Reasons for Frequent and Infrequent Use of Vocabulary Learning Strategies by Thai EFL Students

Nathaya Boonkongsaen
Vongchavalitkul University,
Nakhon Ratchasima, Thailand
Email: Nathaya_boo@vu.ac.th

Abstract

Vocabulary plays a key role to language learning process. For EFL students, vocabulary learning strategies (VLSs) can help facilitate students' vocabulary learning. Different students may employ different techniques or strategies to learn vocabulary. Why the individual students at the tertiary level use certain vocabulary learning strategies (VLSs) is what to be presented in this article. The present study was intended to examine the reasons why Thai tertiary-level students studying in the Northeast of Thailand used certain VLSs frequently and other VLSs infrequently. Nine hundred and five students had reported their VLSs used on the strategy questionnaire. For this study, forty- eight students were selected based on their convenience and availability to clarify the reasons why they used certain VLSs frequently and other VLSs infrequently. A semi-structured interview was used to elicit the reasons behind the students' strategy choices. The data were transcribed more or less verbatim and translated into English for the content analysis. The various reasons given by the participants were closely examined and compared for the similarities and differences. Seven categories emerged as the seven reasons for the frequent use of certain VLSs while nine categories emerged as nine reasons for infrequent use of certain VLSs. The range of reasons emerging from the qualitative data reflects the fact that the use of certain VLSs depends upon the individual participants' perspective. The qualitative results of present investigation have contributed to the aspects related to the use of VLSs which seems scarce in the Thai contexts.

Keywords: vocabulary learning, reasons behind the strategies used

1. Introduction

It is acknowledged that vocabulary serves as a fundamental tool for communication. It plays a prominent role in understanding a language as Wilkins (1972, p. 111) states "without grammar little can be conveyed, without vocabulary nothing can be conveyed" According to Stæhr (2008, p. 1), "vocabulary knowledge is generally assumed to be a good predictor of language proficiency in a second or a foreign language." We might say that one of the factors that might hinder tertiary-level students' language performance is the inadequacy of their vocabulary knowledge. Vocabulary learning strategies (VLSs) may help facilitate students' vocabulary learning as asserted by Nation (2001) that a large and rich vocabulary can be acquired with the help of VLSs. Different learners may employ different techniques or strategies to learn vocabulary. Why the individual learners at the tertiary use certain VLSs is what interests the researcher of the present study. The qualitative results contributed to the aspects related to the use of VLSs seem scarce in the Thai contexts. The range of reasons emerging from the qualitative data may reflect individual participants' perspective and provide the comprehensive picture of the students' VLS use.

2. Research Objective

The present study aims to find out the reasons why students at the tertiary level reported employing certain strategies frequently and other strategies infrequently. Specifically, the research question of the present study is "Why do the students employing certain vocabulary learning strategies frequently and other vocabulary learning strategies infrequently in order to deal with their vocabulary learning?"

3. Research Methodology

Four aspects regarding the research methodology are presented in the subsequent sections.

3.1 Terms Used in the Present Study

3.1.1 Vocabulary Learning Strategies

The term "vocabulary learning strategies" refers to any set of techniques, including actions or mental processes that Thai students studying at the tertiary level reported employing in order to facilitate their English vocabulary learning with the purpose of enhancing their vocabulary knowledge.

3.1.2 Tertiary-Level Students

The term "tertiary-level students" refers to undergraduate students who have been studying in a regular programme on offer at the four types of institutions. The four types of institution have been offering a for male education mainly for the tertiary level. They are public/ autonomous university (PBU) , private college/ university (PVC/ U) ,Rajabhat University(RU)and Rajamangala University of Technology(RMUT).

3.1.3 Frequent Used Strategies

The top five strategies which students reported employing frequently obtained through the VLS questionnaire.

3.1.4 Infrequent Used Strategies

The bottom five strategies which students reported employing infrequently obtained through the VLS questionnaire.

3.2 Participants and Sampling Procedures

As the population under this study was the students studying at the tertiary-level in the Northeast of Thailand.905 students participated in the VLS questionnaire session to report frequency of their VLS use. In the present study, 48 participants selected based on their convenience and availability were asked to clarify the reasons why they used certain strategies frequently and other strategies infrequently.

3.3 Instruments

The interview session was conducted after the questionnaire session had ended.   A semi-structured interview was used to follow up the research participants' responses obtained through the VLS questionnaires which included three main categories; the Discovery of Meaning or Other Aspects of New Vocabulary Items (DMV) , the Retention of the Knowledge of Newly-Learned Vocabulary Items (RKV), and the Expansion of Knowledge of Vocabulary Items (EKV). A semi-structured interview was conducted in Thai in order to explore why the participants employed certain strategies frequently and other strategies frequently. By employing the one-on-one interview, the researcher could elicit qualitative data concerning the participants' rationale in employing the top and the bottom five VLSs reported in their VLS questionnaire. The interview guide is presented:

1. What is your name/ nickname?

2. Do you use English language very often? How? Where?

3. Whatlanguage element is important for you to acquire English language skill?

4. Why do you employ (these strategies) frequently?

The word "these strategies" refers to the top five VLSs from a total of 42 VLSs, the students reported employing on the VLS questionnaire.

5. Why do you employ (this strategy) infrequently?

The word "these strategies" refers to the bottom five VLSs from a total of 42 VLSs, the students reported employing on the VLS questionnaire.

6. Do you have any suggestions or comments for teaching and learning English vocabulary?

3.4 Data Analysis

Data were described more or less verbatim and translated into English for the content analysis. In the present study, open coding was first used to manage the data obtained through the semi-structured interviews. In open-coding, the data were broken down into discrete parts, closely examined and compared for similarities and differences (Strauss and Corbin, 1998). The result of open coding was a list of the codes and categories (Flick, 2006). Then, the categories resulting from open coding were refined and differentiated in the step of axial coding. The purpose of axial coding was to "begin the process of reassembling data that were fractured during open coding" (Strauss and Corbin 1998, p. 124). In this step, attempts to relate categories to subcategories were made. The third step was selective coding which involved "seeking to identify the central code in study" (Babbie, 2008). During this step, the categories were organised around a central explanation. In the present study, the refined categories emerged as the reasons behind the participants' strategy choices were presented along with the quoted participants' reasons.

4. Results

Different reasons given by the forty-eight participants were closely examined and compared for the similarities and differences. A list of codes arose out from the data and the resulting codes were used to generate the categories.

4.1 Reason behind the Students' Frequent VLS Used

Seven refined categories emerged as the seven reasons behind the participants' strategy choices. Each category is presented along with the quoted participants' reasons below:

1) Enjoyment of Using Certain Strategies

Some students wanted to learn vocabulary items in an enjoyable manner. Following are some example strategies presented along with the participants' reasons.

EKV 13 : "Singing or listening to English songs to expand knowledge of vocabulary items"

PVC/U 2 .....*I think, it [Singing or listening to English songs]is enjoyable. I don't like to read or learn vocabulary from a thick book. It is not me to do...*

EKV 1: "Playing English games, such as scrabble, crossword puzzles to expand knowledge of vocabulary items"

PVC/U 4 .....*It is enjoyable to play games. The more we play games .....the more we get new words.* .....

2) Familiarity with Using Certain Strategies

Some students reported that they used certain strategies frequently because they were familiar with using them. Some students have known these strategies since they were young. Some example strategies are:

EKV15: "Practicing vocabulary translation from Thai into English and vice versa to expand knowledge of vocabulary items"

RU 2 ......*I'm familiar with this strategy [Practicing vocabulary translation from Thai into English and vice versa]. I do it very often when I do English homework*.....

DMV5 : "Using a dictionary to discover the meaning or other aspects of vocabulary items"

RU 15 ......*I usually use this strategy [Using dictionary]. My teachers have told me to use a dictionary since I studied in a primary school, Prathom 5*.....

3) Ease of Using Certain Strategies

Ease of using certain strategies refers to the use of any strategies which were viewed as being easy or relatively effortless to deal with vocabulary items. Some students reported that they used certain strategies because those strategies were comparatively easier than other strategies in order to deal with the vocabulary items. Example strategies are:

EKV 7 : "Attending classes of every module regularly to expand knowledge of vocabulary items"

PVC/U 14 ......*the teacher introduces us the new words. It [Attending classes of every module regularly]is easier for us to learn new words in English class than learning by ourselves*....

EKV 13 : "Singing or listening to English songs to expand knowledge of vocabulary item"

PVC/U 7 …..*When I listen to songs, I can learn many things, such as pronunciation, ... and I can memorise the new words very easily when I sing along….*

4) Personal Preference for Using Certain Strategies

Certain strategies were used frequently by some students because of their personal preference of using them. Personal preference for using certain strategies refers to the use of any strategies with no proper reasons but one' state of personal preferring of using them. Example strategies are:

RKV 8 : "Associating pictures to vocabulary items to retain knowledge of newly-learned vocabulary items"

PBU 10   …. *I prefer using picture to associate with the vocabulary items to memorising or reciting the words…*

EKV 13 : "Singing or listening to English songs to expand knowledge of vocabulary items"

PVC 9   … *I like listening to songs. I can learn new vocabulary from songs…..*

5) Helpfulness of Using Certain Strategies

Other than personal preference, helpfulness of using certain strategies was the reason that influenced the students' frequent use of VLSs. Example strategies are:

DMV5: "Using a dictionary to discover the meanings or other aspects of vocabulary items"

PVC/U 1…….*I use a dictionary because certain words might have many meanings. We can find different meanings in a dictionary. It [Using a dictionary]is useful. I use both English-English and English-Thai dictionaries…*

DMV6: "Asking friends to discover the meaning or other aspects of vocabulary items"

PVC/U 2   ….*I think my friends may help me. I ask some friends whom I think can give   me the answer*

6) Precision of Using Certain Strategies

Some students viewed that certain strategies could provide the right meaning or the correct concepts related to the vocabulary items they were learning. Precision refers to the use of any strategies that can help students obtain the right meanings or the correct answers related to any vocabulary items they might face. Example strategies are:

DMV 7: "Asking teachers to discover the meaning or other aspects of vocabulary items"

PBU 2   …..*I couldn't get meaning that could get along with the contexts ……,so it is better to ask teacher. The teacher gave me the right meanings ….*

EKV 7 : "Attending classes of every module regularly to expand knowledge of vocabulary items"

PVC/U 2 .... *I think it is not enough to learn vocabulary on my own. It is better to attend class regularly because in the class the teachers suggest the new words and tell* <u>*the right meanings.*</u>

7) Context Availability of Using Certain Strategies

Context availability refers to the use of any strategies resulted from the students' learning contexts that can properly support or assist the students to achieve their vocabulary learning goals in a convenient manner. Six strategies were found to be used frequently. Example strategies are

DMV4: "Surfing the Internet to discover the meaning or other aspects of vocabulary item"

PBU 2 ....*I surf the Internet every day so,* <u>*it is convenient*</u> *for me to discover the meaning on the Internet....*

DMV5: "Using a dictionary to discover the meaning or other aspects of vocabulary items"

PVC/U 5 .... *I look for the meaning of unknown words on my mobile phone. It [Using dictionary]is very* <u>*convenient*</u>.....

4.2 Reasons for the Infrequent Use of Certain Strategies

Nine categories emerged as the nine reasons behind the participants' strategy choices: Each category is presented along with the quoted participants' reasons shown:

1) Complication of Using Certain Strategies

The complication of using certain strategies refers to the use of any strategies that were viewed to be 'complicated' or 'difficult' or 'time-consuming' by the students before they were able to achieve their vocabulary learning goals, example strategies are:

EKV 5 :"Building a word network to expand knowledge of vocabulary items"
PVC 4 ...*I think it is* <u>*too complicated*</u> *for me to do this strategy[Building a word network]. I have to know many words so that I can build a vocabulary network...*
RKV 7 : "Connecting newly-learned vocabulary items to your previous learning experience to retain knowledge of newly- learned vocabulary items"
PBU 8 ...<u>*It is complicated and time-consuming*</u> *to do this strategy[Connecting newly-learned vocabulary items to one's previous learning experience] because I have to think of the words I learned and associate them with the new ones....*

2) Unfamiliarity with Certain Strategies

Being unfamiliar with certain strategies is one of the reasons that causes the students to use the strategies infrequently. Example strategies are;

RKV 14: "Recording the words/phrases one is learning and playing them to oneself whenever one has some spare time to retain knowledge of newly-learned vocabulary items"

PBU 7   *…I never do it. I'm not familiar with it [Recording the words/phrases one is learning   and playing them to oneself whenever one has some spare time]……*

RKV 17: "Grouping words together according to the similarity of meanings or pronunciation or   spelling or any other aspects that can link the words to be grouped together to retain knowledge of newly-learned vocabulary items"

RU 3   *…I' m not familiar with this strategy [Grouping words together according to the similarity of meanings or pronunciation or spelling or any other aspects that can link the words to be grouped together]. I feel that I have to know how they are pronounced, what they mean so that I can group them.*

3) Ineffectiveness of Using Certain Strategies

Some students reported that they employed certain strategies infrequently because those strategies were seen as being 'useless' or 'ineffective'. Example strategies are;

EKV 8 : "Learning   words through literature, poems and traditional culture to expand knowledge of vocabulary items"

RU 4   *…I think, the vocabulary in poems or literature can't be taken to be used. So, it is useless to learn words through literature or pomes… it is better to   learn vocabulary from something else….*

RKV 1: "Saying or writing the word with its meaning repeatedly to retain knowledge of newly-learned vocabulary items"

PVC 4   *…If I recite the words, I think I will forget them soon. It [Saying or write the word with its meaning repeatedly] is useless, if I don't have a chance to use them….*

4) Having Limited Language or Vocabulary Knowledge

Some students reported that they had too limited a level of language or vocabulary knowledge; therefore, they employed the strategies infrequently. Example strategies are;

EKV 5 : "Building   a word network to expand knowledge of vocabulary items" PVC 13
    …I don't know many vocabulary items. I don't think I can do this   strategy [Building a word network]. To build a word network , we have to know a lot of English words. ….

RKV 7 : "Connecting newly-learned vocabulary items to one's previous learning experience to retain knowledge of newly- learned vocabulary items"

    RU 3   *…I can't make a connection … because I don't understand the meaning of some words clearly….*

5) Having Limited Knowledge ofCertain Strategies

Having limited knowledge of certain strategies is considered another important reason that students reported for employing VLSs infrequently. Some students reported that they either did not have knowledge or had never been trained to use certain strategies. Some example strategies are shown:

EKV 10 : "Watching English programme channels or listening to English radio programmes to expand knowledge of vocabulary items"

PBU 7 ....*I don't know English program channels or English radio programs. I don't know how and where to start to listen to them*...

RKV 2: "Saying vocabulary items in rhymes to retain knowledge of newly-learned vocabulary items"

PVC/U 7 ... *I don't know how to make the vocabulary items in rhymes. So I just recite a word with its meaning*....

6) Lack of Confidence or Being Afraid of Making Mistakes

As reported in the interviews, some students mentioned that they avoided using certain strategies because they were not confident or were afraid of making mistakes to use them. Eight strategies reported being used infrequently because of the students' lack of confidence or their fear of making mistakes are presented below:

RKV 5 : "Using new word in writing to retain knowledge of newly-learned vocabulary items"

RU 12 ....*because I'm afraid that I would make mistakes. I'm afraid that I would write incorrect sentences* .....

DMV8: "Asking other people or native speakers of English to discover the meaning or other aspects of vocabulary items"

RU 6 .....*I'm afraid to talk with the native speakers of English. I'm not good at English, soI'm not confident to speak with them*.....

RU 11 .....*I'm not confident*. ..... *This is a problem that makes me avoid asking or speaking with the native speakers of English* ...

PBU 5 ...*If I meet a native speaker, I'm not confident to ask him. I don't know how to ask or explain my questions to him*....

7) Insufficient Efforts for Learning Vocabulary

Another main reason for the infrequent use of certain strategies originates from the students themselves. Some students reported that they employed certain strategies

infrequently because they were not disciplined or lacked the efforts to follow what they had planned. Some example strategies can be seen below;

RKV 15: "Setting aside a regular time for vocabulary learning or memorising (e.g. just before going to bed) to retain knowledge of newly-learned vocabulary items"

RU 11   *…I don't set a time to learn vocabulary because I pay attention to doing something else…*

PBU 2   *….If I don't have a test I don't set a time to learn vocabulary. ….I set the time to review vocabulary only before the test time…..*

RKV 3: "Writing vocabulary items with meanings on papers and sticking them on the wall in one's room to retain knowledge of newly-learned vocabulary items"

PBU 10   *…I'm lazy to write the words and stick them on the wall. I don't read them, if I do this strategy. [Writing vocabulary items with meanings on papers and sticking them on the wall in one's room]*

8) Context Unavailability of Using Certain Strategies

It was found from the interviews that the use of certain strategies depends upon the students' learning context or external opportunity that can support their vocabulary learning. Context unavailability refers to the infrequent use of any strategies resulted from the students' inappropriate learning contexts or improper opportunities for using the strategies. Some students reported that their learning contexts did not support the strategy use and they reported that they did not have an opportunity to implement them. Some example strategies context are presented;

DMV4: "Surfing the Internet to discover the meaning or other aspects of vocabulary items"

RMUT 4   *…because… the Internet access is not available at my home. When I'm in the university, I get into the Internet sometimes….*

RKV 11 : "Using vocabulary items to converse with friends to retain knowledge of newly-learned vocabulary items"

RU 11   *….I speak Thai with them and we never talk in English or talk about English. …if I use new English words talking with them, they might not speak with me…*

PVC/U 2   *….I don't use this strategy [Using vocabulary items to converse with friends]. I think my friends won't talk with me in English or talk about vocabulary…*

9) Personal Disinclination to Use Certain Strategies

Personal disinclination to use strategies refers to the infrequent use of any strategies with no proper reasons to support, but the personal preference of the student to either avoid or ignore a strategy. Some students reported that they employed certain strategies infrequently because they were personally disinclined to use them. Some example strategies

reported being used infrequently because of the students' personal disinclination are presented below:

EKV 12 : "Watching an English-speaking film with subtitles to expand knowledge of vocabulary items"

PBU 2 ….*I don't like seeing a movie with subtitles. I want to understand the story clearly. Sometimes the Thai subtitles are not correct…it gives me a better feeling to see a movie with Thai voice over…*

RKV 14: "Recording the words/phrases one is learning and playing them to oneself whenever one has some spare time to retain knowledge of newly-learned vocabulary items"

PBU 6 ….*I never recorded because I don't like to do. I prefer writing the vocabulary on the paper. I will write until I can remember them. …*

RU 2   ….*I don't like recording. I never recorded. I prefer writing.*

RKV 3: "Writing vocabulary items with meanings on papers and sticking them on the wall in one's room to retain knowledge of newly-learned vocabulary items"

 PBU 6   …*I don't like writing something on the wall. I don't want to make it messy…*

 RU 5   ….*I just recite the words … I don't like sticking them on the wall. It looks messy….*

5. Discussions

The present study examines the reasons behind the strategies choices. A semi-structured interview was used to follow up 48 research participants' responses obtained through the VLS questionnaires. A semi-structured interview was conducted in Thai in order to explore why the participants employed certain strategies frequently and other strategies frequently. Gall, Gall and Borg, (2007, p. 228) indicates that the major advantages of the interview is that "a skilled interviewer can make an effort to build trust and rapport with respondents, thus making it possible to obtain information that the individual probably would not reveal by any other data collection method." According to Denscombe (2003), the advantage of one-on-one interview is that it allows the interviewer to locate specific ideas and the opinions. In addition, views expressed throughout the interview stem from one source. By employing the one-on-one interview, the researcher could elicit qualitative data concerning the participants' rationale in employing the top and the bottom five VLSs reported in their VLS questionnaire. Different participants have come up with different reasons to employ certain VLSs frequently and other VLSs infrequently. Three main points can be noticed as:

5.1) Different categories of reasons emerged from use of the same certain VLSs. The example categories such as   Categories 2,5,7 (familiarity, helpfulness and context availability) emerged from the frequent use of "*Using a dictionary to discover the meaning or other aspects of vocabulary items*" (DMV 5). Similarly, Categories 4,5,6,8 (limited language or vocabulary knowledge, limited knowledge of strategies, lack of confidence and context unavailability) emerged from the infrequent use of "*Playing English games, such as scrabble, crossword puzzles to expand knowledge of vocabulary items*" (EKV 1).

5.2) Similar categories of reason emerged from employing different VLSs either frequently or infrequently. For example, Category 5 "Helpfulness of using certain strategies" emerged as the reason for the frequent use of different VLSs, such as "Using a dictionary to discover the meaning or other aspects of vocabulary items" (DMV 5) and "Guessing the meaning from contexts, such as   pronunciation and real situation to discover the meaning of vocabulary items"(DMV 3). Similarly, Category 4 "Having limited language or vocabulary knowledge" emerged as the reason for the infrequent use of different VLSs, such as "Building a word network to expand knowledge of vocabulary items" (EKV5) and "Asking other people or native speakers of English to discover the meaning or other aspects of vocabulary items" (DMV 8).

5.3) Different reasons both for the frequent use and infrequent use of certain VLSs emerged from the same certain VLSs. For example, Categories, 2, 4, 6 and 7 for frequent use (familiarity, personal preference, precision and context availability) and the Category 2 for the infrequent use of certain VLSs (unfamiliarity) emerged as reason for the use of "Writing vocabulary items with meanings on papers and sticking them on the wall in one's room to retain knowledge of newly-learned vocabulary items"(RKV 3).

As seen above, the range of reasons emerging from the qualitative data reflects the fact that the use of certain VLSs depends upon the individual participants' perspective. The participants' language background, experience, attitude and learning environment, as well as the interaction of these factors which probably accounted for a large number of the reasons cited for employing certain VLSs frequently or infrequently. The possible explanation for the results obtained is that each student takes control of their own learning based on their leaning styles. Normally, learning style encompasses four main features, all connected to one another: cognitive, affective, physiological and behavioral (Lawrence, 1984; Oxford, 1990; Oxford &Ehrman, 1988). The cognitive aspect refers to the usual or preferred ways of mental functioning. The affective aspect includes the emotional side of an individual's behavior such as feeling of self-esteem, respect for authority, anxiety, motivation, and so on. The physiological aspect includes "biologically-based modes of response that are founded on sex-

related differences,... and accustomed reaction to the physical environment" (Keefe, 1987, p. 13). Specific learning patterns individuals adjust themselves to, compatible with their learning, refers to the behavioral aspect of learning style (Oxford, 1989; Oxford, 1990).Having understood of the learning style preferences of students, the teacher suggest effective learning strategies by making students to be aware of their specific learning style. According to Wongyai (2016), the roles of the teacher are to provide creative feedback to learners in order to improve the students' learning outcomes and to analyze the learning defects of learners and to help them learn. Teachers can "encourage them to realize the importance of appropriate learning styles for different disciplines or subjects and that such styles may hopefully be changed to suit changing learning situations" (Fatt, 2000, p. 37).Teachers might help provide the right learning activities. Once the teacher can identify the students' preferred learning strategies, it's time to get creative with the way the teachers help them learn. The teacher may take spelling for a visual learner who like to see words in a quick poster or billboard. An auditory learner might prefer a mock spelling bee, and a kinaesthetic learner might respond well to using scrabble pieces. The teachers may try things out and see what works. The results obtained from the study reveal the reasons behind the students' VLS choice. As students choose the strategies choices, they reveal insights about their personalities and interests, which in turn makes it easier for teachers to build connections with these students and to succeed in teaching them. The real mark of success for a teacher is when students start learning on their own, learning not for a grade or to keep a pestering teacher off their backs, but for the sheer pleasure of doing it. Thailand is now a member of the ASEAN Community. English is increasingly important. Teachers need to know the hidden reasons of the students' choices in order to seek new teaching techniques in order to create atmosphere and organize various learning activities(Boonmee, Chaloei Wa Ret, and Charoen Tup, 2016).

6. Conclusions

The present study aims to examine the reasons why Thai tertiary-level students studying in the Northeast of Thailand used certain VLSs frequently and other VLSs infrequently. The participants of this study were forty-eight students which were selected based on their convenience and availability to clarify the reasons why they used certain VLSs frequently and other VLSs infrequently. The word "certain strategies" refers to the top and bottom five VLSs from a total of 42 VLSs which had been reported being employed by the participants on the VLS questionnaire. A semi-structured interview was used to elicit the reasons behind the students' strategy choices. The several reasons given by the participants were closely examined for the resemblances and differences. Seven categories emerged as the seven reasons for the frequent use of certain VLSs while nine categories emerged as nine

reasons for infrequent use of certain VLSs. The plenty of reasons emerging from the interview reflects the fact that the use of certain VLSs depends upon the individual participants' perspective. The participants' language background, experience, attitude and learning environment, as well as the interaction among these factors.

7. Limitations and Recommendations

In conducting the present study, certain limitations need to be acknowledged and taken into account in any further research work.

7.1. In this study, the reasons behind the students' strategy choices have been explored without any variables taken into consideration. It might yield insights into a new picture of the students' VLS use, if these reasons were explored in relation some investigated variables.

7.2. Regarding the interview, 48 provided the reasons behind the students' strategy choices based on their convenience and availability. The findings would be more comprehensive and interesting if there would have more participants participating in the study.

7.3. The present study has limited the scope of its study to explore the reasons behind the students' strategy choices provided by tertiary-level students studying in the Northeast of Thailand. There is a need to examine in other parts of the country. This would help provide a complete picture of the reasons behind the students' strategy choices by Thai EFL students in the whole country of Thailand.

7.4 In the present study, non-probability sampling techniques was employed to select the participants; therefore, the findings might not be able to generalise to the whole population which was a total of tertiary-level students studying in the Northeast of Thailand. The extension of research findings and conclusion were limited to the setting of the present study.

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