the				
word. When I				
look up words in				
-				
a dictionary, I				
will only use a				
bilingual				
dictionary, not a				
monolingual one,				
because I think				
that if I come				
across a word I	A.			
don't know in the	10 11)		
explanation				
section of the	1777			
word I'm looking				
up, I'll have to	7/7			
look up a new				
word that I don't				
know.				
Sometimes, I will		4///		
write the words				
on the cards and				
read them aloud				
while I write				
them, and I will				
also analyze the			1	
part of speech,			5	
roots and affixes			1.10	
of the words,			10	
which is better			14 O.	
for me to	9	Dande		
memorize.	สต	Kana		
Yes! When I'm at	Use	pictures	Find the	
		pictures		
home, I use my	(1)		available	
phone's word			pictures or	
apps to learn			gestures of the	
words. I think			word (1)	
they are very				
interesting, with				
pronunciation,				
pictures,				
examples and				
examples and exercises, which				
is very helpful for				
me.	Tlas	44.040	Haa fi1	
Yes, I also like to	Use	paper	Use flash	

use paper word	word cards (1)	cards (1)	
cards.			
Sometimes, I will write the words on the cards and read them aloud	Analyze part of speech (1)	Analyze part of speech of the word (1)	
while I write them, and I will also analyze the part of speech, roots and affixes of the words,			
which is better for me to memorize.			
sometimes I	Study with friends and classmates (1)	Study and practice the new word meaning in a group (1)	Social Strategies (3)
Not really, sometimes I study with my friends and classmates and	Chat with friends in English (1)	Interact with friends in English (1)	
chat in English. I rarely chat with native speaker, but I sometimes use foreign apps, such as Facebook and Instagram.	Interact with native speaker (1)	Interact with native speaker (1)	
Regarding the copying of word lists, I usually copy the words, part of speech and Chinese translation a few times, and then I will find out the roots and affixes, and then I will write out the	Write out the words related to the roots, synonyms and antonyms of the word (1)	Connect the word to its synonyms and antonyms (1)	Memory Strategies (7)
words related to the roots and the			

	1			
	synonyms and			
	antonyms of the			
	word. When I			
	look up words in			
	a dictionary, I			
	will only use a			
	_			
	bilingual			
	dictionary, not a			
	monolingual one,			
	because I think			
	that if I come			
		A		
	across a word I			
	don't know in the			
	explanation			
	section of the	333		
	word I'm looking			
	up, I'll have to			
	look up a new			
	word that I don't			
	know.			
	Yes! When I'm at	Find the	Study the	
	home, I use my	pronunciation	sound of a	
	phone's word	of the word (1)	word (1)	
	apps to learn			
	words. I think			
	they are very	DE HOLD		
	interesting, with		7 %	
No.	pronunciation,			
	pictures,		10	
	examples and		10/2	
			" n	
	exercises, which	- 40		
	is very helpful for	an Rany		
	me.	6171		
	Sometimes, I will	Read aloud (1)	Read the new	
	write the words		word aloud	
	on the cards and		when studying	
	read them aloud		(1)	
	while I write			
	them, and I will			
	also analyze the			
	_			
	part of speech,			
	roots and affixes			
	of the words,			
	which is better			
	for me to			
	memorize.	TT (1 1	T T .	
	For example, I	Use the newly	Use new word	

	:11 4 4 41	1	:	a 4	
	will try to use the		in	sentences	
	newly learned	in my diary or	(4)		
	words in my	in my writing			
	diary or in my	(1)			
		(1)			
	writing, and I will				
	also try to				
	describe things				
	around me in				
	English, which				
	will help me				
	memorize and				
	use the words				
	better.				
		Describe			
	For example, I				
	will try to use the				
	newly learned	English (1)			
	words in my				
	diary or in my				
	writing, and I will				
	also try to				
	describe things	4 4			
	around me in				
	English, which				
	will help me				
	memorize and				
	use the words				
	better.			J.	
18	Sometimes I find	Make		50	
				,O	
	some words hard	sentences		1	
	to memorize,	using the new	1/1	11.	
	especially those	word (1)	Ji.		
	with similar	am pang.),		
	spelling and	90 Kar.			
	pronunciation.				
	But I will try to				
	read and write				
	more, or consult				
	the dictionary				
	and make				
	sentences to				
	master them				
	slowly.				
	Yes! When I'm at	Find the			
	home, I use my	example of the			
	phone's word	word (1)			
	apps to learn				
	words. I think				
<u> </u>		<u> </u>	1		<u> </u>

	T			
	they are very			
	interesting, with			
	pronunciation,			
	pictures,			
	examples and			
	exercises, which			
	is very helpful for			
	me.			
	Sometimes I find	Read more (1)	Use verbal	Cognitive
	some words hard		repetition (2)	Strategies (7)
	to memorize,			
	especially those			
	with similar			
	spelling and	aa L		
	pronunciation.			
	But I will try to	/// 🐪		
	read and write			
	more, or consult			
	the dictionary			
	and make			
	sentences to			
	master them			
	slowly.			
	Generally, I just	Use verbal		
	copy the word	repetition (1)		
	lists at the back of		Take notes in	
	my English		class (1)	
10	textbooks, and I	Vocabulary	Keep a	
	also look up the	notebook (1)	vocabulary	
	Oxford		notebook (1)	
	Dictionary. Take	Use written	. \	
	notes in class,	repetition (1)		
	write the words in	Copy the word	(°)	
	a vocabulary	lists (1)		
	notebook and	(-)		
	memorize them			
	by rote.			
	Sometimes I find	Write more (1)		
	some words hard	, ,		
	to memorize,			
	especially those			
	with similar			
	spelling and			
	pronunciation.			
	But I will try to			
	read and write			
	more, or consult			
L	,	1	1	1

	the dictionary			
	and make			
	sentences to			
	master them			
	slowly.			
	Yes! When I'm at	Word test (1)	Test oneself	Metacognitive
	home, I use my		with word	Strategies (5)
	phone's word		tests (1)	
	apps to learn		,	
	words. I think			
	they are very			
	interesting, with	A		
	pronunciation,			
	pictures,			
	examples and	222		
	examples and exercises, which	1116		
	,			
	is very helpful for			
	me.	W-4-1 E 1' 1	W/-4-1 D 1' 1	
	I also like to	Watch English		
	watch English		movies and	
	movies and	dramas (1)	TV programs	
	American		(1)	
	dramas, which			
	can improve my			
	listening and oral			
	expression.			
	I sometimes read	Read English	Read English	
10	English novels,	novels (1)	novels or	
	so that I can get in		magazine (1)	
	touch with rich		1101	
	vocabulary and		J.	
	sentence patterns,	an pand		
	which is very	an Rais		
	helpful to my			
	writing and			
	reading skills.			
	I don't listen to	Listen to	Listen to	
	news, but I do	English songs	English songs	
	listen to English	(1)	(1)	
	songs.	(1)	(1)	
	I rarely chat with	Chat using	Chat using	
	•			
	native speaker,	English on the	English on the	
	but I sometimes	Internet (1)	Internet (1)	
	use foreign apps,			
	such as Facebook			
	and Instagram.	3.6.1.1	36.1.7	TT C 1
	Learning words	Mobile apps is	Mobile apps	Useful

	with mobile apps is very convenient and flexible, you can learn anytime and anywhere. I think the most effective strategy is to incorporate words into my daily life.	Incorporate words into daily life (1)	Use words into daily life (1)	Strategies (2)
Interviewee G	9 years.	9 years	Years of English learning	Learning duration
	I will use cell phone apps to learn words, and these apps usually provide pronunciation, example sentences and spelling practice, which can help me memorize words better.	Use word apps (1)	Use word apps (1)	Determination Strategies (4)
	I will use online dictionaries, such as Google Translate, to look up pronunciations and example sentences for raw words.	Use bilingual dictionary (1)	Use bilingual dictionary (1)	
	I will take notes in class, and when I encounter the words I don't know, I will copy them into the vocabulary notebook, and then look them up in the dictionary, then analyzed the part of speech	Analyze the part of speech (1)	Analyze part of speech of the word (1)	

and offives			
and affixes. I will take notes in class, and when I encounter the words I don't know, I will copy	Analyze the affixes (1)	Analyze affixes and roots of the word (1)	
them into the vocabulary notebook, and then look them up in the dictionary, then analyzed the part of speech			
and affixes.			
For speaking, I will try to find some language partners and	language	Interact with friends in English (1)	Social Strategies (2)
practice English conversation regularly every week.			
Sometimes I would feel that I was learning very slowly, and I would even come	Ask teachers and friends for advice (1)	Ask the teacher for L1 translation (1)	
across some grammar rules that were difficult to understand.		It United	
But I won't give up easily. I will consult all kinds of learning materials, ask	an Rans		
teachers and friends for advice, and try to			
find different explanations and examples until I fully understand them.			
I will use cell phone apps to learn words, and	Find pronunciation of a word (1)	Study the sound of a word (3)	Memory Strategies (5)

	Τ.			
	these apps			
	usually provide			
	pronunciation,			
	example			
	sentences and			
	spelling practice,			
	which can help			
	me memorize			
	words better.			
	Of course I did,	Imitate the		
	and I encountered	sentences in		
	a lot of	the English		
	difficulties,	tutorials (1)		
	especially in			
	pronunciation	777		
	1 -	1118		
	and spelling. But			
	I found that			
	listening and			
	speaking more is			
	a good way to			
	improve			
	pronunciation. I			
	would imitate the			
	sentences in the			
	English tutorials			
	and then try to	DE HOLDE		
(0)	say them myself.		Si	
(2)	In addition, I also	Imitate	5	
	like to imitate	pronunciation	170	
	some	(1)	116,	
	pronunciation in		17	
		am Dand),	
	English videos to help me improve	96 Kar.		
	my listening and			
	oral expression			
	skills			
		IZ 1' '	TT 1	
	I will try to keep	_	Use new word	
	a diary in	English (1)	in sentences	
	English, and I		(2)	
	will also join			
	some social			
	groups for			
	English learning,			
	such as online			
	forums or social			
	media groups. In			
	these groups, I			

	can exchange			
	experiences with			
	other learners and			
	encourage each			
	other. We will			
	share learning			
	resources and			
	discuss learning			
	methods, and this			
	kind of			
	interaction helps			
	us keep			
	improving.			
	I will use cell	Find the		
	phone apps to	example		
	learn words, and	sentence of the		
	these apps	word (1)		
	usually provide			
	pronunciation,			
	example			
	sentences and			
	spelling practice, which can help			
	me memorize			
	words better.			
	Of course I did,	Try to speak	Use verbal	Cognitive
	and I encountered	the word to	repetition (1)	Strategies (4)
l.	a lot of	myself (1)	(1)	zuwegres (.)
	difficulties,		10.	
	especially in		In	
	pronunciation		it of	
	* / / O ~ 0/	an pand),	
	I found that	तिल Rang		
	listening and			
	speaking more is			
	a good way to			
	improve			
	pronunciation. I			
	would imitate the			
	sentences in the			
	English tutorials			
	and then try to			
	say them myself.	Toko notas (1)	Toko notos :-	
	I will take notes in class, and	Take notes (1)	Take notes in	
	in class, and when I encounter	Vocabulary	class (1) Keep a	
	the words I don't	notebook (1)	Keep a vocabulary	
	the words I doll t	HOLEDOOK (1)	vocabulary	

Izno	w, I will copy		notebook (1)	
	n into the	Copy word	Use written	
	n mto the abulary	1 2		
	•	repeatedly (1)	repetition (1)	
	ebook, and			
	look them up			
	he dictionary,			
	analyzed the			
-	of speech			
	affixes. After			
	, copy the			
l i	ds repeatedly.	- A		
	ill use online			
dict	ionaries, such			
as	Google	««		
Trai	nslate, to look	777		
up	4			
proi	nunciations			
and	example			
sent	tences for raw			
wor	ds.			
Son	netimes, I also			
follo	ow some			
Eng	lish			
edu	cation			
acco	ounts on			
soci	ial media,			
whe	ere they share		15	
inte	resting		5	
	lish learning		10.	
	erials and		101	
tips			14.0	
reso	urces are	an Dand),"	
very	y helpful for	e161 Kar. 2		
me	to learn new			
	abulary.			
	reover, I also			
	to find the			
	cs of some			
	glish songs			
	ne and learn			
	vocabulary in			
ther				
mak	,			
	_			
	re interesting.	Cnalling	Tost onesole	Matagognitiva
	vill use cell	Spelling	Test oneself	Metacognitive
pho		practice (2)	with word test	Strategies (9)
	n words, and		(2)	
thes	se apps			

Γ	Τ		
usually provide pronunciation, example sentences and spelling practice, which can help me memorize words better. In terms of spelling, I would do more spelling exercises and keep correcting my mistakes, which slowly improved my			
spelling			
accuracy.			
At the same time,	Read English	Read English	
I would also read	books (1)	novels or	
some simple English		magazines (2)	
children's books			
so that I could			
learn some basic			
vocabulary and	1112 - 20	1	
sentences.		13:	
In addition, I also		5	
find some	original English novels	Tin	
original English novels or movies	English novels (1)	" OI	
to read and watch, so that I not only learn	am Dands	210	
watch, so that I	ab Kans		
not only learn			
new vocabulary,			
but also increase			
the fun of			
learning.	Han are 1	Drower	
Sometimes, I also follow some	Use social media (1)	Browse through	
follow some English	incuia (1)	English	
education		language	
accounts on		websites (1)	
social media,			
where they share			
interesting			
English learning			

materials and tips. These resources are very helpful for me to learn new vocabulary.			
Moreover, I also like to find the lyrics of some English songs online and learn the vocabulary in them, which makes learning more interesting.	Find the lyrics of some English songs (1)		
In addition, I also like to imitate some pronunciation in English videos to help me improve my listening and oral expression skills	Watch English videos (1)	Watch English movies and TV programs (2)	
In addition, I also find some original English novels or movies to read and watch, so that I not only learn new vocabulary, but also increase the fun of learning.	Watch English movies (1)	The Strike	
I will try to keep a diary in English, and I will also join some social groups for English learning, such as online forums or social media groups. In these groups, I can exchange		English on the	

	experiences with other learners and encourage each other. We will share learning resources and discuss learning methods, and this kind of interaction helps us keep improving.			
	Sure. I found that it is very important to study consistently	Study consistently every day (1)	Persistence (2)	Useful Strategies (3)
	every day. Sometimes I would feel that I was learning very slowly, and I	Persistence is the key to overcoming difficulties (1)		
	would even come across some grammar rules that were difficult to understand.		sity	
	But I won't give up easily. For me, the key to keeping interest	Keep interest in learning (1)	Passionate (1)	
	in learning is to learn creatively.	an Rang		
Interviewee H	9-10 years.	9-10 years	Years of English learning	Learning duration
	When I was learning words at school, I took notes in classes. And I analyzed parts of speech, affixes and roots.	Analyzed parts of speech (1)	Analyze part of speech of the word (1)	Determination Strategies (8)
	When I was learning words at school, I took notes in classes.	Analyzed affixes and roots (1)	Analyze affixes and roots of the word (1)	

	T			
	And I analyzed			
	parts of speech,			
	affixes and roots.			
	When I encounter	Use dictionary	Use bilingual	
	the words I don't	(1)	dictionary (2)	
		(1)	dictionary (2)	
	know, I usually			
	look them up in			
	the dictionary			
	and used word			
	lists.			
	I like to go	Learn English		
	shopping with	from		
	my friends.	billboards in		
	Sometimes I see			
		11 0		
	some English			
	words in the mall	(1)		
	or on the street,			
	and we will stop			
	and look at them.			
	When I encounter	Use word lists	Use word lists	
	the words I don't	(1)	(1)	
	know, I usually			
	look them up in			
	the dictionary			
	and used word			
	lists.		0 11	
10	And If I come	Guess based	Guess the	
(2)	across a word I	on the context	word meaning	
	don't know on a	(1)	based on	
	test, I make a		textual context	
	guess based on		(1)	
	the context.	an pand	,	
	Sometimes I will	Use word apps	Use word apps	
	come across	(2)	(2)	
	some vocabulary	(2)	(2)	
	words while			
	watching movies			
	or American			
	dramas, and then			
	I will open my			
	phone and start to			
	look them up, and			
	then I will know			
	the meaning of			
	the word. Also			
	when I listen to			
	music, when I			
	music, when I			

Г			
hear words I don't			
know, I start to			
look them up in			
the dictionary,			
•			
which is a good			
way because the			
lyrics often			
contain some			
interesting			
words, and I will			
· ·			
try to understand	A		
the meaning of			
the lyrics and			
learn the words	aa.		
If I don't know			
the words, I will	/// 5 .		
ask my friend,	11/4		
•			
and he will tell			
me if he knows			
the words, and if			
we don't know			
the words, we			
will take out our			
cell phones and			
start to check the			
meanings. I also			
like to use		7	
vocabulary apps,		5	
which are usually		10	
fun to use, and		10/2	
		* 0,	
sometimes I can	0 - 000		
compete with my	तिल Ran9		
	OINI		
who remembers			
more words,			
which makes			
learning less			
boring.			
<u> </u>	Ctudyin ~	Ctudy as 1	Casial
Moreover, by		Study and	Social
studying with	friends (1)	practice the	Strategies (3)
friends, we can		new word	
encourage and		meaning in a	
compete with		group (1)	
each other, which			
makes learning			
_			
more fun.	A 1 C 1 1 1	A 1	
If I don't know	Ask friend the	Ask	

the words I will	magning of o	alagamatas for	
the words, I will	meaning of a	classmates for	
ask my friend,	word (1)	the new word	
and he will tell		meaning (1)	
me if he knows			
the words, and if			
we don't know			
the words, we			
will take out our			
cell phones and			
start to check the			
meanings. I also			
like to use	A		
vocabulary apps,	17		
which are usually	CCA		
fun to use, and			
sometimes I can	// \		
compete with my			
friends to see			
who remembers			
more words,			
which makes	4 4		
learning less			
boring.			
Yes, but not all in	Chat with	Interact with	
English, we	friends in		
communicate in	English (1)	English (1)	
both English and		12	
Chinese		5	
There are word	Coy words	Use written	Cognitive
lists in the back of	several times	repetition (1)	Strategies (2)
		repetition (1)	Strategies (2)
V / C 0/	(1)		
textbooks we use,	an Rainy		
and the teachers	OINI		
sometimes assign			
copying			
assignments,			
such as copying a			
word five times			
in English and			
once in Chinese.			
When I was	Take notes (1)	Take notes in	
learning words at) /	class (1)	
school, I took		(-)	
notes in classes.			
And I analyzed			
parts of speech,			
affixes and roots.			
		-	

	In addition, the	Dictation (1)	Test oneself	Metacognitive
	teachers have		with word	Strategies (6)
	some dictation assignments in		tests (1)	
	class, and as a			
	punishment for			
	failing to dictate a			
	word, the teachers will let			
	the students			
	continue to copy			
	it.			
	I like to watch	Watch movies and American	Watch English movies and	
	movies, American	dramas (1)	TV programs	
	dramas, listen to		(2)	
	music and watch			
	some short			
	videos in my daily life.			
	I like to watch	Watch videos		
	movies,	(1)		
	American			
	dramas, listen to music and watch			
	some short			
	videos in my		Sign	
0	daily life.	T	-	
	I like to watch movies,	Listen to English songs	Listen to English songs	
	American	(1)	(1)	
	dramas, listen to	an Rang		
	music and watch	6101		
	some short videos in my			
	daily life.			
	Yes, but only			
	occasionally on a		English news	
	whim. I don't think my English	(1)	(1)	
	level is good			
	enough for me to			
	understand the			
	news with a lot of specialized			
	vocabulary.			
	And I'm not very	Read English	Read English	

	1 . 11	1 /4)	1	
	good at reading a book with a lot of	novels (1)	novels or	
			magazines (1)	
	unfamiliar words			
	because when I			
	come across a			
	word I don't			
	know, I want to			
	know what it			
	means			
	immediately.			
	I think the most	Stay interested	Passionate (1)	Useful
	important thing is	(1)		Strategies (3)
	to stay interested.			
	If you are	44A		
	interested in	777		
	learning words, it	//_ A		
	will be easier to			
	remember them.			
	It's also important	Diversified	Diversified	
	to diversify your	learning	learning	
	learning	methods (1)	methods (1)	
	methods, so try			
	learning in			
	different ways			
	such as using			
	word software,			
	reading, listening		1.5	
10	to music, etc. to		5	
	find a method		10.	
	that suits you.		in	
	Also, don't be	Don't be afraid	Keep trying	
	afraid to make		(1)	
	mistakes,	mistakes (1)	(-)	
	mistakes, are part			
	of learning, be			
	brave to try and			
	correct them.			
Interviewee	9 years.	9 years	Years of	Learning
I	, , , , , , , , , , , , , , , , , , , ,	- J Carl	English	duration
			learning	30100011
	I used to	Use bilingual	Use bilingual	Determination
	memorize by	dictionary (2)	dictionary (2)	Strategies (2)
	rote, look up	dictionally (2)	dictionary (2)	Sauceres (2)
	words when I met			
	something I			
	didn't know, and			
	then copy them			
	uien copy tnem			

	T	T	T	
	over and over			
	again, but many			
	times I			
	remembered			
	them at the time			
	after reading			
	them and then			
	forgot them later.			
	And every time I			
	listen to an			
	English song and			
	look at the lyrics,	A		
	I will look up the			
	words I don't			
	know, and then I	000		
	will remember	1116		
	them very well,			
	and I think it's			
	because every			
	time I look up a			
	word, I will find a			
	piece of music			
	that contains the			
	word and hum			
	along with it, and			
	then translate the	10000	1	
	lyrics that		7	
10	contained that		5	
	word in the end.	MARRY	· Jo	
	I used to	Take part in	Study and	Social
	participate in an	English corner	practice the	Strategies (2)
	English corner activity when I	(1) Band.	new word	
	activity when I	निष्टी रिक	meaning in a	
	was in junior high		group (1)	
	school. There, I			
	had the			
	opportunity to			
	communicate			
	with native			
	English-speaking			
	foreign teachers.			
	This kind of			
	practice helped			
	me better			
	understand the			
	usage of words			
	and enhanced my			
	memory.			
	<u> </u>	ı	1	

	I used to	Communicate	Interact with	
	participate in an	with native	native	
	English corner	English	speakers (1)	
	activity when I	speaker (1)	1 ()	
	was in junior high	~F (-)		
	school. There, I			
	had the			
	opportunity to			
	communicate			
	with native			
	English-speaking	A		
	foreign teachers.			
	This kind of			
	practice helped	A B B		
	me better	777		
	understand the			
	usage of words			
	and enhanced my			
	memory.			
	I've found a way	Association	Group words	Memory
	to overcome my	method to	together to	Strategies (4)
	forgetfulness.	memorize	study them (1)	200008103 (1)
	Now I mainly	words	study them (1)	
	rely on the	Words		
	association			
	method to memorize words.	BB-88	7	
	A V A A	C-1:4 41-4 4-4-4	Ctr. Jr. 2 th.	
	I will split the	Split the target	Study the	
	words into words	words	spelling of a	
	I know, and then		word (1)	
	make sentences,	40	The	
	constructing E/5	an Rany		
	some funny or	PINI		
	absurd sentences			
	or scenes, so that			
	it is easier for me			
	to remember			
	these words.			
	I will split the	Using the	Rephrase the	
	words into words	splitted words	word's	
	I know, and then	to make	meaning (1)	
	make sentences,	sentences		
	constructing			
	some funny or			
	absurd sentences			
	or scenes, so that			
	it is easier for me			

	, 1			
th	remember nese words.			
B in so	secause the news nvolves omething too rofessional, and	Hum with English songs	Study the sound of a word (1)	
w pi th E	get sleepy easily when I read such rofessional nings, but inglish songs			
m	ot. Songs have a nelody, I will um along with			
no ai	used to take otes in class, nd then by rote, ook up words	Take notes (1)	Take notes (1)	Cognitive Strategies (4)
so di	when I met omething I idn't know, and nen copy them			
oʻ ag vo	ver and over gain, and I had a ocabulary otebook at that		t,	
ti ti m	me. But a lot of mes after the nemorizing, I orgot them all.		" University	
I no ar	used to take otes in class, nd then by rote,	Use verbal repetition (1)	Use verbal repetition (1)	
w sc di	ook up words when I met comething I idn't know, and			
oʻ ag vo	nen copy them ver and over gain, and I had a ocabulary			
ti ti m	otebook at that me. But a lot of mes after the nemorizing, I orgot them all.			

	I used to take	Copy over and	Use written	
	notes in class,	over again (1)	repetition (1)	
	and then by rote,	Over again (1)	repetition (1)	
	look up words			
	_			
	something I			
	didn't know, and			
	then copy them			
	over and over			
	again, and I had a			
	vocabulary	Α.		
	notebook at that			
	time. But a lot of			
	times after the	CCA		
	memorizing, I	777		
	forgot them all.	// \ \		
	I used to take	Vocabulary	Keep a	
	notes in class,	notebook (1)	vocabulary	
	and then by rote,		notebook (1)	
	look up words			
	when I met			
	something I			
	didn't know, and			
	then copy them			
	over and over			
	again, and I had a			
	vocabulary		1.5	
8	notebook at that		5	
	time. But a lot of		10.	
	times after the		101	
	memorizing, I		14 O.	
	forgot them all.	a pand		
	Yes, especially	Watch English	Watch English	Metacognitive
	when it comes to	movie (2)	movies and	Strategies (5)
	words that look		TV programs	
	similar, such as		(2)	
	revenge and		\ - /	
	avenge, but since			
	I've seen Marvel's			
	Avengers, I've			
	been able to			
	clearly			
	distinguish the			
	difference			
	between the two			
	words; revenge			
	means to avenge			
	oneself, and			
	onesen, and			

		T	
generally has a bad meaning, whereas avenge can mean to avenge oneself as well as to avenge others, and generally has a more positive meaning. Yes, I enjoy watching movies, not just Marvel movies. I do listen to English songs quite often, but I don't listen to the news much I do listen to English songs quite often, but I don't listen to the news much And every time I listen to the news much And every time I listen to an English song and look at the lyrics, I will look up the words I don't know, and then I will remember them very well, and I think it's because every time I look up a word, I will find a piece of music that contains the word and hum along with it, and then translate the	Listen to English songs (1)	listen to English news (1) Listen to English songs (1)	
then translate the lyrics that contained that word in the end.			
My God, I think	Read and	Read and	Useful
you should watch	listen more (2)	listen more (2)	Strategies (4)
you should watch	nsten more (2)	113tc11 11101c (2)	Buaugies (4)

and listen more when you learn English. When I watch movies, not only can I exercise my hearing, but also I can learn new words, no matter how many words I learn, but every time I watch a movie, I get something out of it, which is quite			
good, I think. In addition, it is also important to read and listen more. By reading English articles, listening to English songs or watching English movies, we can be exposed to more authentic expressions and remember words and phrases better.		A John Strike	
	important thing (1)		

real progress.		





Certificate of Approval by Ethics Review Board of Rangsit University



COA. No. RSUERB2023-133

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Protocol Title

An Investigation on English Vocabulary Learning Strategies of

Vocational Senior High School Students in China

Principle Investigator

Ruiqi Qiao

Co-Investigator

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How to review

Expedited Review

Approval includes

1. Project proposal

2. Information sheet

3. Informed consent form

4. Data collection form/Program or Activity plan

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The prior mentioned documents have been reviewed and approved by Ethics Review Board of Rangsit University based Declaration of Helsinki, The Belmont Report, CIOMS Guideline and International Conference on Harmonization in Good Clinical Practice or ICH-GCP

Signature....

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