



A STUDY OF THE METHODS OF ENGLISH VOCABULARY TEACHING OF
THAI TEACHERS AT HUTCHU TUTOR SCHOOL

Miss Nittaya Setpakdee

A Thesis Submitted in Partial Fulfillment of
The Requirements for the Degree of
Master of Arts
English (International Program)

Graduate School
Mahachulalongkornrajavidyalaya University
C.E. 2017



A Study of the Methods of English Vocabulary Teaching of Thai
Teachers at Hutchu Tutor School

Miss Nittaya Setpakdee

A Thesis Submitted in Partial Fulfillment of
The Requirements for the Degree of
Master of Arts
English (International Program)

Graduate School
Mahachulalongkornrajavidyalaya University

C.E. 2017

(Copyright by Mahachulalongkornrajavidyalaya University)



The Graduate School of Mahachulalongkornrajavidyalaya University has approved this dissertation of “A Study of the Methods of English Vocabulary Teaching of Thai Teachers at Hutchu Tutor School” in partial fulfillment of the requirement for the degree of Master of Arts in English (International Program)

.....
(Phramaha Somboon Vuddhikaro, Dr.)
Dean of Graduate School

Thesis Examination Committee:	.....	Chairperson
	(Assoc.Prof.Dr. Wilaisak Kingkham)	
	.....	Member
	(Asst.Prof.Dr.Veerakarn Kanokkamalade)	
	.....	Member
	(Assoc. Prof Dr. Preecha Kanetnog)	
	.....	Member
	(Dr. Samorn Ketsom)	
	.....	Member
	(Dr. Narongchai Pinsaimoon)	
Thesis Supervisory Committee:	Assoc. Prof Dr. Preecha Kanetnog	Chairperson
	Asst. Prof. Dr.Veerakarn Kanokkamalade	Member
Researcher:	.....
	Miss Nittaya Setpakdee	



The Graduate School of Mahachulalongkornrajavidyalaya University has approved this dissertation of "A Study of the Methods of English Vocabulary Teaching of Thai Teachers at Hutchu Tutor School" in partial fulfillment of the requirement for the degree of Master of Arts in English (International Program)

.....
(Phramaha Somboon Vuddhikaro, Dr.)
Dean of Graduate School

Thesis Examination Committee:

.....
(Assoc.Prof.Dr. Wilaisak Kingkham)

Chairperson

.....
(Asst.Prof.Dr.Veerakarn Kanokkamalade)

Member

.....
(Assoc. Prof Dr. Preecha Kanetnog)

Member

.....
(Dr. Samorn Ketsom)

Member

.....
(Dr. Narongchai Pinsaimoon)

Member

Thesis Supervisory Committee:

Assoc. Prof Dr. Preecha Kanetnog

Chairperson

Asst. Prof. Dr.Veerakarn Kanokkamalade

Member

.....
Miss Nittaya Setpakdee

Researcher:

Thesis Title : A Study of the Methods of English Vocabulary Teaching of Thai Teachers at Hutchu Tutor School

Researcher : **Miss. Nittaya Setpakdee**

Degree : Master of Arts in English (International Program)

Thesis Supervisory Committee:

: Asst. Prof. Dr. Veerakarn Kanokkmalade,
B.A. (English, M.A (linguistics), Ph.D. (linguistics)

: Assoc. Prof. Dr. Preecha Kanetnog,
B.A. (Educational Administration), M.A. (Linguistics),
Ph.D. (Linguistics)

Date of Graduation : March 13, 2018

Abstract

This thesis is submitted in partial fulfillment of the requirements of the Master of Arts in English Program.

The purposes of this study are 1) To know the problems teachers at Hutchu Tutor School have during teaching English vocabulary. 2) To study the Methods of English Vocabulary Teaching of Thai Teachers at Hutchu Tutor School. 3) To investigate effective techniques for being the benefit of Thai teachers who are teaching English at Hutchu Tutor School in order to improve their English vocabulary teaching skill. The study is both quantitative and qualitative. The tools used for collecting data were questionnaire and interview. A group of Thai teachers at Hutchu Tutor School was the target of this study, and the data was analyzed by using percentage, means, averages and standard deviation (S.D).

The result of this research has been found that:

The methods of teaching English Vocabulary used by most of teachers are 1) Giving example sentences when teaching a new word or phrase, 2) Assigning students to make their own sentences, 3) Giving vocabulary quiz before starting class, 4) Teaching new daily English collocations to students before starting the lesson, 5) Giving extra exercises to students after class, 6) Making sure if my students pronounce a new word correctly or not.

Teachers' difficulties in teaching vocabulary are 1) it is really difficult to help students pronounce vocabulary correctly, 2) Some students are really annoying, 3) It

is hard to focus on teaching vocabulary because of getting some bad feelings before starting the class, 4) Being not good at drawing pictures to help students understand easily, 5) Many students are lazy to learn Phonetic Symbols.

The methods of developing English vocabulary commonly used by the teachers are: 1) reading English newspaper to improve vocabulary, 2) reading English story to improve English vocabulary, 3) Watching English movies or other movies with English subtitles, 4) making ones' own sentences when meeting a new word, 5) reviewing English vocabulary before bedtime or at any possible time.

The final important part of this study was the priceless ideas and invaluable suggestions to solve the problems of English vocabulary, and ways to improve the methods of English vocabulary teaching from some English teachers and scholars who were accordingly interviewed in this study.

Acknowledgments

First and foremost, I would like to express my deep gratitude to my thesis supervisors, Asst. Prof. Dr. Veerakarn Kanokkamalade, and Assoc. Prof. Dr. Preecha Kanetnog for their endless support and guidance with useful and helpful suggestions until my research has been brought to the completion.

I also wish to express my sincere thanks to the Examination Committee for giving me lots of thoughts and ideas to improve my work till it is successfully and completely done.

I would also like to thank my respectful professors for tirelessly giving me the invaluable knowledge which I have never learned before. Moreover, my thanks are also to all MCU staffs for giving hands in running any documents related with my study.

My sincere and unforgettable thanks are to my beloved parents who gave me the marvelous life, faith, hope and strong determination to strongly, bravely and hopefully challenge with this flexible and changeable world. No matter what happens to me, they always be my side supporting me, and wait to happily and joyfully see my success all the time. Therefore, this study in order to get Master of Arts in English is respectfully dedicated to both of them.

Miss. Nittaya Setpakdee

....., 2018

Table of Contents

Title	Page
Abstract	
Acknowledgement	III
Table of contents	IV
Table of contents (continued)	V
Table of contents (continued)	VI
List of tables and charts	VII
List of abbreviation and symbols	VIII
Chapter I: Introduction	
1.1 Background and Significance of Problem	1
1.2 Objective of the Study	5
1.3 The Statement of the Research Question	5
1.4 Scope of the Study	5
1.5 Definition of the Terms Used in the Research	6
1.6 Expected Benefits of the Study	6
Chapter II: Literature Review	
2.1 Definition of Vocabulary	7
2.2 The Importance of Vocabulary	8
2.3 Difficulties in learning Vocabulary	11
2.4 Strategies for Vocabulary Development	12
2.4.1 Strategies for learning new words	12
2.4.2 Learning common English vocabulary	16
2.5 Strategies for Teaching English Vocabulary	24
2.5.1 Motivate Students	24
2.5.2 Teaching Synonyms and Antonyms	25
2.5.3 Using Flash Cards	28
2.5.4 Teaching Pronunciation	29
2.5.5 Teaching Vocabulary through Story	30
2.5.6 Teaching Vocabulary via Dictation	32
2.5.7 Teaching Transitional Words and Phrases	35

Table of contents (continued)

Title	Page
Chapter III: Research Methodology	
3.1 Research Design	37
3.2 Populations	38
3.3 Research Tools	38
3.3.1 Questionnaire	38
3.4 Data collection	39
3.4.1 Primary Data	39
3.4.2 Secondary Data	39
3.5 Data Analysis	39
Chapter IV: Result of Data Analysis	
4.1 Result of General information	40
4.2 Teachers' Attitudes to the Vocabulary Teaching	42
4.3 Teachers' Most Used Methods of Teaching English Vocabulary	43
4.4 Teachers' Difficulties in Teaching Vocabulary	43
4.5 Teachers' Methods of Developing English Vocabulary	44
4.6 Results from interviewing people concerning with Problems with English Vocabulary Teaching and Ways to Deal with Them	45
4.6.1 Results got from interviewing five Thai teachers teaching at Hutchu Tutor School	45
4.6.2 Results Got from Interviewing Five Distinguished English Scholars	51
4.6.3 The Observation about Methods of English Vocabulary Teaching Of Thai Teachers at Hutchu Tutor School	58
Chapter V: Conclusion, Discussion and Suggestion	
5.1 Conclusion	61
5.1.1 The Conclusive Results got from Interviewing Five Thai Teachers and Five English Scholars	63
5.2 Discussion	63
5.3 Suggestions for further studies	65
5.3.1 Suggestions to students	65
5.3.2 Suggestions to teachers	66
5.3.3 Suggestions for Further Thesis Research	68

Table of contents (continued)

Title	Page
Bibliography	
1. Books	69
2. Thesis	70
3. Journal	72
4. Interviews	73
Appendices	
Appendix A	74
Appendix B	76
Appendix C	82
Appendix D	89
Appendix E	96
Appendix F	100
Biography of Researcher	107

List of tables and charts

Table	Page
Table 1: Gender of population	37
Table 2: Age of population	38
Table 3: Level of Education	38
Table 4: English Teaching Experiences	38
Table 5: Teachers' Attitudes to the Vocabulary Teaching	39
Table 6: Teachers' Most used Methods of Teaching English Vocabulary	39
Table 7: Teachers' Difficulties in Teaching Vocabulary	40
Table 8: Teachers' Methods of Developing English Vocabulary	40

List of abbreviation and symbols

MCU	= Mahachulalongkornrajavidyalaya University
USA	= The United States of America
UK	= The United Kingdom
e.g.	= Exempli gratia
etc.	= Et cetera
EFL	= English as a foreign language
s'	= Singular
's	= Plural
()	= Bracket
:	= Colon
;	= Semicolon
“ ”	= Quotation mark
.	= Full stop
,	= Comma
'	= Apostrophe
-	= Hyphen
!	= Exclamation mark
?	= Question mark
&	= Ampersand
/	= Solidus
%	= Percent
\bar{x}	= Average
S.D.	= Standard Deviation

Chapter I

Introduction

1.1 Background and Significance of the Problem

English, the most vital communicational tool for people around the world, has been taught in Thailand for many decades.¹ It is really necessary for Thai students to learn English for their education.

Talking about education, the first education reform in Thailand was initiated in 1868-1910 by King Chulalongkorn who is lifelong, highly respected by Thai people as one of the greatest kings in the history of Thailand. The reformation of education in Thailand was begun in 1871. At that time, most schools for commoners were established in Wat which means in English as Temple.²

Nowadays English has increasingly become a tool of communication around the world both in local and global contexts. Thailand is one of those countries, and the Thai government has made constant efforts to improve Thai learners' English performance in Thailand in order to enhance Thai learners' competence in English enabling them to get job opportunities, promotions or gaining the higher education.

For a large majority of learners, the ultimate goal of studying is to be able to communicate in a new language. If you do not wish to lean completely on non-verbal skills, mastering vocabulary is not just important, but crucial in a foreign language environment. Vocabulary is the key to communication, and a rich vocabulary makes the skills of listening, speaking, reading, and writing easier to perform. Without a sufficient understanding of words, students cannot understand others or express their own ideas. Vocabulary is important across the curriculum from language arts and social studies to mathematics and science. It is intimately connected to both effective reading and writing skills, and these skills in turn are necessary for doing well in school.

¹ Phra Sinphasith Chantapanyo, "A Study of English Pronunciation: A case Study of Primary School Students Grade 4-6 at Wat Maiyainui School in Bangkok", **M.A. Thesis**, (Faculty of Humanity, Major English (International Program), Mahachulalongornrajavidyalay University, Thailand, 2016), p.1.

² Sangnapaboworn Waraiporn, "The Development of Primary Education in Thailand and its Present Challenges: From Quality Trough Effective Management", **M.A. Thesis**, (Institution of Development Economies, Thammasat University, Thailand, 2007), pp. 160-162.

EFL teachers should encourage students to pay attention on studying English vocabulary as much as possible, and teachers are also the most needed factors in developing students' ability of learning and using vocabulary. If students are not good at vocabulary, it is very difficult for them to speak English fluently, and they might be afraid of making mistakes.³ Vocabulary is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and it is of paramount importance to a language learner. Teaching vocabulary may be problematic because many teachers are not confident about best practice in vocabulary teaching and don't know where to begin to form an instructional emphasis on word learning.⁴

Without being good at English vocabulary, EFL learners would not be good at four skills: speaking, listening, reading and writing, so vocabulary learning is an important and indispensable part of any language learning process.⁵ Of course, there are difficulties in vocabulary learning. Vocabulary is the most comprehensive and most difficult aspect of English for foreign learners to master thoroughly. They should concentrate first on learning the most frequently used and most needed for their daily use. So, EFL teachers should know which vocabulary should be taught to their students first.⁶

Vocabulary is a heart of a language. It is the most important element of language. Vocabulary is the main part which supports learning English skills comprising writing, reading, speaking and listening, especially for non-native learners.⁷ Anyway, even knowing that English vocabulary is necessary, many Thai students still have problems with learning vocabulary; they forget the old words that they have studied.

³ Henna Pakki, "Difficulties in Speaking English and Perceptions of Accent", **M.A. Thesis**, (Faculty of Humanity, Major of English language and Culture, University of Finland, 2013), p. 86.

⁴ Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and How to Be taught", **International Journal of Teaching and Education**, Vol.3, No. 2, (March,13, 2015) : 21-34.

⁵ Joseph Mukoroli, "EFFECTIVE VOCABULARY TEACHING STRATEGIES FOR THE ENGLISH FOR ACADEMIC PURPOSES ESL CLASSROOM", **M.A. Thesis**, (Faculty of Education, SIT Graduate Institute, University of Economic Management, Cambodia, 2011), p. 4.

⁶ Virginia F Allen, **Techniques In Teaching Vocabulary**, (New York, NY U.A: Oxford University, USA, 1983), p.6.

⁷ Ms. Buarattana Attachoo, "A Study of Vocabulary Size, Competency, Learning Strategies, and Perception of Problems with vocabulary learning of Students with learning disability", **M.A. Thesis**, Faculty of Education, Thammasat University, Thailand, 2015),pp. 2-3.

Other difficulties with learning and using English vocabulary are included with fixed word collocations, phrasal verbs, idioms, proverbs and regional differences in vocabulary usage. Some books are used with British style while some books are used with American style. Many EFL learners have been facing the difficulties of the differences between British English and American English. Thus, English teachers should also teach their students about that. Some English experts say that there are roughly 4000 words in every speech that are used differently.⁸

In the history of language teaching and learning, vocabulary, the methods and techniques, have been used as various ways. Obvious changes can be seen from asking learners to memorize a set of words through rote learning to using words in meaningfully communicative contexts. This way of teaching does not view language learning as merely a process of habit formation through repetitive activities.⁹ Students need to read widely enough in order to address themselves with those unfamiliar words. In order to sharpen vocabulary ability is to read as much as possible. When EFL learners try reading as many times as they can, they will encounter many new vocabularies that can make them full with vocabularies that they have never know before until they get sufficient words or vocabularies.¹⁰

English teachers have different styles of teaching English vocabulary, it is often easy to teach a number of words if they all related to a particular topic. For exam, it is far easier by teaching words like, doctor, nurse, patient, ambulance, stretcher, etc., together in the context of 'hospital'. And teachers can use the pictures to help them learning; it can help their students remember vocabulary easily and quickly.¹¹

English is considered as the most important language used globally. According to British Council, there are over a billion people learning English. People use English as occasionally for communication, business, pleasure and so forth. In Thailand, English is mostly used for communication between Thai and non-Thai people in the files of business, tourism, politics, and so on.

⁸ Christopher Davies, **Divided by a Common Language: A Guide to British and American English**, (Houghton Mifflin Harcourt, Boston Company, New York, USA, 2005), pp. 1-2.

⁹ GUSTI ASTIKA, "Teaching English Vocabulary: What International Language Educators Tell Us", **International Journal of Teaching and Education**, Vol.5, No.1, (July, 22, 2014): 84-95.

¹⁰ Isabel.L, **Bring Vocabulary to life: Robust Vocabulary Instruction**, (370. Seven Avenue, New York, USA, 2013), p. 5.

¹¹ Marlo Ediger, **Teaching English Successfully**, (4831/24, Angsari Road, New Delhi, 2007), pp. 43-45.

Surprisingly, Thai people have been taught English since they were young; however, most of them fail to communicate with foreigners by using English. One main reason of this problem is that they lack of English vocabulary. The success in learning English of students depends on their knowledge of vocabulary since the learning relates to all the four language skills: Listening, speaking, reading and writing.

Without the knowledge of vocabulary, they cannot express themselves or their ideas well enough. Also, to understand what they are listening to and reading, they need to know the meaning of the unfamiliar words in a chunk of conversation or in a text.¹²

Actually, teaching grammar is also important for non-native speaker, but on the condition that English language structure is the skeleton of language, no doubt that vocabulary would be the essential organ and flesh. An ability to manipulate grammatical structure will not have any potential for expressing meaning unless words are used. For years, vocabulary have been seen as incidental to the main purpose of language teaching. Recently, however, methodologist and linguists have increasingly paid attention to the role of vocabulary and stressed its importance in language teaching and also reassessed some of the methods in which it is taught and learned. It is now clear that the acquisition of vocabulary is as important as grammar, though the two are obviously interdependent, and teachers should have the same kind of expertise the teaching of vocabulary as they do in the teaching of structure.¹³

Hutchu Tutor Shool is one of private schools for helping improve the English ability of Thai students. It was established in 17th September, 2013 by Mr. Chusak Srichanmaung who is nowadays a president of this school; and the general manager who is taking responsibility of controlling the school is Mrs. Saisuni Pohtoon.

Nowadays there are 20 extra-class teachers, and about 100 students, the Primary and Secondary School students, who are teaching and studying in this Hutchu Tutor School. There is not only English subject, but Thai language, Mathematics, Science are also being taught in this school.

¹² Peeraya Utsajit, "A Comparison of Two Approach of Vocabulary Instruction: The Teaching of Individual Word Meaning and Practice in Deriving Word Meaning from Context for EFL Learners", **M.A. Thesis**, (Faculty of Education, Thammasat University, Thailand, 2013), pp. 1-2.

¹³ Mrs. Isaree Narkpuk, "The Use of Marzano's High Yield Strategies for Teaching English Vocabulary in the EAL Classroom", **M.A. Thesis**, (Faculty of Education, Thammasat University, Thailand, 2014), p. 6.

Hutchu Tutor School is located in Soi Jompol Por 1, Jompol Por Road Tumbol Khao-Sam- Yod Maung, Lopburi province, Thailand.¹⁴

As some problems mentioned above, the researcher decides to choose Hutchu Tutor School in order to study and investigate about how Thai English teachers who are teaching at Hutchu Tutor School teach English vocabulary to their students. Questions will be asked to Hutchu Tutor School's teachers for suggestion to help the development of teaching English vocabulary.

The study is very crucial for English teachers who are facing the difficulties of teaching English vocabulary, so they can learn more about what problems they have in their English vocabulary teaching. Then, they can adapt new strategies of English vocabulary teaching given in this study to enhance their vocabulary teaching skill.

1.2 Objectives of the Study

1.2.1 To know the problems teachers at Hutchu Tutor School have during teaching English vocabulary.

1.2.2 To study the Methods of English Vocabulary Teaching of Thai Teachers at Hutchu Tutor School.

1.2.3 To investigate effective techniques for being the benefit of Thai teachers who are teaching English at Hutchu Tutor School in order to improve their English vocabulary teaching skill.

1.3 The Statements of the Research Questions

1.3.1 What are the problems of English vocabulary teaching of Thai teachers at Hutchu Tutor School?

1.3.2 What are the methods that Thai teachers use for teaching English vocabulary?

1.3.3 What are the effective techniques in English vocabulary teaching that will be the benefit of Thai teachers who are teaching English at Hutchu Tutor School in order to improve their English vocabulary teaching skill?

1.4 The Scope of the Study

1.4.1 The scope of the content focuses on the study of the Methods of English Vocabulary Teaching of Thai Teachers at Hutchu Tutor School.

¹⁴ Interview with Mr. Chusak Srichanmaung, the President of Hutchu Tutor School, 18 September, 2017.

1.4.2 The scope of the area focuses on Hutchu Tutor School located in Soi Jompol Por 1, Jompol Por Road Tumbol Khao-Sam- Yod Maung, Lopburi province, Thailand.

1.4.3 The scope of the population focuses on English-Thai teachers who are teaching at Hutchu Tutor School, Soi Jompol Por 1, Jompol Por Road Tumbol Khao-Sam- Yod Maung, Lopburi province, Thailand, for 30 persons.

1.4.4 The scope of the time focuses on taking the time to study within the September 2017 – February 2018.

1.5 Definition of Terms Used in the Research

5.1 **Methods of English vocabulary teaching** means the ability of EFL teachers who are using particular ways to teach English vocabulary at Hutchu Tutor School.

5.2 **Thai teachers** refers to Thai-English teachers who are teaching English at Hutchu Tutor School.

5.3. **Hutchu Tutor School** means the name of a private school found by Mr. Chusak Srichanmaung using his mother's name 'Chu' as a schools name since it is established in his mother's house.

1.6 Expected Benefits

After doing the research, the following advantages and outcomes can be obtained as the following:

1.8.1 Knowing the problems of Thai teacher facing during teaching English vocabulary at Hutchu Tutor School.

1.8.2 Understanding the methods of teaching English vocabulary of Thai teachers at Hutchu Tutor School.

1.8.3 Improving the techniques of English vocabulary teaching by providing many good strategies (good suggestions getting from interview and text books) to Thai teachers who are teaching English at Hutchu Tutor School.

Chapter II

Literature Review

This research takes a survey of the knowledge on English Vocabulary which is a very vital part of the research work related with the methods of English vocabulary teaching and also the techniques to solve the difficulties of teaching vocabulary. The foremost sources of information are involved with books, research journals, dissertations, theses, and many other informational sources related with English vocabulary teaching.

This study not only focuses on investigation about the Methods of English Vocabulary Teaching of Thai Teachers at Hutchu Tutor School , but also on ways to deal with the difficulties of teaching vocabulary and some techniques for teachers to teach English vocabulary.

The theories of studying in this research works are divided into six key points the following:

1. Definition of Vocabulary
2. The Importance of Vocabulary
3. Difficulties in learning Vocabulary
4. Vocabulary Development
5. Strategies for Teaching English Vocabulary

2.1 Definition of Vocabulary

Penny Ur (2012) gave the definition of Vocabulary that vocabulary can be defined as words in the language. However it may more than a single word: for example, **post office, and mother-in-law**. There are also longer multi-word expressions such as **call it a day, in any case** which press a single concept and are stored in the memory as a whole 'chunk'.¹⁵ Similarly Prof. Francis Katamba, a professor of Linguistics said that all the words which exist in a particular language or subject, words that are used in our language is called 'Vocabulary'.¹⁶

¹⁵ Penny Ur, **A Course in English Teaching**, (Cambridge University press, UK, 2012), p.60.

¹⁶ Francis Katamba, **English Words: Structure, History Usage**, (270 Ave, New York, USA, 2005), p.10.

Howard Jackson also stated that the vocabulary refers to the stock of words in one language which are used for reading, listening, writing and speaking. There are two kinds of vocabulary: Active and passive vocabulary- words that we understand and use in our daily lives are called active vocabulary while the words that we understand but do not or cannot use in our daily lives are called passive vocabulary.¹⁷

Additionally, Gay Fawcett said that a vocabulary is a heard of reading and it is a set of familiar words within a person's language. A vocabulary, usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language.¹⁸

Christine Dugan (2005) also gave the definition of vocabulary that vocabulary is all about words — the words in a language or a special set of words you are trying to use for getting to understand with each other. Vocabulary maybe presented orally or in printed. So learning new words often means considering both oral and printed contexts. It means that vocabulary is used in two ways: in printed style; for reading or writing. And for oral us; it is used with speaking and listening.¹⁹

According to Pattarin Suwannarat, (2011) vocabulary is broadly defined as the knowledge of words and words meaning. There are two forms of word; oral and print. Oral vocabulary refers to those words that people recognize or use listening and speaking. Print vocabulary refers to those words that people in reading and writing.²⁰

2.2 The Importance of Vocabulary

MOFAREH said that vocabulary is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and it is of paramount importance to a language learner. Teaching vocabulary may be problematic because many teachers

¹⁷ Howard Jackson, **Words, Meaning and Vocabulary: An Introduction to Modern English Lexicology**, (80 Maiden Lane, NY 10038, New York, USA 2002), pp. 1-10.

¹⁸ Gay Fawcett, **Vocabulary in Action: Lessons from Great Literacy Teachers**, (10 Thornbury Road, Plymouth PL6 7PP, UK, 2012), pp. 3-4.

¹⁹ Christine Dugan, **Strategies for Building Academic Vocabulary in Social Studies**, (Hongtinton, CA 92649, UK, 2004), pp. 4-5.

²⁰ Pattarin Suwannarat, "A Study of Teaching Memory Vocabulary Learning Strategies on Retention of Vocabulary by Thai learners", **M.A. Thesis**, ((Faculty of Education, Thammasat University, Thailand, 2011), pp. 18-19.

are not confident about best practice in vocabulary teaching and don't know where to begin to form an instructional emphasis on word learning.²¹

According to Prashant Subhash Mothe, he mentioned about the significance of vocabulary that vocabulary of a language is just like bricks of a high building. Despite quite small pieces, they are vital to the great structure. Without grammar, very little can be conveyed, but without vocabulary, nothing can be conveyed. Therefore the study of vocabulary is at the center while learning a new language. English being a second language or foreign language, one needs to learn vocabulary in the systematic way. Additionally, if you spend most of your time studying grammar, your English will not improve very much. You will see most improvement, if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words.

Furthermore, vocabulary is a very important mean to express our thoughts and feeling, either in spoken or written form. Indeed, neither literature nor language exists without vocabulary. And, words are the bricks with which the poetry and the literature of the world have been built. It is mainly through using words that we compose and express our thoughts to others. We can tackle our own task through words. It shows words are powerful tools. More importantly, words are the most powerful drug used by mankind. Those who are rich in vocabulary, can speak and write English correctly.

In fact, without vocabulary, communication in a second or foreign language is not possible in a meaningful way. No matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way. Indeed, vocabulary should be considered as an internal part of learning a foreign language since it leads the way to communication. Vocabulary knowledge is fundamental to reading comprehension; one cannot understand text without knowing what most of the words mean. Teaching vocabulary well is a key aspect of developing engaged and successful readers.²²

²¹ Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and How to Be taught", **International Journal of Teaching and Education**, Vol.3, No. 2, (March,13, 2015) : 21-34.

²² Prashant Subhash Mothe, "Innovative Techniques of Teaching Vocabulary at the Intermediate Level in the Second Language Classroom" **Ph.D Degree**, (Faculty of Education, Adarsh Senior University, India, 2012), pp. 377-379.

In agreement with the essence of vocabulary, Rakchanok Saengpakdeejit also said that vocabulary learning plays an important role in language teaching especially in the context where English is taught as a foreign language. This is because lexical competence is now seen as the heart of language learning and the ultimate goal of language teaching is to improve the language competence of learners. Additionally, vocabulary has been recognized as an important factor for language learning because insufficient vocabulary knowledge leads the learners to encounter difficulties in language learning. Learners can significantly improve their language competence by developing their ability to use vocabulary learning strategies.²³

Vocabulary is the fuel that ignites the fire of reading and comprehending what one reads. Therefore, learners should study vocabulary consistently in order to improve their reading skill. This will enable constant growths to the better goal of usage of vocabulary items and. Vocabulary plays an important role in learner's language learning because most of learners learn through reading. Moreover, reading comprehension requires an understanding of vocabulary; learners will gain more knowledge if they are rich with vocabulary. In return, learners enhance their vocabulary acquisition through reading as well.

Additionally, reading is the most successful method for learners to gain a larger vocabulary. Extensive reading implies reading various kinds of texts, and vocabulary learning cannot be done all at once but it can be integrated all through reading process. It is not an activity that can be done separately from reading.²⁴

Kellie Buis also stated about the solid strength of knowing the vocabulary that, the research on vocabulary comprehension has found that it is clear that there is a strong correlation between vocabulary knowledge and reading comprehension. When the words stick in the minds of readers, the readers will be better with reading and understanding the texts. More than ever, teachers need to practice the knowledge of vocabulary instruction in order to help students learn vocabulary successfully.²⁵

²³ Rakchanok Saengpakdeejit, "Strategies for Dealing with Vocabulary Learning Problems by Thai University Students", **Journal of Social Sciences, Humanities, and Arts**, Vol.14, No.1,(19, October, 2014) : 147.

²⁴ Ms. Ganpaphat Soypethwong, "English Vocabulary Learning Strategies Utilized by Reservation and Ticketing Agents of an Airline Company", **M.A. Thesis**, (Faculty of Education, Thammasat University, Thailand, 2014), pp. 5-7.

²⁵ Kellie Buis, **Making Words Stick: Strategies that Build Vocabulary and Reading**, (538 Hood Road, Ontario, Canada, 2014), p. 5.

2.3 Difficulties in Learning Vocabulary

Learning vocabulary is a very important part of learning a language. The more words you know, the more you will be able to understand what you hear and read; and the better you will be able to say what you want to when speaking or writing. Anyways, there are many English learners facing the difficulties in remembering vocabulary.

According to Batia Laufer, he said that the vocabulary we know can be divided into two groups - passive vocabulary and active vocabulary. Passive vocabulary contains all the words that you understand when you read or listen, but which you do not use in your own writing and speaking. Those passive vocabularies are easy to be forgotten. Active vocabulary is all the words you understand, plus all the words that you can use yourself.

Special problems involved in vocabulary understanding, such as the word's idiomatic usage, distinction between homophones, can also be solved by the context and the dictionary. For example, you have to learn: how it is spelled, how it is pronounced, how it is inflected (i.e. how it changes if it is a verb, noun or adjective), other grammar information about it, how it collocates (i.e. what other words are often used with it). Learning vocabulary seems to be one of the easiest things about learning a language, but it's also one of the hardest things to do, especially when you have reached a certain level. Learning vocabulary needs practice and times.

We can face some difficulties, such as: deciding which words are worth learning. There are a lot of words in English compared with many other languages, and it is impossible to know them all - even native speakers frequently meet words they have never seen before in their reading. Another problem can be how to organize our vocabulary. Most people find that it's useful to organize the vocabulary they write down in some way, either to break the words/phrases into groups for learning, to show relationships between similar words, or to make it easier to find a particular word.

Remembering vocabulary (Vocabulary learning has largely been construed as a memory problem) seems to be another difficulty for vocabulary learners. One of the biggest problems with vocabulary learning is that what's 'learned' today is often forgotten tomorrow.²⁶

Anne L. Lary, gave the reason why ESL learners face the difficulties in learning vocabulary that the main problem in learning vocabulary is the big problem for many

²⁶ Batia Laufer, "A Problem in Vocabulary Learning", *ELT Journal*, Vol. 35, No.5, (22 April, 2013) : 294.

ESL learners all over the worlds. They learn new vocabularies then they forget them in a short while after. This is involved with ‘Memory’. When you want to call a store or an office that you don’t call often, you look in the telephone book for the number. You dial the number, and then you forget it. This is because you use short-term memory to remember the number. Your short-term memory lasts about 30 seconds or a half a minute. However, you do not need to best friend’s number because you already know it. This information is in your long-term memory.

The major reason why you forget it easily is that because you did not learn it well in the beginning. For instance, you meet some new people, and right away you forget their names. You hear names but you do not learn well, so you forget them automatically. And in the same way, when you meet new vocabulary and you do not learn it well, you will forget it easily. For this reason, ESL learners have problems with remembering vocabulary is that because they use only short-term memory to learn, not a long-term memory.²⁷

According to Sara, she stated about the difficult in learning vocabulary that the general problem of remembering vocabulary for general English learners is that they rarely use the vocabularies they have already learned. Commonly they learn English only at schools, then do not practice with their new vocabulary. As the result, they gradually forget those new words.

Furthermore, one more problem is that they are not interested in reading new texts. Reading is the way to review vocabulary we have learned and learning other new vocabularies. And, another cause is that, lacking of practice writing. When we write a paragraph or essay, we will try to thing about words we have learned and try to use more attractive vocabularies. If you do not write, you will forget your vocabularies easily.²⁸

2.4 Strategies for Vocabulary Development

2.4.1 Strategies for learning new words

In accordance with Sirirat Aneklaphakit, she mentioned about the ways to learn the meaning of a new word that strategies for discovering a new word’s meaning are the learning processes that learners use when they do not know the meaning of that new word. There are two way to figure out the meaning of new word: One is

²⁷ Annel. Lary, **Vocabulary Building: A Reader for Students of English as a Second language**, (34, Halo Road, Japan, 2015), pp. 5-12.

²⁸ Sara Mahon, “Activate Your English vocabulary” **International English Teaching Journal**, Vol.20, No.5, (15, January, 2014): 20-23.

determination strategies which are used individually by learners to discover the meaning of new word, such as looking the word up in monolingual or bilingual dictionaries. And the second one is social strategies which are used to find the meaning of a new word by asking the other such as teachers or classmates.²⁹

Additionally, Patricia Ackert, made his suggestions about how to learn vocabularies and how to remember them for long that after we learn new words, we should practice spelling them again and again. Learn them more than we need to. This process is called ‘overlearning’. For example, when we learn new words, practice using them in sentences. Do not try to memorize words from a list only. Moreover, make sure that we understand those vocabularies clearly. It is very difficult to remember something that you do not understand. Therefore, ask yourself to make sure if you understand it undoubtedly.

One more important thing is that do not listen to music, watch television or use Facebook, and so forth when you study. You will learn better if you can concentrate on one thing. You should divided those vocabularies into parts (five or six part) learn one part at one time and stop for a few minutes. Do not sit down and learn a very large amount of those words all at once. When you learn a new word, you should try to make a picture in your mind. This is called ‘Mental Picture’, it will help you remember that words when you see them again.³⁰

Acharaphorn Mearsa also claimed about how to learn new words that vocabulary learning strategy is a part of learning. There are many ways of learning new vocabularies depending on the purpose of learners such as learning from listening to English, reading English books, and speaking English. Likewise, a good English learner always does three things to improve his/her English vocabulary. First one is structuring vocabulary. So, it is really helpful to make our new words as our own sentences. The second one is reviewing words that are already learned. And the third one is practice using the words that we have already learned.³¹

²⁹ Sirirat Aneklaphakit, “A Survey of Common Use of Vocabulary Learning Strategies Among MEC Students at Thammasat University”, **M.A Thesis**, (English Institute of Thammasat University, Bangkok, Thailand, 2013), pp. 5-6.

³⁰ Patricia Ackert, **Concept and Comments: A Reader for Students of English as a Second Language**, (Boston, Massachusetts, 02116, USA, 1999), pp.11-12.

³¹ Acharaphorn Mearsa , “ The Use of Vocabulary Learning Strategies by Postgraduate Students at Thammasat University”, **M.A Thesis**, (Language Institute of Thammasat University, Bangkok, Thailand, 2014), pp. 6-7.

Manu Konchady, said about the importance and how to build up new vocabularies that the larger vocabularies will improve your skill not just only getting you to get high score during exam, but also can help you to explain your thought clearly, write better articles, reports, speak more precisely and persuasively, understand more of what you read, and get better score in high school, collage, and graduate school. But, learning new words with a long list of vocabularies is a dull and boring task. And the best way to remember vocabularies for long time is to learn their suffix and prefix. And the following are some common prefix and suffix of English vocabulary:

Prefix	Meaning	Example words and meanings	
a, ab, abs	away from	absent abscond	not to be present, away to run away
anti	against	antifreeze antisocial	a substance to prevent freezing refers to someone who's not social
circum, cir	around	circumscribe Circle	to draw around a figure that goes all around
com, con, co, col	with, together	combine contact collect co-worker	to bring together to touch together to bring together co-worker
de	away from, down	Depart Decline	to go away from to turn down
dis, dif, di	apart	dislike dishonest distant	not to like not honest away
equ, equi	equal	equalize equitable	to make equal fair, equal
ex, e, ef	out, from	exit eject exhale	to go out to throw out to breathe out
inter	between, among	international interpose	among nations to put between
mal, male	bad, ill, wrong	malpractice malfunction	bad practice fail to function, bad function
mis	wrong, badly	mistreat mistake misplace	to treat badly to get wrong to put in wrong place
post	after	postpone postmortem	to do after after death
pre	before, earlier than	preview	a viewing earlier than another

		prehistoric preface	before written history a statement before an article or book
re	again, back	retell recall recede	to tell again to call back to go back
se	apart	secede seclude	to withdraw, become apart to stay apart from others
sub	under, less than	submarine subway subliminal	under water a path or way to move under ground below the level of consciousness
super	over, above, greater	superstar superimpose	a start greater than other stars to put over something else
trans	across	transcontinental transverse	across the continent to lie or go across
un	not	uninterested unhelpful unethical	not interested not helpful not ethical

Suffix	Meaning	Example words & meanings	
able, ible, ble	able to	Edible Salable	Able to be eaten Able to be sold
acious, cious, al	like, having the quality of	Nocturnal Vivacious	Of the night having the quality of being lively
ance, ancy	the act of, a state of being	Performance Truancy	The act of performing The act of being truant
ant, ent, er, or	one who	Occupant Respondent Teacher Creator	One who occupies One who responds or answers One who teaches One who creates
ar, ary	connected with, related to	Ocular Beneficiary	Related to the eye Connected with one who receives benefits
ence	quality of, act of	Existence	The act of existing or being
ful	full of	Fearful	Full of fear
ion	the act or condition of	Correction	The act of correcting

ism	the practice of, support of	Patriotism	Support of one's country
ist	one who makes, does	Artist	One who creates art
ity, ty, y	the state of, character of	Unity Shifty Showy	The state of being one State of shifting around State of always showing oneself
ive	having the nature of	Active	Having the nature of acting or moving
less	lacking, without	Heartless	Without a heart
logy	the study of	Biology	The study of life processes
ment	the act of, the state of	Retirement	State of being retired
ness	the quality of	Eagerness	The quality of being eager
ory	having the nature of, a place or thing for	Laboratory	A place where work is done
ous, ose	full of, having	Dangerous Verbose	Full of danger Full of words, or wordy
ship	the art or skill of, the ability to	Leadership	The ability to lead
tude	the state of quality of, the ability to	Aptitude	The ability to do
y	Full of, somewhat, somewhat like	Musty Chilly Willowy	Having a stale oror Somewhat cold Like a willow

The prefix and suffix in these tables are absolutely helpful for EFL learners to remember the words and meaning of them.³²

2.4.2 Learning Common English Vocabulary

Alexander Astor made his comments about vocabulary that many EFL learners are facing difficulty in learning new vocabularies and difficult in speaking since they have to learn vocabularies as much as they can. But, actually, in order to be able to speak English well, they do not need to learn all kinds of vocabularies because even

³² Manu Konchady, *Learn English Vocabulary and Writing*, (3122, Bradford Wood, Aukton, USA, 2009), pp. 32-40.

native English speakers cannot know all about English vocabulary; they know only common used English vocabularies.³³

In addition to this, Stuart Redman also mentioned about how to learn vocabulary that, in order to remember English vocabulary EFL learners have to make a study routine. It means that you have to ask yourself how much time you can study English vocabulary. But, it is a good idea to set times for studying new word and time for revising them. Moreover, you should know how to use your notebook in order to learn them. The method is in the following:

Vocabulary	Definition	Example
Pond (n)	an area of water smaller than a lake	This is a pond in front of my house.
Play truant (v)	to be regularly absent from school without permission	When I was young, I played truant from school very often.
Arrogantly (adv)	To behave badly and impolitely	He acted arrogantly when he got high score in class.
Cute (adj)	Pleasant and attractive	She has a very cute baby.

You should make examples by using your own sentences. And you should make the titles of those vocabulary as well, e.g, sport, relationship, and holiday, and so on.³⁴ The following vocabulary are very common used especially for speaking:

Common Vocabulary related with Family		
Vocabulary	Definition	Example
Immediate family (n)	Your closest relations, such as your parents, children, husband or wife	We have an immediate family.
Extended family (n)	A unit includes all your relatives, uncles, cousins, great-aunts, etc.	I have a big family. It is an extended family.
Close-knit family (n)	A family that has good relationships; everyone loves and helps each other	She is very luck; she has a close-knit family.

³³ Alexander Astor, **Common Vocabulary Errors in English and How to Prevent Them**, (5220,TE. Loncoln, USA, 2001), pp. 5.10.

³⁴ Stuart Redman, **English Vocabulary in Use Pre-intermediate and Intermediate**, (The Edingugh Building, Cambridge CB2, UK, 2006), pp. 5-7.

A carefree childhood (n)	A situation having nothing to worry about when you were young	I have a carefree childhood when I was with my family.
A troubled childhood (n)	A bad situation that you had when you were young	He told me about his trouble childhood.
A bitter divorce (n)	a separation in which there were bad/angry feelings between the husband and wife	I don't want to have a bitter divorce.
A mutual divorce (n)	The ex-husband and ex-wife agreed to separate without fighting	My friends had a mutual divorce. They still have a good terms with each other now.
Custody of the children (n)	The right of primary responsibility of caring for the kids	The mother got custody of caring a son.
Joint custody (n)	the ex-husband and ex-wife share the responsibility of caring children	They had a joint custody of children after getting divorce.
Get pregnant (v)	Having a young development inside the womb	My wife got pregnant last month.
A single mother (n)	A woman who gets pregnant without getting married	She is a student and also a single mother.
Have an abortion (v)	To intentionally end up the pregnancy	My sister decided to have an abortion last week.
Give the baby up for adoption	To give the baby to others for caring	She was homeless so she gave her baby up for adoption.
The due date	The time when the baby is planned to arrive	The due date of my baby will be in next week.
Adoptive parents	Parents who raise the child up as if a child is their own	I do love my adoptive parents
A birth mother	A biological mother	I don't know who my birth mother is.

Common Vocabulary related with Relationship		
Vocabulary	Definition	Example
Make friend (v)	To have relationship with somebody	Can I make friend with you?
Close friend	A person who you know well and you like a lot	She is my Thai close friend.

casual acquaintance (n)	people you know on a basic level, but don't have a significant relationship	He is just my business acquaintance.
Love at the first sight (n)	When two people meet each other and immediately fall in love	I had feelings for my wife when I first saw her. It is love at the first sight.
Soul mate (n)	A person whom you love very much	She is not only my classmate, but also a soul mate.
One is not one's type (n)	A person who is not a type of another person whom he or she love	That girl is not my type
unrequited love (n)	Love that is not returned	There is nothing sadder than an unrequited love.
Propose to someone	to ask someone to marry you	My Thai girlfriend is really good. I will propose to her next week.
Have an affair with (v)	To secretly have sex with another one	She is having an affair with that bad man.

Common Vocabulary related with Feelings		
Vocabulary	Definition	Example
Ridiculously excited (adj)	very excited	I am very ridiculously excited to be a dad.
Blissfully happy (adj)	very happy	She was blissfully happy when she got scholarship to study abroad.
Terribly sorry (adj)	So sad or so sorry	I am terribly sorry that I cannot come to your birthday.
Worried sick (adj)	very worried about someone	When my wife was in hospital, I was worried sick.
Deeply depressed (adj)	very unhappy and sad	I am deeply depressed about my thesis.
Emotional wreck (n)	a person who is very sad, confused, and upset	After his wife passed away, he became an emotional wreck.
immensely grateful (adj)	expressing extremely thanks to another	I am immensely grateful to my advisors.
Overwhelmed with emotion (adj)	when emotion is so strong that it's difficult to think or speak	I was overwhelmed with emotion when I saw my coming back to me.

Common Vocabulary related with Health and Sickness		
Vocabulary	Definition	Example
Quit smoking (v)	stop smoking	Doctor told me to quit smoking .
Reduce tress (v)	To lessen worried feeling	Don't drink alcohol to reduce your stress.
A balanced diet(n)	Food that is healthy for your health.	You should eat a balanced diet.
Get plenty of sleep (v)	To get enough sleep	You look so pale now. You should get plenty of sleep.
Relieve the pain (v)	To reduce the effects of pain	My mom told me to take aspirin to relieve the pain.
Health insurance(n)	a plan to cover expenses in case of an accident or serious illness	It is a good idea to have a health insurance.
Have a cold (v)	when someone has a minor respiratory infection	I have a cold now. I don't feel well.
Catch a cold (v)	you might get illness from the person who is sick	Don't go close to her; you can catch a cold from her.
Terminally ill (n)	The illness that cannot be cured	He is in terminally ill now. I cannot live any longer.

Common Vocabulary related with Study		
Vocabulary	Definition	Example
Preschool (n)	A school for children who are younger than five years old	I will send my son to preschool tomorrow.
Kindergarten (n)	The first year of school, for children aged 5	I didn't go to when I was young kindergarten.
Primary school (n)	The school consisting of first grade through fifth or six grade.	This year our children will move to Primary school.
Secondary school (n)	The school consisting from seventh to ninth grade	She started at Secondary school yesterday.
High school (n)	The school consisting from tenth to twelfth grade	I am in grade of high school now.
University (n)	a college or collection of colleges at which people study for a degree	My friends and I are studying at MCU in Thailand.
Scholarship (n)	Amount of money to help pay the tuition	My daughter was awarded the scholarship to study in Thailand.

Take note (v)	To write something down or remember it carefully	You should take notes when our teacher is teaching.
Give presentation (v)	To talk giving information about something	My lecturer assigned me to give presentation about Thailand next week.
Take exam (v)	To test students' knowledge about any particular subjects	We will take final exam soon.
Give feedback (v)	To make comments on one's work	My teacher gave me feedback positively.
withdraw from school (v)	To stop studying, to drop school	He failed the test; then he decided to withdraw from school.
Graduate from college (v)	To complete school, college or university correctly	After I graduate from MCU, I will run my own language school.
Get a diploma (v)	To get a document given by a college or university to show that you have passed a particular examination.	We will get diplomas after we defend our thesis completely.
Bachelor of Art (B.A) (n)	A first college degree	Kung has a B.A in Education.
Master of Art (M.A) (n)	an advanced college or university degree	I am an M.A in English student of MCU.
Doctor of philosophy (Ph.D) (n)	The highest college or university degree	My professor holds Ph.D in English linguistics.

Common Vocabulary related with Money		
Vocabulary	Definition	Example
Earn money (v)	To make money	She can earn a lot of money per month.
Inherit money (v)	To receive money from a family member after that person dies	He inherited all money after his father died.
Open an account (v)	The arrangement to keep money in the bank	I opened an account with ABA Bank.
Make a deposit (v)	To put money into your bank account	She will make a deposit today.
Make a withdrawal (v)	To take money out of your bank account	Now I don't have enough money. I will make a withdrawal tomorrow.
Squander money (v)	To spend money in a wasteful way	That young lady squanders lots of money buying new clothes.

Money is tight (v)	You have very little money	I have to take care the whole family. My salary is really tight.
Make a budget (v)	A plan for how much money you will spend on things	My parents taught me to make a budget when I was young.
Be broke (adj)	Without money	I am broke now.
Financial savvy (n)	Ability of managing money	My wife has a financial savvy.
Emergency fund (n)	The amount of money you need in some in hurry cases	It is a good idea to have emergency fund.
Invest money (v)	To put money into something to make a profit or get an advantage	My mother invest lots of money into this company.
Exchange money (v)	To change your money with another local currency	I need to exchange some money with Thai currency.
Donate money (v)	To offer money without getting any profits back	She will donate some money to help poor people.
Raise money (v)	To collect donation	Non-profit organizations are always trying to raise money their various projects.

Common Vocabulary related with liking and disliking		
Vocabulary	Definition	Example
A lifelong fan (n)	A person who supports someone lasting for the whole of his or her life	I am a lifelong fan of Tai Orathai
All-time favorite (adj)	Being liked all the time	Ying Luck is my all-time favorite Prime minister.
A great admirer	Someone who admires someone or something very much	She is a great admirer of Ms. Ying luck.
Hold someone in the highest regard (v)	To have great respect for someone	I hold my English teacher in the highest regard.
Blind hatred (n)	Hatred without logical reason	Don't allow your blind hatred to get everyone in trouble.
Hate someone with a passion (v)	To hate someone a lot	I hate my present prime minister with a passion.

Common Vocabulary related with Metaphor		
Vocabulary	Definition	Example

Someone's eyes light up	It means that someone suddenly gets very happy or excited	My wife's eyes lighted up when I handed her an Iphone 8.
Someone's face darkens	It means that he starts to be sad or angry suddenly	His face darkened when he knew that his motor was stolen.
Dark days or dark times	It refers to periods of time that are bad or unpleasant	Nowadays it is a dark times of politics crisis.
One's ideas are flowing	It means that his ideas are coming smoothly and naturally	My father are a great speaker. His ideas are flowing like water.
Waves of sadness	It refers to strong sad feeling	Waves of sadness are appearing in his face.
A thorny issue	It describes a matter that is difficult, complicated	Bad politics in our country is a thorny issue for our economic.
Friendship is blossoming	it is developing in a beautiful way	Our friendship is blooming.
Efforts are bearing fruit	It means that your efforts begin to produce the desired results	I can speak Chinese language now. My efforts are bearing fruit.

These words are commonly used in daily life. So, EFL learners do not need to stressfully learn all vocabularies because some of English words are not used already. It is a good idea to learn common words first in order to be not fed up with English vocabulary studying. There are many English learners who know 8,000 words, but they cannot speak a single sentence. On the other hand, there are people who know only 2,000 words and they can speak fluently. The difference is how deeply you know a word. Knowing 10,000 words passively, the words that are ot commonly used, will not help you with speaking. Instead focus on learning the first 2,000 words deeply. Learning vocabulary by memorizing the definition in your native language is an inefficient way to learn words. Rather, reading is the best way to increase your vocabulary. Learn words by seeing the word in a sentence. You can look up words in a dictionary, but study them in sentences, not the word itself.³⁵

³⁵ Shayna, **1000 English Collocations in 10 Minutes a Day**, (EspressoEnglish.net, Uk, 2013), pp. 5-25.

2.5 Strategies for Teaching English Vocabulary

2.5.1 Motivate Students

Ruethairat Ridnuch (2013) mentioned about the significance of self-confidence in learning a language that can help teachers in encouraging students to be interesting in learning that teaching is all about motivating people to learn. Being a great teacher, he or she needs to build up confidences for students because self-confidence is most significant for language-learning. It can encourage students to feel positive in learning a language. And in the same way, the more students feel confident, the more success in learning they will get. One of the successful ways, if the teacher is resourceful and skilful enough, to motivate his/her students to participate in the lesson is to use “pair work” or “Group work” appropriately. Language is best learned through the close collaboration and communication among students. This type of collaboration results in benefits for all or both learners. In fact, learners can help each other while working on different types of tasks such as writing dialogues, interviews, drawing pictures and making comments about them, play roles, and so on.

Researches on Second Language Acquisition have shown that learners have differences in mastering skills. While one student is good in drawing, another can be good in expressing ideas verbally; a third other student can be good at role play and imitation. Besides, some students find it less stressful, if not much comfortable to learn certain rules or usages of language from their peers and comrades than from their teacher. Finally, communicative language teaching requires a sense of community and an environment of trust and mutual confidence which “pair work” or “Group work” can provide.

It is always asked whether we should correct all students’ errors whenever they occur or not. The reasonable answer is that if we stop at every single error and treat it with no room for errors to take place, this will lead to a gap of communication and students will be too much afraid of making mistakes. Hence, due to being too much obsessed with making errors, students will be too much reluctant to participate. Thus, Teachers should be aware of when to correct errors and how to do that without any hurt and humiliation. In a learner-centered classroom, it should be better to correct errors, which students make unconsciously, whenever there is a gap of communication or when not treating the error will result in a misunderstanding of the idea expressed.

Concerning the ways of how to correct errors, there are several techniques which the teacher, who is seen as the monitor, should choose from them according to the type of the error and task where the incorrect form of language occurs. Among

these ways of correction we can state: self-correction, peer correction and teacher correction.

In other word about technique to vary the pace, the lesson and to respond to the fundamental notion of variety in teaching, teachers are advised to use the role-play activity in order to motivate their students and to help the less motivated learners take part in the lesson. Besides, certain tasks in the student's book are followed by a role-play activity where it becomes a necessity to undergo such an activity. As good examples of that we can state: the hide (item) and guessing game, dramatizing an interview of customer and shop assistant, doctor and patient conversation. At the heart of all learning is a person's belief in his or her ability to accomplish the task.³⁶

2.5.2 Teaching Synonyms and Antonyms

Vicky Shiotsu (2009) gave the definition of synonyms and how to teach them that words that have similar definitions are known as synonyms. We use synonyms constantly in speech and in writing. These are the words that can be used interchangeably, but the meaning of the message remains the same. For example, look at these two sentences: The long baseball game lasted over four hours. The lengthy baseball game lasted over four hours. The synonyms of these two sentences are 'long and lengthy'. Synonyms can generally be used interchangeably without a change in meaning of the overall message. Many synonyms are very useful because they can show different variations of the same understanding.

And the word 'Antonym' means that the words that have the opposite meaning of other words. Here are some useful methods of teaching synonym and antonym. Firstly, teachers tell students to define synonyms and antonyms. Write definition on the board, and discuss why learning synonyms and antonym is useful in reading and writing. After that, allow students to work in pairs, and give them some words and tell them to find the synonyms and antonyms of that word. For instance, the word 'small' (What are the synonyms and antonyms of the word 'small'? Then, have students share their new synonyms and antonyms with the rest of the class.³⁷

Additionally, (2011) stated about definitions of synonym, antonym and how to teach that synonyms are words with similar meanings and antonyms are words with opposite meanings. They are very helpful and useful for helping learners develop verbal

³⁶ Ruethairat Ridnuch, " A Study of Teaching English Vocabulary Through Interactive Word Wall of Grade 8 Students in Huadongratchanupatam School" **M.A Thesis**, (Language Institute, Thammasat University, Bangkok, Thailand, 2013), pp. 12-13.

³⁷ Vicky Shiotsu, **Build-a-Skill Instant Books: Synonyms and Antonyms**, (Teaching Press Inc., Huntinton, USA, 2009), pp. 3-6.

proficiency. Teachers should encourage students to notice that some words have several meanings with different sets of synonyms and antonyms. It is a good idea to encourage them to notice synonyms and antonyms in texts, novels, periodicals, and even advertisement.³⁸

Similarly, Shabnam Gupta (2006) mentioned that a synonym is a word which has an identical, similar or equivalent meaning. For good English speaking or writing, it is vital to know the meaning and the usage. An Antonym is a word that is opposite in meaning.³⁹

And the followings are some common synonyms and antonym:

Synonyms			
Afraid	Scared	Hit	Strike
Middle	Center	Enjoy	Like
Depart	Leave	Road	Street
Display	Show	Chair	Seat
Easy	simple	Bucket	Pail
Hard	Difficult	Story	Tale
Hurry	Rush	Jump	Leap
late	Tardy	Crawl	Creep
Pile	Heap	Toss	Throw
Pretty	Beautiful	Pull	Tow
Shine	Sparkle/Twinkle	Swoop	Dive
Gathering	Crowd	Steer	Drive
Yells	Shouts	Look	Peek
Huge	Gigantic	Talk	Speak
Grin	Smile	Stumble	Trip
Chilly	Cold	Hold	Grip
Scorching	Hot	Run	Dash/Race
Showery	Rainy	Shake	Quake/Tremble
Breezy	Windy	Sunny	Bright
Foggy	Misty	Cloudy	Overcast
Humid	Muggy	Happy	Joyful

³⁸ Linda Armstrong, **Jumpstarters for Synonyms and Antonyms, Grades 4 - 8: Short Daily Warm-ups**, (Mark Twain Media, Inc., USA, 2011), p. 1.

³⁹ Shabnam Gupta, **Synonyms & Antonyms**, (Lotus Press, New Delhi 110002, India, 2006), pp. 1-2.

Charming	Delightful	Clever	Cunning
Foolish	Silly		

Antonym			
Always	Never	Thick	Thin
Wet	Dry	Bright	Dull
Lose	Win	Old	New
Build	Destroy	Push	Pull
Awake	Asleep	Clean	Dirty
Empty	Full	Outside	Inside
Attract	Repel	Short	Long
Up	Down	Deep	Shallow
Weak	Strong	Fast	Slow
Friend	Enemy	Dark	Light
Day	Night	Foolish	Wise
Loose	Tight	Work	Play
Joy	Sorrow	Well	Sick
Stop	Go	Many	Few
Slow	Quick	Shout	Whisper
Open	Shut	Young	Old
Cry	Laugh	Poor	Rich
Outdoors	Indoors	Give	Receive
Raw	Cooked	Messy	Neat
Slowly	Swiftly	Sweet	Sour
Late	Early	Sets	Rises
Wide	Narrow	Love	Hate
Above	Below	Back	Front
Black	White	Rough	Smooth
Boring	Exciting	Heavy	Light
Daytime	Nighttime	Cruel	Kind
High	Low	Plump	Slender
Sink	Float	Large	Small
Moist	Dry	Tame	Wild
Short	Tall	Furry	Hairless

Deborah White Broadwater (2001) also gave the way to improve students' abilities of vocabulary of synonym and antonym that it would be great if teacher assign students to do quizzes about synonyms and antonyms once per week. Learning without doing, you will get nothing from what you have learned.⁴⁰

2.5.3 Using Flash Cards

P. A. Duminy, (2006) mentioned about importance of using flashcard that flashcards have been used for a long time to teach reading, spelling the language. Flashcards are a really handy resource to have and can be useful at every stage of the class. They are a great way to present, practice and recycle vocabulary and when students become familiar with the activities used in class, they can be given out to early-finishers to use in small groups. You can sometimes get the students to make their own sets of mini flashcards that can be taken home for them to play with, with parents and siblings.⁴¹

Ellen M. Balla (2000) explained about how to teach English vocabulary by using flashcards that teacher have to copy and cut out the flashcard for the new vocabulary and then place them on the whiteboard and review the students. After that, instruct the students to close their eyes. Take one card away, and have students open their eyes. Say, "Look! What's missing?" Encourage students to complete the missing words in sentences.

Another way is that make two copies of the flash cards and cut them out. Review the vocabulary with students. Place flashcards facing down on a desk or table, and have students take turns turning over two at a time. If the cards match, they get to keep them. Encourage students to say the new vocabulary words as they turn over the cards. The student with the most cards at the end of the game wins.⁴²

Harry Dhand (2008) clarified about significances and techniques of teaching vocabulary buy flashcards that the use of flashcards is an excellent technique for teachers to help students build up their vocabulary. Firstly, teachers should make sure what kinds of vocabulary he or she should teach, and have students have flashcards individually, and ask them to read new vocabulary with their flashcards loudly. But,

⁴⁰ Deborah White Broadwater, **Synonyms and Antonyms, Grades 4 - 8**, (Mark Twain Media, Inc., USA, 2001), pp. 19-21.

⁴¹ P. A. Duminy, **Teaching Practice**, (Maskew Miller Longman (Pty), Ltd., UK, 2006), p.18.

⁴² Ellen M. Balla , **Ten Fables for Teaching English**, (292 Jeffer Road, Parsippany NJ, 2000), p. 158.

teachers should prepare flashcards of vocabulary that are fitted with students' ability. And, it is also available to tell students to make their own set of flashcards.⁴³

2.5.4 Teaching Pronunciation

M Maniruzzaman (2008) said that English pronunciation is absolutely necessary to be taught, but there are many non-native English teachers ignore this important thing.⁴⁴

Michael Burger (2009) gave the techniques of teaching English pronunciation that you need to hear it before you can say it. Encourage students to get as much listening experience outside of the classroom as possible. Assign listening reports in order to check in and see what kinds of English students are listening to outside of class. Listening doesn't have to be boring; tell students to listen to popular music, TV shows, movies, and anything in English will work.

Another way to sharpen your students' pronunciation is to write tongue twisters. Everyone knows that tongue twisters are a great way to practice pronunciation, but instead of doing all the work, share the load with your students. Having students create their own tongue twisters helps them to not only practice their pronunciation, but be more aware of which sounds are in the words they know. They will have to really think about how to say words to know which ones to include in their tongue twister, and everyone will have a laugh sharing the crazy sentences that result.

One more vital thing is giving feedback. It's incredibly important that students get feedback early and often before they begin bad pronunciation habits that are difficult to adjust as later learners. As a teacher, it can be difficult to maintain a large classroom and give individualized pronunciation feedback to many students. A good way to manage a large classroom is to make notes while students are speaking, for example during role plays or individual presentations. Students will be pleased with positive feedback, so remember 'Feedback is no criticize.'⁴⁵

Kristina (2015) described about how to teach pronunciation that teachers need to teach students about syllable stress - students need to understand that multisyllabic words require syllable stress. Point out common syllable stress patterns. And then, have students to take note about voiced and voiceless consonants - teach

⁴³ Harry Dhand, **Techniques of Teaching**, (A P H Publishing Cooperation, Ansari Road, Darya Ganj, India, 2008), p.89.

⁴⁴ M Maniruzzaman, **Teaching EFL Pronunciation: Why, What and How**, (Bruck Und Dindung, Grin Verglas, Germany, 2008), pp. 2-3.

⁴⁵ Michael Burger, **Teaching English Pronunciation**, (Bruck Und Dindung, Grin Verglas, Germany, 2009), pp. 1-4.

the difference between voiced and voiceless consonants. Have students touch their throats to note the difference between 'z' and 's' and 'f' and 'v' to demonstrate these differences. One more important thing is to teach them the silent letters - point out example of words with silent letters such as the 'b' in 'comb', '-ed' endings in the past for regular verbs. Silent final E - teach the influence of the final silent 'e' generally making the vowel long. Make sure to point out that there are many exceptions to this rule, such as 'drive and live'.⁴⁶

2.5.5 Teaching Vocabulary through Story

Solida (2016) mentioned about the important of teaching vocabulary via English story that teaching English story can help students to define vocabulary words which they have never known, apply vocabulary words to real life situations, and to work cooperatively to use vocabulary words in meaningful sentences.⁴⁷

Mariama (2010) gave the steps of teaching vocabulary by using English story that, firstly, have students write down the words in their notebooks. Then, say each word out loud and have students repeat after you so that they know how to pronounce the words properly. After that, when you get down to the words that no one knows, use the words in sentences and ask students to use context clues in order to figure out the meanings. And the last, before going back home, tell students to expect a small quiz tomorrow. So they will try to review English vocabulary at home by themselves.⁴⁸

Katherine Whitten (1996) said that it is a good idea to for teachers to pick up some new words in the story to teach students first before going to the whole story. Teach them the meaning of words and how to use them. And you can also test them by marching words with definition. So, before getting to study the whole story, students get used to seeing those words many times. It is useful for them to understand the meaning of the story.⁴⁹

L.A. Hill (1980) stated that teaching English vocabulary through English story is a very effective ways to help students enrich with vocabulary easily and naturally. It is by far better than just memorizing vocabulary. Anyway, it is not so good to teach a

⁴⁶ Kristina Jhonson, "How to Teach English Pronunciation", **International Journal of Education**, Vol.5, No.2 (January,2015) :23-25.

⁴⁷ Solida Twist, "Develop English Vocabulary Through English Story", **International Journal of Education**, Vol. 8, No.4, (March, 2016): 78-80.

⁴⁸ Mariama Sesay, "Teaching English Via Story", **Journal of English Teaching**, Vol. 10, No.12, (October, 2014): 20-25.

⁴⁹ Katherine Whitten, **Survival Vocabulary Stories: Learning Words in Context**, (321 Valley Street, Portland Maine, USA, 1996), pp. 1-2.

long story. It is a good idea to choose a funny or interesting short story to teach. And the following is a sample short story that teachers should take as ways to teach English vocabulary through story:

Polly went to school when she was six years old. She liked her first day very much. Her teacher, Miss Yates, was very nice, and other students in her class was really nice, too. But, at the end of school day, when the other children left the class, Polly stayed behind and waited.

Miss Yates had some work to do and did not see Polly at first. But, then she looked up and saw her. “Why didn’t you go with others, Polly?” She asked kindly. Did you want to ask me a question?”

“Yes, Miss Yates” Polly said.

“What is it” Miss Yates asked.

“What did I do at school today?” Polly asked.

Miss Yates laughed hardly. “What did you do at school today?” she said “Why did you ask me like that, Polly?”

“Because I am going to go home now”, Polly answered, “and my mom is going to ask me like that, and I don’t know what did I do at school today”

After reading this short story, teachers can ask students to find new vocabulary, and then ask them a few questions: Why did Polly like her school? What did she do when the other students left school? What did Miss Yates say when she saw her? What question did Polly ask Miss Yates? What did Miss asked her then? What was Polly’s answer?

And then teacher can make a multiple-choice test for students to answer in order to make sure if they understand and remember the story or not. It is as the following:

Choose the correct answers

1. Did Polly enjoy her first day at school?
 - a. Yes, she did.
 - b. No, she did not.
2. Were her teacher and classmates nice?
 - a. Her teacher was nice, but some of her classmates were not.
 - b. Her teacher was not nice, but some of her classmates were.
 - c. Her teacher and classmates were nice.
3. Why didn’t Polly leave the class room with other children?
 - a. Because she had some work to do.
 - b. Because Miss Yates had some work for her to do.

- c. Because she wanted to ask Miss Yates a question.
- 4. Why did Polly asked, “What did I do today?”
 - a. Because her mother always wanted to know.
 - b. Because her teacher always wanted to know.
 - c. Because she was angry with her teacher.

This is the best way to test students’ understanding. And also the great way to teach them new words with fun and enjoyable short story. This is the successful teachers always do at school to help their students succeed in their English studying.⁵⁰

2.5.6 Teaching Vocabulary via Dictation

Marie Rippel stated about the important of dictation and hows to teach it that dictation is a great tool for teaching spelling because it allows children to use their spelling skills in a “real world” application. Very simply, you dictate a phrase or sentence and your student writes it down. Writing from dictation allows students to concentrate on the writing and spelling process without having to compose original sentences. Spelling dictation benefits your student in a number of ways:

Spelling dictation gives your students the chance to practice newly learned words in context. If your student just learned to spell birthday, for example, writing the sentence ‘Is your birthday in April or May? . It is better to put the new word in a real-life context. Dictation reviews old spelling words in a meaningful way. Spelling list to the more difficult task of independent writing. Spelling from dictation is harder than spelling from a word list—but it’s easier for a student than writing an original sentence in which he or she must focus not only on spelling and mechanics but also on creativity, word choice, and grammar.

There are four simple steps for dictation: You dictate a phrase or sentence. Your child repeats the phrase or sentence. Your child writes the phrase or sentence. Your child proofreads what he wrote.

Step 1: You dictate a phrase or sentence.

For the youngest spellers, you’ll begin with short phrases of two or three words. Starting in Level 2, we work up to complete sentences. As a student progresses through the levels, sentences keep pace with the student’s increasing knowledge. Depending on the age and ability of your student, you’ll dictate two to five sentences per day. Additional sentences are included for practice in later lessons, but don’t feel that you have to cover them all in a single session. The sentences in each lesson include only words that your child has already learned.

⁵⁰ L.A. Hill, *Elementary Anecdotes in American English*, (Oxford University Press, UK, 1980), pp. 8-9.

Let your student know that you will only be saying the phrase or sentence once, so he needs to focus his attention on you. If the sentence has a question mark or exclamation point, make it clear through your intonation. Don't dictate the words "question mark." For some children, you can dictate at a normal speed. For others, it is important to dictate slowly and distinctly. After completing a few sentences with your child, you will have a good sense of what is best in your particular situation.

Step 2: Your child repeats the phrase or sentence.

It is important in this step that you encourage good listening habits in your child. Don't be tempted to repeat the sentence for your student. You should dictate each phrase or sentence only once, and then have your student repeat it back to you. If you find that your child isn't able to repeat the phrase or sentence, you need to do some exercises to strengthen his working memory. Discontinue the spelling dictation and do oral dictation instead. Oral dictation is a simple but powerful tool for increasing your child's working memory. Here's how it works: dictate a sentence and have your student repeat it back to you in sequence. Repeat each day, using a large number of phrases or sentences. Gradually increase the number of words in each phrase or sentence as your student grows in ability. When oral dictation becomes easier for him, go back to the spelling dictation exercises.

Step 3: Your child writes the phrase or sentence.

Once again, try not to intervene. Let your child write out the sentence independently, without prompting for spelling. It might be hard for you, but this is important! If he starts to misspell a word, don't prompt him—let him commit to his mistake. If you always hover over him, he won't learn to take responsibility for what he writes. I find it best to not even look at the child's paper as he is writing. Most kids are very good at reading body language. If we see a mistake about to happen, we may subconsciously hold our breath or lean forward a bit or focus our attention more intently on the paper. You may not even realize that you're doing it, but your child will notice these subtle body movements and will learn to rely on your cues rather than on his own ability.

There is one more reason I recommend that you don't look at your student's paper as he is spelling from dictation: a learner should have the mental space to concentrate on what he is doing without feeling like he is being monitored. He should feel free to pause during spelling and consider various alternatives or recall a spelling rule. He should feel free to think through the spelling process without being judged. So I generally look down at my teacher's manual or out the window as the student writes

from dictation. I don't look at the student's paper until he proofreads it and says, "Done!"

Step 4: Your child proofreads the sentence he just wrote.

In this step, your child should read his writing aloud or to himself. This is a good time for your student to practice self-correction, so he should check himself by asking these questions: Am I satisfied that I spelled everything correctly? Did I use capital letters and punctuation properly?⁵¹

Qu Tang said that memorizing words is one of the keys to learn English and also the most boring task for many Chinese students. Meanwhile, that dictation should not be isolated. Instead, the teacher should make use of more methods to increase students' enthusiasm and improve their efficiency of memorizing words. And only in this way can the students properly use English vocabulary and improve their comprehensive capacity.

Of course, the expanding of vocabulary, on one hand, is a process of increasing the amount of words; on the other hand, it is a meaningful store tightly connected with the languages invents in modern science, technology, social and economic to express new things and new changes. So to an English learner, the expanding of Dictation should have a focus and employ appropriate strategies.

Teachers should take the words that cannot explained and spelled through pronunciation, formation rules and stereotype mode, such as the words with double consonants and homophone affixes, as well as some confusing words. Of course, these representative words that can reveal English pronunciation and formation rules should not be ignored.⁵²

Additionally, Paul Davis, (2008) gave the definition of 'Dictation' and its significance that when someone dictation is the action of someone dictates something for someone else to write down. Dictation can help students review their old words and also learn new words. Teachers should choose a short text and assign students to do dictation. Teachers can choose the new words from the text to do dictation as well.⁵³

⁵¹ Marie Rippel, "Using Dictation to Improve Spelling", *Journal of English Teaching Strategy*, Vol.6, No.2, (May, 2015): 23-27.

⁵² Qu Tang, "The Effectiveness of Dictation Method in College English Vocabulary", *Journal of Teaching Theory and Practice in Language Studies*, Vol. 2, No. 7, (July,2012) :1472-1476.

⁵³ Paul Davis, *Dictation: New Methods, New Possibilities*, (The Edinburgh Building, Cambridge, CB2, UK, 2008), p. 5.

2.5.7 Teaching Transitional Words and Phrases

Linda J. Dorn, Carla Soffos (2005) said that transitional words are words and phrases that provide a connection between ideas, sentences and paragraphs. They help to make a piece of writing flow better. They can turn disconnected pieces of ideas into a unified whole and prevent a reader from getting lost in the reading. Transitional word and phrases act as signals. They give direction telling where a paragraph is going. Knowing transitional words and phrases is very useful for understanding in news articles, academic texts, essays, and stories. Using transitional words and phrases in written responses can help students understand the organization of writing can connection between ideas.⁵⁴

Equally important, Margarita Calderón (2016) also mentioned about the importance of knowing transitional words. Why do students speak English in simple sentences? Why do their writing look the same all the same- same simple words, disconnected paragraphs, and same transitional words such as because, and, then, and next? The answer is that because they are not good at using transitional words and phrases. They not only help oral expression but also help students write cohesively.

And, the ideas about how teachers should teach their students stransitional words is that they can post these transitional words on charts or distribute them as laminated handouts for students to keep in their desks for continuous use. Then, during the discussion, teachers ask students to use different words when posing or answering the questions.⁵⁵

The following are some common and useful transitional words and phrases:

Function	Sample Transitional Words and Phrases
To add	furthermore, moreover, too, also in the second place, again, in addition, even more, next, further, lastly, finally, besides
To compare	in the same way, by the same token, similarly, in like manner, likewise, in similar fashion
To contrast	yet, and yet, nevertheless, nonetheless, after all, but, however, though, otherwise, on the contrary, in contrast, notwithstanding, on the other hand, at the same time

⁵⁴ Linda J. Dorn, Carla Soffos, **Teaching for Deep Comprehension: A Reading Workshop Approach**, (Stenhouse Publisher, Portland, Main, 2005), p.63.

⁵⁵ Margarita Calderón, **Teaching Reading & Comprehension to English Learners, K5**, (555 North Morton Street, Bloomington, USA, 2016), pp.75-76.

To talk about time	while, immediately, never, after, later, earlier, always, whenever, meanwhile, sometimes, in the meantime, during, afterwards, now, until now, next, following, simultaneously, so far, this time, subsequently
To talk about Cause	because, since; on account of, for that reason
To talk about Effect	therefore, consequently, accordingly, thus, hence, as a result
To talk about Purpose	in order that, so that, to that end, to this end, for this purpose
To give more clarification	to illustrate, to demonstrate, specifically, for instance, as an illustration, that is to say, in other words, to explain, to clarify, to rephrase it, to put it another way
Intensification	indeed, to repeat, by all means, of course, certainly, without doubt, undoubtedly, in fact, surely, in fact
To wrap up	to summarize, in sum, in brief, to sum up, in short, in summary, in conclusion, to conclude, finally

Furthermore, Vanila (2015) explained about how to teach transitional words that teachers should assign students to practice making their own sentences using transitional words as they like. Then tell them to write or read their sentences out loud to other students. As a consequence, students will carefully make their own sentences and learn a lot because they don't want to be ashamed in the case they cannot write any sentences using transitional words that teachers tell them to do.⁵⁶

⁵⁶ Vanila, "Methods of Teaching Effective Writing", *Journal of Grammatical Teaching*, Vol.9, No.3, (May 2015): pp. 23-26.

Chapter III

Research Method

This chapter is a case study in order to investigate about the Methods of English Vocabulary Teaching of Thai Teachers at Hutchu Tutor School. With regard to this research method, the crucial elements of this work are observation, interviewing people, description and the analysis of what the researcher has found from the survey. Therefore, this present research is focused on the Methods of English Vocabulary Teaching of Thai Teachers at Hutchu Tutor School.

This chapter are divided into five major parts as the following:

- 3.1 Research Design
- 3.2 Populations
- 3.3 Tools of Data Collection
- 3.4 Methods of Data collection
- 3.5 Data Analysis

3.1 Research Design

This research is aimed at investigating the Methods of English Vocabulary Teaching of Thai Teachers at Hutchu Tutor School and some suggestions to help on finding more effective ways for Thai teachers who are teaching English at Hutchu Tutor School in the academic year 2017-2018 in order to teach English vocabulary technically and efficiently. Quantitative and qualitative research method is used for this study.

Quantitative data was to provide the participants' attitudes towards the techniques of teaching English vocabulary. The information got from the questionnaires was analyzed by mean and standard deviation (S.D), and then it was interpreted.

Qualitative data was to determine the effective ways that Thai teachers use for teaching English vocabulary by observing the ways they teach and interviewing them accordingly.

Percentages, average mean, and standard deviation are employed to provide the level and extent in studying about Methods of English Vocabulary Teaching of Thai Teachers at Hutchu Tutor School. Therefore, research design is the most important of data collection.

3.2 Populations

In this research, 20 Thai teachers who are teaching English language at Hutchu Tutor School were engaged in this study. Every week of December, 5 teachers among 20 are invited to answer the questions via questionnaires and interview. Therefore, it takes 4 weeks to finish the observation with 20 teachers taking time from December to January.

And, researcher also interviewed 5 more English scholars who are experienced in learning and teaching English in Thailand in order to find more detail about the difficulties in teaching English vocabulary and ways to improve strategies of teaching English vocabulary.

3.3 Tools of Data Collection

This study consists of questionnaire and interview. They are the main tools of doing research. Thus, research tools used for the study are divided into two parts as the following:

3.3.1 Questionnaire

In part of questionnaire design, there are two main points of questionnaire as the following:

Part 1 consists of general information including gender, educational level, age and status.

Part 2 consists of design questions about Problems of English vocabulary teaching and ways to deal with them.

1. Details of the Questionnaire

Part 1: The general background information of the respondents concerning their gender, education background, English training experience, and English communication frequency.

Part 2: Investigate the respondents' attitudes towards the difficulties of teaching and the most technical ways used for teaching English vocabulary. The five points Liked scale is used in this questionnaire with the following criteria.

5= Strongly agree

4= Agree

3 =Uncertain

2= Disagree

1= Strongly disagree

2. Details of the Interview

Ask the participants about their opinions and suggestions on ways to develop and how to teach English vocabulary.

3.4 Methods of Data Collection

In order to collect the data of this research study, researcher uses two methods called primary data and secondary data.

3.4.1 Primary Data

Primary data is directly collecting information from the target group of research that consists of 20 Thai teachers teaching English at Hutchu Tutor School, 5 English scholars by answering the questionnaire, observation, and face to face interview. In part of questionnaire, researcher makes up the questions and let them give opinions about difficulties in developing vocabulary and most effective techniques of teaching vocabulary. For interview, the researcher will ask those who are professional in English such as English teachers and English scholars.

3.4.2 Secondary Data

Secondary data is collecting information from documentary survey such as thesis books, academic books, academic articles and journals. These things are used for supporting information and study. Documentary survey is also good guidelines to develop the research.

3.5 Data Analysis

The statistic devices used in the study are employed as the following:

1. Frequencies and percentages are used in the analysis of the data concerning the respondents' background information.
2. Arithmetic mean and standard deviations are used to analyze the respondents' strategies on roots of problem with English speaking skills.
3. Find the results for further discussion from an interview and note-taking problems and ways to improve better techniques of teaching English vocabulary.

Chapter IV

Results of the Data Analysis

In order to get the results of data analysis, researcher uses statistical table features accompanying with descriptive statistics as the following:

Part 1: General Background Information

Part 2: Teachers' Attitudes to the vocabulary teaching

Part 3 Teachers' Most used Methods of teaching English Vocabulary

Part 4 Teachers' difficulties in teaching vocabulary

Part 5 Teachers' methods of developing English vocabulary

Part 6: Interview English teachers and scholars relating with problems and ways to deal with English vocabulary teaching.

4.1 General Background Information

This part demonstrated the general background information of population, namely genders, ages, level of education, years of English teaching experience as the following:

Table 1: Gender Population

Gender	Number	Percentage
Male	2	10.0
Female	18	90.0
Total	20	100

Gender, it mainly represents the information on gender referring to Thai teachers who teach English at Hutchu Tutor School. About gender of teachers chosen for this study, there are 20 people. Among 20 teachers, there are 2 male teachers with 10%, and female teachers with 90 %. Therefore, about gender, most of teachers who are teaching English at Hutchu Tutor School are women. It is represented in the table 1 respectively.

Table 2: Age of Population

Age	Number	Percentage
18-20	1	5.0
21-30	17	85.0
30 -up	2	10.0
Total	20	100

Age, it mainly **represents the** information on age referring to Thai teachers who teach English at Hutchu Tutor School. About age of teachers, among the total 20 numbers of Thai teachers, most of them are in the rank of age of 21-30 years, 17 persons with 85%. And, there is one teacher who is in the rank of age of 18-20 years with 5%, and other two teachers are in the rank of age of 30- up years. It is explained in the table 2.

Table 3: Levels of Education

Study Level	Number	Percentage
B.A.	14	70.0
M.A.	4	20.0
Ph.D.	0	0.0
Other	2	10.0
Total	20	100

Levels of education, means the levels of Thai teachers of Hutchu Tutor School who have been educated from different levels of education. There are 14 teachers have been graduated in B.A degree with 70%. There are 4 teachers get M.A. degree with 20%. And others 2 teachers are in other levels of educations with 10%. And, there are no any teachers graduated with Ph.D degree. Therefore; most of teachers at least hold B.A. degree as it is above presented in the table 3.

Table 4: Years of English Teaching Experiences

English Teaching Experience	Number	Percentage
1-3	0	0.0
4-6	16	80.0

7-9	4	20.0
10 years up	0	0.0
Total	20	100

About the English teaching experience of teachers who teach English at Hutchu Tutor School, it is clearly explained in Table 4 that there are 16 teachers with 80% have experienced in English teaching between 4-6 years, 4 teachers with 20% have experienced in English teaching between 7-9 years. There are no teachers have English teaching experiences less than 4 years. And, there are no teachers have English teaching experiences longer than 10 years up. So, they have been teaching English for at least 4 years up.

4.2 Teachers' Attitudes to the Vocabulary Teaching

Table 5: Teachers' Attitudes to the Vocabulary Teaching

No	Questions	\bar{x}	S.D	Level
1	Vocabulary is very important	3.58	0.78	High
2	Teaching vocabulary is not difficult	2.58	1.02	Moderate
3	Teaching vocabulary is very difficult	2.69	1.26	Moderate
4	Teaching English pronunciation is not easy	3.68	0.87	High
5	Vocabulary is not much important	1.88	1.11	low

Note: The result of average means are classified into 5 levels:

5) Very high=4.50-5.00, 4) high=3.50-4.49, 3) Moderate=2.50-3.49 2) Low=1.50-2.49, 1) Very low=1.00-1.49

In table 5 (Teachers' attitudes to the vocabulary teaching), there are 5 questions. The results of average mean show that the degree of agreement with question 1 (Vocabulary is very important) is equal to 3.58, question 2 (Teaching vocabulary is not difficult) is equal to 2.58, question 3 (Teaching vocabulary is very difficult) is equal to 2.69, question 4 (Teaching English pronunciation is not easy) is equal to 3.68, and in question 5 (vocabulary is not much important) is equal to 1.88. Therefore, teachers' attitude towards the importance of English vocabulary is in the high level (3.58), and they agree that teaching English pronunciation is not easy. It is also in high level (3.68).

4.3 Teachers' Most Used Methods of Teaching English Vocabulary

Table 6: Teachers' Most used Methods of Teaching English Vocabulary

No	Questions	\bar{x}	S.D	Level
1	I give example sentences when teaching a new word or phrase.	3.85	0.51	High
2	I assign students to make their own sentences when teaching a new word.	2.73	1.04	Moderate
3	I like teaching new daily English collocations to students before starting the lesson.	2.38	1.02	Low
4	I always make sure if my students pronounce a new word correctly or not	2.54	1.03	Moderate
5	I also assign extra exercises to students after class	2.71	1.14	Moderate
6	I give vocabulary quiz before starting class	2.35	1.06	Low

Note: The result of average means are classified into 5 levels:

5) Very high=4.50-5.00, 4) high=3.50-4.49, 3) Moderate=2.50-3.49 2) Low=1.50-2.49, 1) Very low=1.00-1.49

In table 6 (Teachers' Most used Methods of teaching English Vocabulary), there are 6 questions. The results of average mean show that the degree of agreement with question 1 (I give example sentences when teaching a new word or phrase) is equal to 3.85, question 2 (I assign students to make their own sentences when teaching a new word) is equal to 2.73, question 3 (I like teaching new daily English collocations to students before starting the lesson) is equal to 2.38, question 4 (I always make sure if my students pronounce a new word correctly or not) is equal to 2.54, question 5 (I also assign extra exercises to students after class) is equal to 2.71, question 6 (I give vocabulary quiz before starting class) Therefore, the most method using for teaching English vocabulary that teachers agree with is in question 1 (I give example sentences when teaching a new word or phrase).

4.4 Teachers' Difficulties in Teaching Vocabulary

Table 7: Teachers' difficulties in teaching vocabulary.

No	Questions	\bar{x}	S.D	Level
1	It is really difficult to help students pronounce vocabulary correctly	3.64	0.99	High

2	Many students are lazy to learn Phonetic Symbols	3.85	0.51	High
3	I am not good at drawing a picture to help students understand easily.	3.67	0.79	High
4	Some students are really annoying	3.70	0.94	High
5	It is hard to focus on teaching vocabulary because of getting some bad feelings before starting the class	2.56	0.91	Moderate

Note: The result of average means are classified into 5 levels:

5) Very high=4.50-5.00, 4) high=3.50-4.49, 3) Moderate=2.50-3.49 2) Low=1.50-2.49, 1) Very low=1.00-1.49

In table 7 (Teachers' difficulties in teaching vocabulary), there are 5 questions. The results of average mean show that the degree of agreement with difficulty in question 1 (It is really difficult to help students pronounce vocabulary correctly) is equal to 3.64, question 2 (Many students are lazy to learn Phonetic Symbols) is equal to 3.85, question 3 (I am not good at drawing a picture to help students understand easily) is equal to 3.67, question 4 (Some students are really annoying), is equal to 3.70, and question 5 (It is hard to focus on teaching vocabulary because of getting some bad feelings before starting the class), is equal to 2.56. Therefore, the problems with teaching English vocabulary mentioned above are almost in high level with 3.64 up except question 5 which is in moderate level with 2.56.

4.5 Teachers' Methods of Developing English Vocabulary

Table 8: Teachers' methods of developing English vocabulary

No	Questions	\bar{x}	S.D	Level
1	I read English newspaper to improve my vocabulary	3.50	0.88	High
2	I read English story to improve my English vocabulary	3.80	0.61	High
3	I watch English movies or other movies with English subtitles	3.90	0.44	High

4	When I meet a new word, I make it as my own sentence	3.80	0.83	High
5	I review my English vocabulary before bedtime or at any possible time almost everyday	3.95	0.75	High

Note: The result of average means are classified into 5 levels:

5) Very high=4.50-5.00, 4) high=3.50-4.49, 3) Moderate=2.50-3.49 2) Low=1.50-2.49, 1) Very low=1.00-1.49

In table 8 (Teachers' methods of developing English vocabulary), there are 5 questions. The results of average mean show that the degree of agreement with the ways teachers at Hutchu Tutor School use to develop their English vocabulary in question 1 (I read English newspaper to improve my vocabulary) is equal to 3.50, question 2 (I read English story to improve my English vocabulary) is equal to 3.90, question 3 (I watch English movies or other movies with English subtitles) is equal to 3.90, question 4 (When I meet a new word, I make it as my own sentence) is equal to 3.80, question 5 (I review my English vocabulary before bedtime or at any possible time almost every day) is equal to 3.95. So, the agreement with the above mentioned methods of ways that Thai teachers apply in to practice in order to enhance their own English vocabulary is in high level with 3.50 up.

4.6 Interviewing people concerning Problems with English Vocabulary Teaching and Ways to Deal with Them.

4.6.1 Results got from interviewing five Thai teachers teaching at Hutchu Tutor School concerning with problems with English vocabulary teaching and ways to deal with them.

In according to Mr. Chusak Srichanmaung, the President of Hutchu Tutor School, he said, "In my opinion, we all know that although it is important for students to use correct grammar and structures, words are the main carriers of meaning. This means that the more words students are able to handle accurately, the better their chances of understanding English and making themselves understood. I can say that vocabulary is everything of four English skills: Reading, Speaking, Writing and Listening.

My first technique of teaching my students new vocabulary is that I teach them to take note and understand new words. I usually encourage my students to see things around them in English, and think which thing they don't know in English. When they don't know, they can try to do a research about the word and meaning that they don't know.

Secondly, I teach them about opposites like “big” and “small”, “long” and “short”, those vocabulary are usually illustrated with pictures that make them easy to understand and remember. Sometimes I ask two students; one is taller and one is smaller, to go on the whiteboard, and then I ask them to speak in English. They say ‘This boy is taller than that boy’ and so on.

Thirdly, I teach them by matching words. Students are required to match opposites, synonyms, or a word with its definition, as well as a picture to a word. Sometimes I write English vocabulary in the whiteboard and ask them to find the synonyms of those words. Every time I ask them to work with vocabulary, I give them the scores. They try hard because they don’t want to have a low score. Also, I teach my students to learn English vocabulary from English songs. I do this on every Friday. I choose a very famous English song like ‘My Heart will go on’ sung by Celine Dion, to teach them. But, I have to leave blank spaces for them to fill the missing words. I commonly make twenty missing words that equal to twenty marks. This technique can improve their vocabulary and listening skill as well.

The last, I use ‘Dictation’ which is the most common technique that many teacher use in order to help students remember their vocabulary. Whenever I finish one lesson, I always assign my students to take dictation. But, before doing so, I inform them first telling them to review all vocabulary they have learned in the lesson we have just finished. For example, I finish one lesson today, I tell them to prepare for dictation next week. This will help students to recall all vocabulary they have forgotten.

About the difficulty in teaching English vocabulary is that I try had to be patient with disobedient students- they are very annoying that make me really difficult in teaching other students. I have to be tolerant. Actually teaching English vocabulary is not an easy task. I have to spend a lot of energy using voice to control the class. I have to explain to them using body language. And one more remarkable thing is that when I teach young kids, they sometimes cry in the class, and I need to act as a mother to persuade them. Talking about it, I feel so tired. But, I love education. And, I feel like I am already a father who helps children to get knowledge. They are lovely, active, and they act naturally. But I have to be patient. Yes, it is not easy to be a teacher, but I love this job. It is really meaningful for me though it is a bit difficult.”⁵⁷

Miss Thanawan Lheesakul said, “Vocabulary play a very important role in English skills. As the time I started learning English, when I was young, my teachers did

⁵⁷ Interview with Mr. Chusak Srichanmaung, the President of Hutchu Tutor School, 7 December, 2017.

not directly teach me four skills: Listening, speaking, reading and writing, but they focused much on building up English vocabulary. Now I know clearly the reason why we should sharpen English vocabulary first. The most important reason is that vocabulary is the core of language. Actually, there are many ways I use to teach my students English vocabulary, but I will share with you only a few techniques. First, I have one page of words and definitions for each pair or small group of my students. Cut each word and definition from that page into strips. After that I give a mixed-up pile of strips (words and definition) to each group getting them to match up the words with the correct definitions. When all of my students are finished, I can go over the answers as a class. To make it more exciting, I turn it into a competition by naming the first group to correctly match everything up the winner.

Moreover, I tell them to write down the definition in their own words. They can ask me for help, if necessary. Also, I get them to write down an example sentence, so that their classmates will be able to better understand the meaning of the new word. When all of the students are done, I have them come up to the front of the class one by one. They will try to make a correct sentence because they don't want to be ashamed. They ask me to help them make a correct sentence. Therefore, in my class become very active and funny. But it is very helpful and useful.

One more way is that I teach them by assigning to read a short story or texts. I have my students read through the text first. I divide them into a group of five, then I tell them to prepare for reading. After they finish preparing, all members in each group must read the text out loud. Reading out loud enables me to correct their pronunciation and intonation, which is a good use of time since they are practicing several skills at once. When students come to stand at the white board to read English texts, they will try to read carefully. And also make class seems very active. Once students have gone through the text, I point out the new words one by one, and have students guess at each word's possible meaning as a class. After a few guesses, I give students the answer if they are unable to come up with it. Doing this students can both getting the knowledge from the texts and learning new words from the texts or stories.

One more thing that I always think about is that making students stay awake and interested in class can be difficult. But what's even more difficult is being responsible for keeping students awake and interested. This is the job of an ESL teacher first and foremost. In order to be a great ESL teacher, I must not only teach, but inspire and empower all of my students to become successful EFL learners. The goal is to

excite the students about learning, speaking, reading, writing, and comprehending English. But, to get those for skills, vocabulary must be taught first.

Some problems with teaching English vocabulary for me is that it is a bit hard for me to help students pronounce English clearly, especially with words beginning or ending with ‘th, sh, ch, tion, sion and cial’. Example: Length, shower, station, vision and special. This problem happens not only with our Thai students but also other foreign students whose native languages are not English. Anyway, some students also can pronounce English clearly which is easy to be understood.⁵⁸

Miss Chuanpich Boonchan gave her ideas about the importance of vocabulary and how she teaches English vocabulary that, “In my ideas, I consider learning English vocabulary as saving money. The more you earn money the richer you will be. I want to mean that if you want to become a rich one, you ought to try have to earn money. Many people want to be rich, everyone, but not all people try hard to earn money because they are lazy and don’t want to be tough at work. They just want to have easy life-styles. In the meanwhile, the successful people think in different ways, they work hard while unsuccessful people are taking a rest. After earning a lot of money, the successful ones try hard to save money as well; that is the one reason making them rich. In the same way with English vocabulary, it is really necessary to know a lot of vocabulary if you want to be a great English learner or teacher.

About techniques I use in order to help my students with English vocabulary is that I love searching for useful and interesting English stories which are suited with their English levels for giving to read. Reading is a primary key to build up their vocabulary. If you want to learn English more quickly, lots of reading is important. The more you read, the more input your brain gets about how the language works. When you read in English, you can improve your vocabulary, your grammar, and your writing skills at the same time.

Reading is the best way to improve your vocabulary. The context of articles, stories, and conversations helps you figure out and understand the meaning of English words in the text that are new to you. It also provides repetition of vocabulary words you have already learned to help you remember them. Reading comprehension is easier if you already know the keywords in the reading. This is one reason that I love urge my students to read English story as it is the key factor of boosting up their vocabulary ability.

⁵⁸ Interview with Miss Thanawan Lheesakul, an English teacher of Hutchu Tutor School, 7, December, 2017.

Besides, I also get video clips about English conversations that have clear pronunciations in English to play for my students. Because I am not an English native speaker, it might be easy for students to understand my pronunciation. Therefore, it is very useful to play short English conversations with native pronunciation for my students to repeat; it is called a ‘Shadow learning’. After playing a lesson of English conversation, I ask them to find new words. Next, I assign them to make their own English sentences. For example, the word ‘punctual’, which was in conversation that ‘You are very punctual today’. At that time, my students practiced making their own sentences that ‘My teacher is a very punctual person’, while another student wrote that ‘I must not be late, and must be punctual’. This way is good for both pronunciation and spelling.

One problem that I have during my English teaching is that my voice is not so good. When I speak a lot, my voice becomes weak and weak that is difficult to reach my students who sit behind. That is why the technique of my English teaching is that I love choosing English stories for them to read, and choose good English conversational clips for them to watch so that I do not need to speak a lot.”⁵⁹

Mrs.Natthaporn Sritisarn , “When you study a foreign language, you have to learn a lot of new words. But how do you know which ones to learn? Well, please don’t try to memorize a dictionary. Focus on the most common words and words you need for your everyday communication. A computer programmer and a medical doctor must learn different industry-specific words, but they’ll also use many of the same words, like make and important. I don’t mind how many words I should learn, I just keep learning new words every day because life is the process of learning. The vocabulary I know, the more being good at English I will be. Therefore, I give the primary thing to English vocabulary.

Learning a new word means more than understanding the meaning. So, when I teach my students English vocabulary, I always make sure if they have a correct pronunciation. I get my students to listen closely to a model and repeat the word several times. Next, I teach them how to take note how the word is used. What part of speech is it? If it’s a noun, is it countable? If it’s a verb, does it take an object? and so on.

For me, I think that part of speech is very important to learn because it is really necessary for academic writing. For speaking, if you speak wrongly in grammar or not correctly with parts of speech, it is okay. But, for writing, you have to writing

⁵⁹ Interview with Miss Chuanpich Boonchan, an English teacher at Hutchu Tutor School, 12, December, 2017.

correctly and smoothly according to the classes of words, such as adjective, noun, pronoun, verb, adverb, and so forth.

Moreover, in order to help students pronounce correctly, I need to teach them Phonetic Symbols. Generally, we know that there are five vowels in English alphabets: a, e, i, o, u. But, those vowels can only help us spell correctly, not pronunciation because it is very changeable. Therefore, my students believe that they cannot pronounce English words correctly unless they study with native-English speakers. Actually, Phonetic Symbols can help them to pronounce correctly even though not like a native speaker does. For example the word photo and photograph. Photo /'fəʊ.təʊ/, but the word 'photograph' is pronounced differently, /fə'tɒɡ.rə.fə r/. So if we know Phonetic Symbols, we can understand the way to pronounce them correctly without any help from native-English speaker.

Furthermore, I teach them to have a vocabulary notebook or smartphone-notebook. I ask them to do dictation one a week. I teach them to create their own examples, too. Most important, write down collocations or common combinations with the word. I have to check their English vocabulary lists in their notebooks, then I give them the scores to satisfy them, so they are happy to take note a new words and make vocabulary lists.

My problem with teaching English vocabulary is teaching them to remember English Phonetic Symbols. Though English Phonetic Symbols are helpful, but it is not easy remember if they do not check new words up with dictionary. I am still finding new technique to help them remember those phonetic symbols anyways.”⁶⁰

Miss Chalida Kheawwilaisaid said, “Vocabulary is an important part of learning to read. When people start to read something, they must use the words to read. Without words, how can they read? And if they know a little vocabulary, they would hardly understand the meaning in the text. Since comprehension is the ultimate goal of reading, they cannot overestimate the importance of vocabulary development. As we know when people have a strong vocabulary, it would help them improve all areas of skill such as listening, speaking, reading and writing. I can say that vocabulary is everything of a language.

In my experience as a teacher, I have noticed the fact that students usually find difficult to speak English fluently is that because they usually consider speaking and writing activities exhausting because they keep on using the same expression. The main cause of this problem is due to the lack of vocabulary. Some students may

⁶⁰ Interview with Mrs.Natthaporn Sritisarn, an English teacher of Hutchu Tutor School, 15, December, 2017.

challenge with the problem of forgetting the words immediately after the teacher has elicited their meaning or after they have looked up in the dictionary. Therefore, to help students improve their vocabulary, I usually get my students to review vocabulary on their own before starting to continue our class. I always explain to my students the importance of vocabulary review and urge them to use their vocabulary notebooks. Furthermore, I teach them how to list new items on their mobile phones. I tell them to note the new items either on their mobile phones or on any other mobile electronic equipment, such as tablet computer that they can carry with them so that they can check through them at any free time.

The next method is that I test them every week. There are many ways to test my students, such as translating from English to Thai, and from Thai to English language, doing dictation, sentence completion, multiple-choice, one-to-one matching, and so on. For translation, I make very interesting sentences in English or in Thai for them to translate, such as ‘I am proud to be born as a Thai people, my study is my life, I must study hard to make my parents happy’, and so forth.

For doing dictation, I use two ways to do it. First one is that I speak the words in Thai, then all of my students will write in English. And the second is that I speak in English, they write in Thai language. And also, give them a short English paragraph to read out loud. Doing so, it can help me know if they can pronounce the words correctly or not

Of course, there must be some problem during our teaching. For me, the problem I always meet is that, most of my students do not pay much attentions on vocabulary. They seem come to study for fun or for another purpose not for getting a real knowledge of English. But, I am also happy to see some of my students make progress with their English vocabulary. The big problem for me is that I want them all to be good at English vocabulary, but I cannot make them all good as I want. But I will not give up. I will try to fine new methods of teaching English vocabulary to improve my teaching skill as well.”⁶¹

4.6.2 Interviewing Five Distinguished English Scholars Concerning Methods of Developing English Vocabulary.

Miss. Wilrose B. Villaram, the President of We Teach Asia Company, gave her answer related with English vocabulary developing, “Yes, I think that vocabulary is the

⁶¹ Interview with Miss. Chuanpich Bunchan, an English teacher at Hutchu Tutor School, 20, December, 2017.

heart of four skills: Reading, Writing, listening and Speaking. These four skills are considered as parts of body; they are equally important. They all cannot work without the present of heart. Without vocabulary, you will be able to do nothing with those four skills. If you are not rich in vocabulary, it can be considered as a building that has a low-basic firmness; it is easy to collapse. And in the same way, if you are poor at vocabulary, it is hard to speak, to understand what the others saying, and you also have no words to write.

About the ways I use in order to develop my vocabulary, I firstly ask myself that which words do I learn? In my ideas, you need to look at the general vocabulary topics we use for daily interactions, such as weather, time, hobbies, personal information, wishes, plans and daily routines as well as vocabulary to get around town to go shopping and perhaps eat out. I love learning vocabulary which is related to one topic that make me easy to remember.

And, the second question to myself is that how much of vocabulary should I learn? It's good to start with the basic words you know you'll need first then move on from there. If you do the same with all the topics of vocabulary, you will make your learning more manageable. It's less of a mountain to have a core vocabulary knowledge in all the daily topics and move outward than to try to tackle all the words you can think of on a single topic before moving on to the next.

One more thing, I create a reading habit. I usually read newspaper in English. And I meet new words every day. At the time I started to read newspaper in English, as I remember in 2000, it was really difficult for me to understand the meaning in those newspaper as there were too many difficult words. But, as times passed by, I started to understand the meaning and events in those newspaper eventually because I never give up even now. Reading newspaper in English is the most effective way to improve my English vocabulary, and I can also learn about events in society- national and international news.

In case I forget vocabulary, I need to take note and say to myself 'I must not forget it again'. Doing so, it can alert myself to pay more attention on that word. Until now I am still learning and forgetting some words, but I never give up my habit of reviewing my vocabulary. Moreover, when I come across a new word that is difficult to remember, it is usually because it is full of strange sounds that my brain has trouble remembering, or simply because the word is very long. Sometimes it may be very close or the same as a word in another language that has a totally different meaning. I try to break them down to see how to remember the component parts best. I find

that if I remember some chunks of the words, it makes them easier to recall later on. Sometimes, even just the start of the word helps to jog the memory.

Last of all, I would like to encourage those who are learning English and facing the difficulties with English vocabulary that don't be upset if you learn and forget what you have learned. Actually, learning a language is not about how smart you are, but it is about how patient you are. I can say that I am is a kind of slow learner, but I never stop learning because I strongly believe that if I stop learning, my life is nothing. Please don't be hopeless, and keep learning step by step.⁶²

Acting Sub Lt. Suwich Pheungton, the director of Kongtabbokuppatham Kainaraisuksa school gave his speech related with the importance of English vocabulary and methods he use in order to enhance his vocabulary, "For me, I value vocabulary as it is critical to reading success. Comprehension improves when you know what the words mean. Since comprehension is the ultimate goal of reading, you cannot overestimate the importance of vocabulary development. It would be hard for you to understand the texts if you do not have enough vocabulary. Ten years ago, I did not like reading English books because it was not easy to understand the meaning as I knew very little vocabulary. Therefore, even though the meaning of the books were very meaningful and helpful, they were boring for me just because there were so many difficult words that I did not understand. That problems came from lacking of vocabulary.

In reality, vocabulary is vital not only for reading. Words are the currency of communication. A robust vocabulary improves all areas of communication — listening, speaking, reading and writing. Let's see the great speakers of the world. They are called great speakers because they are good at speaking, persuading people to believe in them. They can catch peoples' hearts because of their powers of speech. But, how can they speak without words? I mean that if they are not skillful with using words, how can they speak perfectly and powerfully? One more thing is about listening skill. How can you understand the other people's speech if you do not have enough vocabulary? I don't mean that we have to understand every word they speak, but if you know poorly about vocabulary, it is not easy to catch up the meaning of their speech.

⁶² Interview with Miss. Wilrose B. Villaram, the President of We Teach Asia Company, 25, December, 2017.

Everyone has different ways of learning vocabulary. For me, I love watching movies that have subtitles in English. I can say that it's a kind of throwing one stone to get two birds. When I watch movies that I am interested in, it makes me feel good, but in order not to waste the time of learning English, I watch only movies that are together with English subtitles. I can learn many new English vocabulary from movies. It does not matter it is a Chinese, Korean, Thai, Japanese or American movie, I watch all. But, that movies must be with English subtitles. I always get my vocabulary note book with me whenever I watch movie because I usually meet new words or phrases that are interesting for me. Then, I write them down and practicing make them as sentences.

I used to read one quote from Mr. Sarah Caldwell. He inspired us not to be sad when we meet the difficulty in learning a language that “Learn everything you can, anytime you can, from anyone you can; there will always come a time when you will be grateful you did” It means that learning is truly immeasurable. It impacts your life exponentially. Learning has a power to change your life. You may not see this at the present time, especially when you are trying to learn ESL and you are running into some obstacles, but in the end (just like most other things when you mature), you will see the value of this learning. Then you will be appreciative of what English skills you have gained.

Sometimes, I feel so tired of learning English vocabulary because there are so many new words I meet whenever I read a book or watch movies. But because I am from a poor family and I think that only studying, especially English, can help me get out of my poverty. I still remember my mom told me that “Learning is a treasure that will follow its owner everywhere” learn something, you take that knowledge with you forever. It will be a source of continual learning. No one can take that away from you. You can never lose it. It is extremely valuable. There is no worth that can be attached to your learning. That is why it is so “treasured”. And in the same way, vocabulary is like treasure, the more you save them, the more great you will be.

So, I would recommend you guys not to give up when you feel bored with studying or study English vocabulary. Just keep going”⁶³

As said by Mr. Craig Allen Schuller, “I have been learning English for more than 15 years, and I am still learning new vocabulary because I can say that, in learning English language, I give the majority to vocabulary. Vocabulary improves reading comprehension.

⁶³ Interview with, Acting Sub Lt. Suwich Pheungton , the director of Kongtabbokuppatham Kainaraisuksa school, 28, December, 2017.

Research has shown that we need to understand 98% of the words we read to understand what we are reading. Improving vocabulary skills will improve our understanding of novels and textbooks. If we develop a rich vocabulary tend to be deeper thinkers, express ourselves better and read more. Improving language and literacy skills early in life will help us be more successful academically and communicatively. And, successful communication is dependent upon a good vocabulary base. Using the right words when talking, makes you a more effective communicator.

One more thing, having a good vocabulary can help you write more effectively. Students need to use a more formal tone when writing – not conversational language – and to do that, they need a richer vocabulary to tap into those words we don't use when we speak. Also, being richer vocabulary, can help you successful in your business. When you do the business, it demands your highest standards of using speech- the powerful speech comes from the effective vocabulary. I think that you should not belittle your ability. Unfortunately, a lot of English learners have a very negative view of their English skills. Sometime, they think, "My English is probably full of mistakes, I'm afraid to speak, because other people might not understand me, I've been studying for years, but my English is still bad." I can tell you honestly – your English is probably better than you imagine. So, if you tend to have a low opinion of your English, try to eliminate those negative thoughts by focusing on what you can do, not what you can't do yet.

Furthermore, never compare your English skills to others. One reason that many English learners have a low opinion of their skills is that they're comparing themselves to native English speakers or other learners who have reached fluency. If you observe that your English is not as good as other peoples, you start to think bad about yourself – imperfect, inferior, etc. You must avoid comparing yourself to other English learners. The fact is that everyone is different – some people naturally learn faster, some people naturally learn more slowly. Some people have invested more time in studying, other people have studied "on and off." Some learners have had excellent teachers, other learners have had trouble finding a good teacher or method. Therefore, don't compare – it's not fair! Don't compare your English skills to anyone else's. Just focus on your individual progress.

Additionally, don't take mistakes so seriously or personally. Just remember that making mistakes does not mean you are stupid. Choose to view mistakes as an opportunity to learn, not a disaster! And, you should know that learning English is a big project that can take many years, and sometimes you just feel discouraged and lazy –

you simply don't want to study that day. You better make a small plan for your study like this, ' I'll read in English for just 5 minutes, I'll watch one Espresso English video on YouTube, I'll listen to just one song in English and look up any words I don't know, I'll learn only 5 vocabulary words or idioms'.

My last recommendation is to make learning enjoyable. You don't have to study the exact same way every time! Try to have some variation, to keep things interesting. For example, maybe one day you do a lot of grammar exercises. The next day, do something different – listen to a podcast instead and work on your comprehension. After that, maybe learn new vocabulary from the news. Then, maybe you want to relax a bit more so you watch a TV show or movie with subtitles. All of these things will be beneficial to your English, and having variation prevents you from getting bored. Then, you will learn and get rich in vocabulary gradually.”⁶⁴

As started by Mr. Richard Blagrove IV, “Language learning takes into account lots of skills, but vocabulary ranks pretty high. Read words in context to study their meanings. It is easier to learn words while studying them in context. So when you come across a word you don't know, you can first try to figure out its meaning from the sentences around the word. Stop a minute. Reread the sentence. Try to substitute different meanings of “that word you may not know” into the sentence until you think you have an educated guess at what the word means. Then read the sentences again. Next, read the whole paragraph.

Do you think you have a good idea of what the word means? If not, repeat the process of reading the sentence, surrounding sentences, and the whole paragraph. Then look the word up or ask someone how that particular word is used in that specific context. Then when you discover its meaning, you will be more apt to remember what the word means. The next time you stumble upon this word, you can draw on this first encounter with the word, and hopefully apply what you learned the first time. Remember that context clues really do help capture the meaning of words and helps you to remember their meaning.

Most vocabulary words are learned from context. The more words you're exposed to, the better vocabulary you will have. While you read, pay close attention to words you don't know. First, try to figure out their meanings from context. Use a wide range of word-solving strategies like dividing words into syllables, using word parts, using prefixes and affixes, and connecting words to known words. Use word-solving strategies like background knowledge and inference to predict word meanings. Use

⁶⁴ Interview with Mr. Craig Allen Schuller, an English teacher of Kongtabbokuppatham Kainaraisuksa school, 1, January, 2018.

word roots and origins to understand related meanings, if possible. See if the word has regional or historical meaning or if it is from another language than English. Then look the words up. Read and listen to challenging material so that you'll be exposed to many new words. And continue to read, read, and read. This is one of the surest ways to build vocabulary. Ask any English teacher and I am sure they will agree.

In addition, read good writing. You should try to read some academic or intellectual writing in your mix of reading. Do you know the buzz of business writing? Read periodicals and blogs. Check out fiction and nonfiction books at the library. Visit bookstores. Good writers know how to tell a story. They know how to share facts. Their choice of words will astound you, and you will be able to capitalize on this ability and build your own choice of words. Look how authors organize their writing from beginning to end and how they arrange their ideas. See how the writer presents and supports main ideas and themes in the text. Pay close attention to the sentences, phrases, and expressions used to describe events, actions, or information. See the word choice that the writer selects to convey meaning. Listen to the author's voice, the unique style the author writes in. As a result, listening, speaking, reading, and writing vocabulary areas will be all improved.

The last way of learning vocabulary is to make studying vocabulary an ongoing process. You need to cultivate the habit of improving your vocabulary every day. It is this continuous learning process that will move you forward in the acquisition of words and closer toward your goal of ESL language fluency. Learning vocabulary should not be an isolated step that you do in limited time frames. It should be something that you consciously do every single day. Then you will see progress every single day. You might want to use some type of graphic organizer to help you with your study. This is one example that I designed to help with vocabulary study. You might find it useful. Feel free to adapt it to meet your learning needs. Just keep going on with your studying, don't give up. Sooner or later you will enjoy your efforts."⁶⁵

Mrs. Usa Onsalhung, Head of English Program at Kongtabbokuppatham Kainaraisuksa School also stated about the key factors of English vocabulary, and ways to develop English vocabulary, "Learning vocabulary is a very important part of learning a language. The more words you know, the more you will be able to understand what you hear and read; and the better you will be able to say what you want to when speaking or writing. This should be encouraging because as your usable

⁶⁵ Interview with Mr. Richard Blagrove IV, an English teacher of Kongtabbokuppatham Kainaraisuksa school, 1, January, 2018.

vocabulary grows, you will better be able to understand and figure out the meaning of more and more words.

And, my recommendation to you about how to learn English vocabulary is that you should learn the words that are important to the subjects you are studying, learn the words that you read or hear again and again, learn the words that you know you will often want to use yourself, and do not learn words that are rare or not useful. Once you have chosen which words to learn, you next have to decide how you are going to learn them. The better ways to learn is that you should write the words in a notebook (with their translations or definitions), write the words and definitions on small cards, say the words many times-if you have an electronic dictionary you can hear how the word is pronounced.

Learning vocabulary by reading is the best way ever in learning and enhancing new vocabulary. The way you learned the words in your own language was by meeting them in the books and magazines you read. The context of a new word in a sentence or story was often enough for you to guess the meaning. Meeting the word again and again in your reading helped you learn it for use in your own speaking and writing. Doing lots of extra reading for pleasure - both fiction and non-fiction - is an excellent way to learn new English words, too. But choose books that you find quite easy to read. Difficult stories or texts that you struggle to understand will not help you to develop your vocabulary the natural way.

Besides, you should also set a schedule for listening. Reading will help your eyes learn to see how words are used in particular contexts while listening will allow your ears to recognize proper pronunciations. I think that you better find the suitable time for your listening, quiet time such as before bedtime. Listen to English songs, listen to English story read by native speaker and so on. Just make it fun, don't take it so seriously. Great thing always takes time. ⁶⁶

4.6.3 The Observation about Methods of English Vocabulary Teaching Of Thai Teachers at Hutchu Tutor School

According to the observation, researcher found that the common used methods of English vocabulary teaching of Thai teachers at Hutchu Tutor School are as the following:

Firstly, many teachers teach new vocabulary by training students to read after them in order to sharpen students' pronunciation. After that, they make a few

⁶⁶ Mrs. Usa Onsahung , Head of English Program at Kongtabbokuppatham Kainaraisuksa school, 5, January, 2018.

sample sentences for making students understand clearly the meaning of a new vocabulary and how to use that word correctly according to the meaning. Then, teachers assign students in classes to practice making their own favorites students. They said that this method is the best way to help students learning new words. It is not only a great technique in classes, but also very beneficial for teaching their students to write new vocabulary down in their notebooks.

Secondly, the majority of teachers at Hutchu Tutor School give their students extra homework in order to keep their students engaged in learning English vocabulary besides classes. They said that studying only in class is not enough yet. So, giving homework to students is another good way to encourage students to have self-study habits. Even though, at home, they do not try to study English by themselves, they at least have to do homework.

Fourthly, before starting classes, they get students have quiz related with English vocabulary that have been already taught to their students to make sure if students can remember their vocabulary or not. Starting classes right away without reviewing vocabulary is not a good technique for teaching English vocabulary. They gave the reason-whys that there are two times for them to review English vocabulary; before and after class. Before hitting the book, teachers review their students' vocabulary by having short quiz. And, after class, teachers assign their students to do more homework. So, when teach teachers get students have quiz before giving new lessons, students will beware of reviewing their vocabulary before classes because they do not want to get low scores.

Fifthly, doing translation, they sometimes write about ten vocabulary in Thai and tell students to translate those words into English. And, they sometimes write vocabulary in English and tell students to translate them into Thai language. Moreover, not only doing translation with individual words, but also they make useful sentences for their students to do translation into both English and Thai. This method is a fantastic thing to make students able to write sentences in Thai and English correctly gradually. It is good for their students to learn in both languages in one time.

Sixthly, doing dictation. Another effective method most used by Thai teachers at Hutchu Tutor School is doing dictation. Mostly, teachers at Hutchu Tutor School get students do dictation one day a week, mostly on Friday. This method is the best way to make student being good at spelling. For doing dictation, teachers use two ways to do it; dictation in words and dictation in sentences. This is not only for strengthening the ability of spelling for students, but also the great technique to increase the ability of listening for students.

Even Thai teachers of Hutchu Tutor School try their best to use many effective methods to teach English vocabulary, they, anyway, still have some difficulties in teaching English vocabulary to their students. They seemed having problem with teaching English pronunciation, especially with English words begun and ended with th,sh, ch, cial, sion and tion, and so on. This problem is the big problem for many FEF learners. It is not easy to pronounce them, and it even more difficult to help other pronounce them correctly.

Moreover, some students are annoying that make teachers a bit difficult in focusing on teaching. This problem acquires teachers to be very much patient. Teachers need to control their bad mood when there is an annoying student, and try to find way to deal with that student tolerantly.

Chapter V

Conclusion, Discussion and Suggestion

Chapter five which is the final chapter presents the summary of the research. This chapter presents the discussions on findings, conclusion of the study, general recommendations and suggestions for further study. And, in terms of method used in data collection, is it mainly composed of literature review, group discussion, questionnaires and interview. In this chapter can be divided in three parts which each part is explained respectively as the following:

5.1 Conclusion

5.2 Discussion

5.3 Suggestion

5.1 Conclusion

The main objective of this research is to study the methods of English vocabulary teaching of Thai teachers at Hutchu Tutor School. This study also aims at providing the ways to solve the problems of teaching English vocabulary, and more techniques to improve English vocabulary. The populations of this research are 20 Thai teachers who are teaching English at Hutchu Tutor School. The tool used for this study are questionnaire and interview.

After having collected the answers about problems they face during teaching and methods of teaching English vocabulary by using questionnaires, all data of those problems and methods are calculated in order to give the level of English problems that Thai teachers meet with during teaching English vocabulary, their attitudes towards vocabulary, the most methods they use to teach, and techniques that Thai teachers themselves put in to practice to sharpen their English vocabulary. These data are

analyzed with the SPSS program and Excel program to show about percentages, frequency, average means and standard deviation.

The data shows that among 20 Thai teachers who are teaching at Hutchu Tutor School, there are 2 male teachers with 10%, and female teachers with 90 %. Therefore, about gender, most of teachers who are teaching English at Hutchu Tutor School are women. About age of teachers, among the total 20 numbers of Thai teachers, most of them are in the rank of age of 21-30 years, 17 persons with 85%. And, there is one teacher who is in the rank of age of 18-20 years with 5%, and other two teachers are in the rank of age of 30- up years.

Levels of education of Thai teachers of Hutchu Tutor School who have been educated from different levels of education. There are 14 teachers have been graduated in B.A degree with 70%. There are 4 teachers get M.A. degree with 20%. And others 2 teachers are in other levels of educations with 10%. And, there are no any teachers graduated with Ph.D degree. Therefore; most of teachers at least hold B.A. degree.

Levels of agreement with teachers' attitudes to the vocabulary teaching of Thai teachers of Hutchu Tutor School are in high, moderate and low levels: question 1 with 3.58, question 2 with 2.58, question 3 with 2.69, question 4 with 3.68 and question 5 with 1.88.

Levels of agreement with teachers' most used methods of teaching English vocabulary are in high, moderate and low levels: question 1 with 3.85, question 2 with 2.78, question 3 with 2.38, question 4 with 2.54, question 5 with 2.71, question 6 with 2.35.

Levels of agreement with teachers' difficulties in teaching vocabulary are in high, and moderate levels: question 1 with 3.64, question 2 with 3.85, question 3 with 3.67, question 4 with 3.70, question 5 with 2.56.

Levels of agreement with teachers' methods of developing English vocabulary are all in high levels: question 1 with 3.50, question 2 with 3.80, question 3 with 3.90, question 4 with 3.80, question 5 with 3.95.

In order to find more about ways to teach and develop English vocabulary, researcher had interviewed some distinguished English scholars, both Thai and foreign teachers, and found that most of them gave similar answers to the ways of enhancing English vocabulary. They love reading as it is the best way to meet new words and

also to review vocabulary they have already learned. Reading to gain more vocabulary is to read story in English since there are many new vocabularies used in daily life. It is useful to learn more English vocabulary that are used in daily life. Furthermore, listening is also the good way to train FEL learners to be get used to the pronunciation of English vocabulary. Moreover, writing is the good process of reviewing the vocabulary because when we write, we will think about vocabulary and try to make sentences with new vocabulary that can be looked more interesting. And the last and most important way to improve vocabulary is practicing speaking English every day. They mentioned that one reason why many EFL learners cannot use their vocabulary and forget them gradually is that they do not put what they have learned into a real practice. They do not speak. Therefore, speaking is also very vital in increasing the ability of English vocabulary.

5.1.1 The Conclusive Results got from Interviewing Five Thai Teachers and Five English Scholars.

Researcher found that among ten interviewees, all of them gave the majority to the vocabulary for getting four skills: listening, reading, speaking and writing. Without the richness of vocabulary, there would be no those four skills. And the methods of English vocabulary commonly taught by 5 Thai teachers are: teaching students to take note of a new word, making opposite word 'big # small, long # short', learning new vocabulary from English songs, reading a story, doing dictation.

Besides, researcher also got very crucial and helpful ideas from five more English scholars who are experiential of learning and teaching English for ages. The methods they use in order to enhance their vocabulary are: learning the general English vocabulary topics that we use for daily interaction, reading newspaper in English, watching movies together with English subtitles, practice making a story with hand writing, and setting schedule for listening.

Therefore, researcher thinks that their ideas are really useful and helpful for those who are seeking ways to enrich English vocabulary, and also for EFL teachers who wish to learn more techniques in order to teach English vocabulary.

5.2 Discussion

5.2.1 General Background Information

Among 20 Thai teachers who are teaching at Hutchu Tutor School, there are 2 male teachers with 10%, and female teachers with 90 %. About age of teachers, among the total 20 numbers of Thai teachers, most of them are in the rank of age of 21-30 years, 17 persons with 85%. And, there is one teacher who is in the rank of age of 18-20 years with 5%, and other two teachers are in the rank of age of 30- up years. Levels of education, 14 teachers have been graduated in B.A degree with 70%, 4 teachers get M.A. degree with 20%, others 2 teachers are in other levels of educations with 10%, and, there are no any teachers graduated with Ph.D degree. Therefore; most of teachers at least hold B.A. degree.

5.2.2 Teachers' Most Used Methods of Teaching English Vocabulary

The methods that Thai teachers at Hutchu Tutor School commonly use to are giving example sentences when teaching a new word or phrase which is equal to 3.85, assigning students to make their own sentences when teaching a new word which is equal to 2.73, teaching new daily English collocations to students before starting the lesson which is equal to 2.38, making sure if students pronounce a new word correctly or not which is equal to 2.54, assigning extra exercises to students after class which is equal to 2.71, question, and giving vocabulary quiz before starting class.

Besides doing research about the most techniques of English vocabulary teaching used by Thai teachers at Hutchu Tutor School, some questions related with the problems teachers meet during teaching English vocabulary are also asked in questionnaires. And the difficulties that Hutchu Tutor School's teachers face are: The difficulty in helping students to pronounce vocabulary correctly especially with the English words that are ended with (th, sh, tion, sion, cial), there are annoying students in classes, being difficult in drawing pictures to make students understand easily.

Having studied the methods of English vocabulary teaching of Thai teachers at Hutchu Tutor School, and found some useful techniques of teaching and difficulties in teaching English vocabulary. Researcher found that the most difficulty thing that almost Thai teachers is English pronunciation. And, most of them do not know English Phonetic Symbols which are very helpful for sharpening their English pronunciation. As some techniques and problems of Thai teachers have during teaching English vocabulary mentioned above, some helpful ideas are given in 'suggestions for further studies'.

5.3 Suggestion for Further Studies

After having done research about methods of English vocabulary teaching of Thai teachers at Hutchu Tutor School via questionnaires and interview, researcher gets many good ideas about problems of English vocabulary teaching and ways to deal with them. Besides notions from questionnaires and interview, researcher also gets plenty of invaluable and priceless ideas from documents, books, journals, and thesis which are related with this study. And suggestions for further studies are divided into two parts:

1. Suggestion to students
2. Suggestion to teachers

5.3.1 Suggestion to Students

In order to increase the ability of English vocabulary:

1) Students should set the schedules for themselves to have a self-study habit. When students on their own with English vocabulary studying, it is better to learn only five new vocabulary per day. Then, repeat and practice writing is as many time as possible.

2) Students need to find a suitable time for themselves so as to review the vocabularies which are already learned. The more English vocabulary are reviewed, the long term memory, students will get. Reviewing is the key factor of remembering.

3) Students should make a reading habit for themselves since reading is a very powerful way in learning and developing English vocabulary. Reading not only gets students involved with saving new vocabulary, but also absorbing new information for new knowledge.

4) Pronunciation is also necessary for students to pay attention for. Besides studying English pronunciation with teachers, students you learn and practice pronunciation by themselves. Students can learn English pronunciation with native-speakers without paying money for tutoring by learning through Internet, there are many good sources of learning English pronunciation in Youtube.

5) In this modern society, there are many non-native speakers who are learning English, so that students can make friends with them via are internets as pen friends. Therefore, students can practice English with them especially English vocabulary by chatting with each other in English. As good results, students will learn more English vocabulary and get to know many kinds of people around the world.

6) Students can also develop English vocabulary by playing game (vocabulary games) since it is fun and do not make students feel stressful when studying.

7) Do not think there is a perfect method. The Internet is full of methods and tools for learning vocabulary and, of course, each one claims to be the best. But there will be no method that is perfect. Students should look around and try out some things you like and then stick to a few methods or tools you like.

8) Students should not think you need to learn every word you come across. It's impossible to know every word in a language and often even native speakers don't understand every word that appears in a text. You only need to retain vocabulary that is useful or interesting to you – and it's your personal decision.

9) Students should not neglect pronunciation. When we come across a word in writing we usually only read but not hear it. Especially for beginners. It could be problematic to only read the words because often they are not sure about the right pronunciation. But if you memorize a word with a wrong pronunciation it might be difficult when you want to actively use the word later. So make sure you also know the pronunciation of each word you study. You can easily check the pronunciation of by learning Phonetic Symbols.

10). The last and most important point that students must remember is that do not give up studying when you feel tired of learning vocabulary as it is the heart of four skills. Without vocabulary, you can do nothing with four skills: Listening, reading, writing and speaking.

5.3.2 Suggestion to Teachers

To help students improve English vocabulary, there are many kinds of techniques of teaching English vocabulary. The followings are some suggestions given to Thai teachers of Hutchu Tutor School for more ideas to teach English vocabulary:

1) In order to teach English pronunciation to students correctly and confidently, teachers do not need to worry much about how they can teach English pronunciation correctly because nowadays we are living in a modern digital area. Teachers can get some short videos related with teaching English vocabulary taught by native- English speakers. Then, play those words and ask students to repeat after loudly. Doing so, teachers do not use much voice and energy, and students and also get used to native English pronunciation.

2) If teacher are not good at drawing pictures to explain the meaning of English vocabulary, it is also not much matter as teacher can use Internet finding some

pictures which are related with words that are going to be taught. It is easier and clearer than your drawing.

3) To handle those difficult students who are really annoying in the class, teachers can do it positively. When a student is annoying and disturbing other classes, teacher walk close to him and her and do not complain him or her. Teacher can simply ask like this “Hey, do you know what this word mean?” When you ask him or her a question, he or she will stop annoying other and try to find the answer. This way is the best way to practice since that annoying student does not feel ashamed by getting any complain from teacher.

4) Additionally, teachers should motivate students about significances of English vocabulary. Sometimes, if you only teach English and focus only on your subjects or lessons, students might not care much or do not feel strong in developing their English vocabulary. But, if teachers urge them, encourage them and inspire them about necessities of English vocabulary, they will be alert and have strong determination to increase their English vocabulary.

5) One more important thing, teachers should also provide students the topics for them to speak or assign them to act in a short story speaking in English. To do so, students will feel funny and happy. This is called active learning. Every time you assign them so do that kind of work, do not forget to give them the scores because students really love scores. They will try to speak or act as they do not want to lose their scores. As good results, they will learn more English vocabulary by speaking and acting.

6) Moreover, teachers should bring students to some tourist places in order to get students to practice real English with foreigners. It is really helpful to help students address themselves with foreigners. They might be afraid to speak at the first time, but if you help them, be close to them, students will feel warm to speak. Then, students will try harder to learn English vocabulary because they will know that they cannot speak English well because they are lacked of English vocabulary.

7) Dictation is one of the oldest language teaching activities, but it is still be the effective way of teaching and improving students’ memories of vocabulary that teachers should use at least one time a week. Dictation can be fun if the passages are chosen carefully in a way that causes laughter and amusement. It is an integrative activity that involves all the skills. Listening: as the passage is dictated for students to transcribe. Writing: when students write down the dictated material. Reading: as a follow-up students may read the passage first silently to check for mistakes, then

loudly to practice pronunciation. Speaking: when the passage is used as a starting point for a discussion activity.

8) Teachers should also pay attention on teaching English Phonetic Symbols to students because it is very helpful for non-native speakers to learn. Phonetic Symbols are designed to help non-native English speakers pronounce English correctly and confidently without depending on native speakers all the time. It is good to teach students two vowels per day until those vowels and consonants of Phonetic Symbols are all taught to students.

9) Students should be taught how to use dictionaries to look up the meanings of unknown words. Small pocket dictionaries are inexpensive and can provide a wealth of information, provided that students know how to use them. Dictionary skills, such as using guide words, understanding parts of speech, and deciphering phonetic spelling, should be explicitly taught and practiced. Dictionaries are also useful in introducing multiple meanings of words. Students can practice working out which of several defined meanings of a word is relevant in a given passage.

10) The single most effective way of helping students build vocabulary is by increasing the amount that they read. Researcher has found that students who read just 10 minutes a day outside of school demonstrate significantly higher rates of vocabulary growth than students who do almost no reading outside of school. Students are likely to develop vocabulary more rapidly when they go back home and read the paragraph to their parents. Teachers should contact to students' parents and ask them to cooperate with teachers by taking some short time for ten minutes listening to their children's reading. Students will feel happy to read English in front of their parents because they need some praises from their parents This is also a good way to increase the amount of reading that students are doing, and they inevitably will build vocabulary.

5.3.3 Suggestion for Further Thesis Research

Anyway, due to the limitation of time, it was unable to cover all the points and some aspects in related topic. Therefore, the researcher would like to suggest following needed topics for further research:

- 1. A Study of the Differences between Spoken and Written Vocabulary.**
- 2. An Analytical Study of English Pronunciation of Thai Learners**
- 3. An Analytical Study of British and American English Vocabulary**
- 4. A Study of Enhancing English Vocabulary from English Songs**

Bibliography

(1) Books

- Annel. Lary. **Vocabulary Building: A Reader for Students of English as a Second language.** 34, Halo Road. Japan. 2015.
- Alexander Astor. **Common Vocabulary Errors in English and How to Prevent Them.** 5220,TE. Loncoln. USA. 2001.
- Christopher Davies. **Divided by a Common Language: A Guide to British and American English.** Houghton Mifflin Harcourt, Boston Company, New York. USA. 2005.
- Christine Dugan. **Strategies for Building Academic Vocabulary in Social Studies.** Hongtinton, CA 92649, UK. 2004.
- Deborah White Broadwater. **Synonyms and Antonyms, Grades 4 – 8.** Mark Twain Media, Inc., USA. 2001.
- Ellen M. Balla. **Ten Fables for Teaching English.** 292 Jeffer Road, Parsippany NJ. 2000.
- Francis Katamba. **English Words: Structure, History Usage.** 270 Ave, New York. USA. 2005.
- Gay Fawcett. **Vocabulary in Action: Lessons from Great Literacy Teachers,** (10 Thornbury Road, Plymouth PLC6 7PP, UK, 2012), pp.3-4.
- Howard Jackson. **Words, Meaning and Vocabulary: An Introduction to Modern English Lexicology.** 80 Maiden Lane, NY 10038, New York. USA 2002.
- Harry Dhand. **Techniques of Teaching.** A P H Publishing Cooperation, Ansari Road, Darya Ganj. India. 2008.
- Isabel.L. **Bring Vocabulary to life: Robust Vocabulary Instruction.** 370. Seven Avenue, New York. USA. 2013.
- Katherine Whitten. **Survival Vocabulary Stories: Learning Words in Context.** 321 Valley Street, Portland Maine. USA.1996.
- Linda Armstrong. **Jumpstarters for Synonyms and Antonyms, Grades 4 - 8: Short Daily Warm-ups.** Mark Twain Media. Inc. USA. 2011.
- L.A. Hill, **Elementary Anecdotes in American English.** Oxford University Press, UK. 1980.
- Linda J. Dorn. Carla Soffos. **Teaching for Deep Comprehension: A Reading Workshop Approach.** Stenhouse Publisher, Portland, Main. 2005.

- Marlo Ediger. **Teaching English Successfully**. 4831/24, Angsari Road, New Delhi. India. 2007.
- Manu Konchady. **Learn English Vocabulary and Writing**. 3122, Bradford Wood, Aukton. USA.2009.
- M Maniruzzaman. **Teaching EFL Pronunciation: Why, What and How**. Bruck Und Dindung, Grin Verglas. Germany. 2008.
- Michael Burger. **Teaching English Pronunciation**. Bruck Und Dindung, Grin Verglas. Germany. 2009.
- Margarita Calderón. **Teaching Reading & Comprehension to English Learners, K5** .555 North Morton Street, Bloomington, USA. 2016.
- Penny Ur. **A Course in English Teaching**. Cambridge University press. UK. 2012.
- Patricia Ackert. **Concept and Comments: A Reader for Students of English as a Second Language**. Boston, Massachusetts, 02116. USA. 1999.
- P. A. Duminy. **Teaching Practice**. Maskew Miller Longman (Pty), Ltd. UK. 2006.
- Paul Davis. **Dictation: New Methods, New Possibilities**. The Edinburgh Building, Cambridge, CB2. UK. 2008.
- Virginia F Allen. **Techniques In Teaching Vocabulary**. New York, NY U.S.A: Oxford University Pr. USA. 1983.
- Kellie Buis. **Making Words Stick: Strategies that Build Vocabulary and Reading**. 538 Hood Road, Ontario. Canada. 2004.
- Stuart Redman. **English Vocabulary in Use Pre-intermediate and Intermediate**. The Edingugh Building. Cambridge CB2.UK. 2006.
- Shayna. **1000 English Collocations in 10 Minutes a Day**. EspressoEnglish.net. Uk. 2013.
- Shabnam Gupta. **Synonyms & Antonyms**. Lotus Press, New Delhi 110002. India.2006.
- Vicky Shiotsu. **Build-a-Skill Instant Books: Synonyms and Antonyms**. Teaching Press Inc., Huntinton. USA. 2009.

(2) Theses

- Acharaphorn Meearsa. “The Use of Vocabulary Learning Strategies by Postgraduate Students at Thammasat University”. **M.A Thesis**. Language Institute of Thammasat University. Bangkok. Thailand. 2014.
- Joseph Mukoroli. “EFFECTIVE VOCABULARY TEACHING STRATEGIES FOR THE ENGLISH

- FOR ACADEMIC PURPOSES ESL CLASSROOM”. **M.A thesis.** Faculty of Education, SIT Graduate Institute. University of Economic Management. Cambodia. 2011.
- Henna Pakki. “Difficulties in Speaking English and Perceptions of Accent”. **M.A. thesis.** Faculty of Humanity, Major of English language and Culture, University of Finland. 2013.
- Ms. Buarattana Attachoo. “A Study of Vocabulary Size, Competency, Learning Strategies, and Perception of Problems with vocabulary learning of Students with learning disability”. **M.A. Thesis.** Faculty of Education, Thammasat University, Thailand. 2015.
- Ms. Ganpaphath Soypethwong. “English Vocabulary Learning Strategies Utilized by Reservation and Ticketing Agents of an Airline Company”. **M.A. Thesis.** Faculty of Education, Thammasat University. Thailand. 2014.
- Mrs. Isaree Narkpuk. “The Use of Marzano’s High Yield Strategies for Teaching English Vocabulary in the EAL Classroom”. **M.A. Thesis.** Faculty of Education, Thammasat University. Thailand. 2014.
- Prashant Subhash Mothe. “Innovative Techniques of Teaching Vocabulary at the Intermediate Level in the Second Language Classroom”. **Ph.D Degree.** Faculty of Education. Adarsh Senior University. India. 2012.
- Phra Sinphasith Chantapanyo. “A Study of English Pronunciation: A case Study of Primary School Students Grade 4-6 at Wat Maiyainui School in Bangkok”. **M.A. Thesis.** Faculty of Humanity, Major English (International Program). Mahachulalongkornrajavidyalay University. Thailand. 2016.
- Pattarin Suwannarat. “A Study of Teaching Memory Vocabulary Learning Strategies on Retention of Vocabulary by Thai learners”. **M.A. Thesis.** Faculty of Education. Thammasat University. Bangkok. Thailand. 2011.
- Peeraya Utsajit. “A Comparison of Two Approach of Vocabulary Instruction: The Teaching of Individual Word Meaning and Practice in Deriving Word Meaning from Context for EFL Learners”. **M.A. Thesis.** Faculty of Education, Thammasat University, Thailand. 2013.
- Sirirat Aneklaphakit. “A Survey of Common Use of Vocabulary Learning Strategies Among MEC Students at Thammasat University”. **M.A Thesis.** English Institute of Thammasat University. Bangkok. Thailand. 2013.
- Sangnapaboworn Waraiporn. “The Development of Primary Education in Thailand and

its Present Challenges: From Quality Trough Effective Management”. **M.A. Thesis**. Institution of Development Economies. Thammasat University. Thailand. 2007.

Ruethairat Ridnuch, “ A Study of Teaching English Vocabulary Through Interactive Word Wall of Grade 8 Students in Huadongratchanupatam School” **M.A Thesis**. Language Institute. Thammasat University. Bangkok. Thailand. 2013.

(3) Journals

Batia Laufer. “A Problem in Vocabulary Learning”, **ELT Journal**. Vol. 35, No.5. (22, April, 2013):294.

Kristina. “How to Teach English Pronunciation”. **International Journal of Education**. Vol.5, No.2, (January,2015) :23-25.

GUSTI ASTIKA. “Teaching English Vocabulary: What International Language Educators Tell Us”. **International Journal of Teaching and Education**. Vol.5, No.1, (July, 22, 2014): 84-95.

Mofareh Alqahtani. “The Importance of Vocabulary in Language Learning and How to Be taught”. **International Journal of Teaching and Education**. Vol.3, No. 2, (March,13, 2015) :21-34.

Mariama Sesay. “Teaching English Via Story”. **Journal of English Teaching**. Vol. 10. No.12, (October, 2014): 20-25.

Marie Rippel. “Using Dictation to Improve Spelling”. **Journal of English Teaching Strategy**. Vol.6. No.2. (May, 2015): 23-27.

Qu Tang. “The Effectiveness of Dictation Method in College English Vocabulary”. **Journal of Teaching Theory and Practice in Language Studies**, Vol.2. No.7. (July,2012) :1472-1476.

Rakchanok Saengpakdeejit. “Strategies for Dealing with Vocabulary Learning Problems by Thai University Students” **Journal of Social Sciences, Humanities, and Arts**. Vol.14, No.1, (19, October. 2014): 147.

Sara Mahon. “Activate Your English vocabulary” **International English Teaching Journal**. Vol.20, No.5. (15, January, 2014): 20-23.

Solida Twist. “Develop English Vocabulary Through English Story”. **International Journal of Education**. Vol. 8. No.4, (March, 2016): 78-80.

Vanila, “Methods of Teaching Effective Writing” **Journal of Grammatical Teaching**. Vol.9, No.3. (May 2015): pp.23-26.

(4) Interviews

Miss. Wilrose B. Villaram, the President of We Teach Asia Company, 25, December, 2017.

Acting Sub Lt. Suwich Pheungton, the director of Kongtabbokuppatham Kainaraisuksa school, 28, December, 2017.

Mr. Craig Allen Schuller, an English teacher of Kongtabbokuppatham Kainaraisuksa school, 1, January, 2018.

Mr. Richard Blagrove IV, an English teacher of Kongtabbokuppatham Kainaraisuksa school, 1, January, 2018.

Mrs. Usa Onsalhung , Head of English Program at Kongtabbokuppatham Kainaraisuksa school, 5, January, 2018.

Appendix A
A Letter to the President of Hutchu Tutor School Asking Permission for
Doing Research

Department of Foreign Languages
 Faculty of Humanities
 Tel. + 662- 3524800 (8242)
 Fax. + 66-3524800
 http:// human-mcu.ac.th



Mahachulalongkornrajavidyalaya University
 79 Group 1, Lamsai, Wang Noi,
 Ayutthaya 13170, THAILAND
 Tel. (6635) 248-000-5
 Fax. (6635) 248-034
 URL. www. Mcu.ac.th

Ref. MCU. 6104.3/62.1

December 5, 2017

Subject: Request for taking permission to interview English teachers at Hutchu Tutor School

Dear : Mr. Chusak Srichanmaung, the President of Hutchu Tutor School

I, Dr. Phra Wichien Parichano would like to conform that Miss Nittaya Setpakdee, M.A. student in English, (International Program), Department of Foreign Languages, Faculty of Humanities, Mahachulalongkornrajavidyalaya University, have been approved to conduct the Thesis entitled " A Study of the Methods of English Vocabulary Teaching of Thai Teachers at Hutchu Tutor School " which is in partial fulfillment of the requirement for the Degree of Master of Arts in English, supervised by:

1. Assoc. Prof. Dr. Assoc. Prof. Dr. Preecha Kanetnog
2. Asst. Prof. Dr. Veerakarn Kanokkamalade

In this regard, I, as the Director of Master of Arts in English (International Program), would like to request you to allow the student to distribute the questionnaire and interview at your school for the purpose of research basis.

I highly hope to have your cooperation and I truly appreciate your kind assistance.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Phra Wichien Parichano'.

(Dr. Phra Wichien Parichano)
 Director of Master of Arts in English
 (International Program)
 Mahachulalongkornrajavidyalaya University

Appendix B

Letter of Invitation for Interview with Five English Scholars

Department of Foreign Languages
 Faculty of Humanities
 Tel. + 662- 3524800 (8242)
 Fax. + 66-3524800
 http:// human-mcu.ac.th



Mahachulalongkornrajavidyalaya University
 79 Group 1, Lamsai, Wang Noi,
 Ayutthaya 13170, THAILAND
 Tel. (6635) 248-000-5
 Fax. (6635) 248-034
 URL. www. Mcu.ac.th

Ref.MCU.6104.3/Wor.8.12

December 5, 2017

Subject: Request for an interview

Dear: Miss Wilrose B. Villaram, President of We Teach Asia Company

I, Dr. Phra Wichien Parichano would like to conform that Miss Nittaya Setpakdee, M.A. student in English, (International Program), Department of Foreign Languages, Faculty of Humanities, Mahachulalongkornrajavidyalaya University, have been approved to conduct the Thesis entitled " A Study of the Methods of English Vocabulary Teaching of Thai Teachers at Hutchu Tutor School " which is in partial fulfillment of the requirement for the Degree of Master of Arts in English, supervised by:

1. Assoc. Prof. Dr. Assoc. Prof. Dr. Preecha Kanetnog
2. Asst. Prof. Dr. Veerakarn Kanokkamalade

In this regard, I, as the Director of Master of Arts in English (International Program), would like to request you to allow the student to interview you personally for the purpose of research basis.

I highly hope to have your cooperation and I truly appreciate your kind assistance.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Phra Wichien Parichano'.

(Dr. Phra Wichien Parichano)
 Director of Master of Arts in English
 (International Program)
 Mahachulalongkornrajavidyalaya University

Department of Foreign Languages
 Faculty of Humanities
 Tel. + 662- 3524800 (8242)
 Fax. + 66-3524800
 http:// human-mcu.ac.th



Mahachulalongkornrajavidyalaya University
 79 Group 1, Lamsai, Wang Noi,
 Ayutthaya 13170, THAILAND
 Tel. (6635) 248-000-5
 Fax. (6635) 248-034
 URL. www. Mcu.ac.th

Ref.MCU.6104.3/Wor.8.12

December 5, 2017

Subject: Request for an interview

Dear: Acting Sub Lt. Suwich Pheungton, the Director of Kongtabbokuppatham
 Kainaraisuksa School

I, Dr. Phra Wichien Parichano would like to conform that Miss Nittaya Setpakdee, M.A. student in English, (International Program), Department of Foreign Languages, Faculty of Humanities, Mahachulalongkornrajavidyalaya University, have been approved to conduct the Thesis entitled " A Study of the Methods of English Vocabulary Teaching of Thai Teachers at Hutchu Tutor School " which is in partial fulfillment of the requirement for the Degree of Master of Arts in English, supervised by:

1. Assoc. Prof. Dr. Assoc. Prof. Dr. Preecha Kanetnog
2. Asst. Prof. Dr. Veerakarn Kanokkamalade

In this regard, I, as the Director of Master of Arts in English (International Program), would like to request you to allow the student to interview you personally for the purpose of research basis.

I highly hope to have your cooperation and I truly appreciate your kind assistance.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Phra Wichien Parichano'.

(Dr. Phra Wichien Parichano)

Director of Master of Arts in English
 (International Program)

Mahachulalongkornrajavidyalaya University

Department of Foreign Languages
 Faculty of Humanities
 Tel. + 662- 3524800 (8242)
 Fax. + 66-3524800
 http:// human-mcu.ac.th



Mahachulalongkornrajavidyalaya University
 79 Group 1, Lamsai, Wang Noi,
 Ayutthaya 13170, THAILAND
 Tel. (6635) 248-000-5
 Fax. (6635) 248-034
 URL. www. Mcu.ac.th

Ref.MCU.6104.3/Wor.8.12

December 5, 2017

Subject: Request for an interview

Dear: Mr. Craig Allen Schuller, an English teacher of Kongtabbokuppatham Kainaraisuksa School

I, Dr. Phra Wichien Parichano would like to conform that Miss Nittaya Setpakdee, M.A. student in English, (International Program), Department of Foreign Languages, Faculty of Humanities, Mahachulalongkornrajavidyalaya University, have been approved to conduct the Thesis entitled " A Study of the Methods of English Vocabulary Teaching of Thai Teachers at Hutchu Tutor School " which is in partial fulfillment of the requirement for the Degree of Master of Arts in English, supervised by:

1. Assoc. Prof. Dr. Assoc. Prof. Dr. Preecha Kanetnog
2. Asst. Prof. Dr. Veerakarn Kanokkamalade

In this regard, I, as the Director of Master of Arts in English (International Program), would like to request you to allow the student to interview you personally for the purpose of research basis.

I highly hope to have your cooperation and I truly appreciate your kind assistance.

Yours sincerely,

A handwritten signature in black ink, appearing to be 'Phra Wichien Parichano'.

(Dr. Phra Wichien Parichano)
 Director of Master of Arts in English
 (International Program)
 Mahachulalongkornrajavidyalaya University

Department of Foreign Languages
 Faculty of Humanities
 Tel. + 662- 3524800 (8242)
 Fax. + 66-3524800
[http:// human-mcu.ac.th](http://human-mcu.ac.th)



Mahachulalongkornrajavidyalaya University
 79 Group 1, Lamsai, Wang Noi,
 Ayutthaya 13170, THAILAND
 Tel. (6635) 248-000-5
 Fax. (6635) 248-034
 URL. [www. Mcu.ac.th](http://www.Mcu.ac.th)

Ref.MCU.6104.3/Wor.8.12

December 5, 2017

Subject: Request for an interview

Dear: Mr. Richard Blagrove IV, an English teacher of Kongtabbokuppatham Kainaraisuksa School

I, Dr. Phra Wichien Parichano would like to conform that Miss Nittaya Setpakdee, M.A. student in English, (International Program), Department of Foreign Languages, Faculty of Humanities, Mahachulalongkornrajavidyalaya University, have been approved to conduct the Thesis entitled " A Study of the Methods of English Vocabulary Teaching of Thai Teachers at Hutchu Tutor School " which is in partial fulfillment of the requirement for the Degree of Master of Arts in English, supervised by:

1. Assoc. Prof. Dr. Assoc. Prof. Dr. Preecha Kanetnog
2. Asst. Prof. Dr. Veerakarn Kanokkamalade

In this regard, I, as the Director of Master of Arts in English (International Program), would like to request you to allow the student to interview you personally for the purpose of research basis.

I highly hope to have your cooperation and I truly appreciate your kind assistance.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Dr. Phra Wichien Parichano'.

(Dr. Phra Wichien Parichano)
 Director of Master of Arts in English
 (International Program)
 Mahachulalongkornrajavidyalaya University

Department of Foreign Languages
 Faculty of Humanities
 Tel. + 662- 3524800 (8242)
 Fax. + 66-3524800
 http:// human-mcu.ac.th



Mahachulalongkornrajavidyalaya University
 79 Group 1, Lamsai, Wang Noi,
 Ayutthaya 13170, THAILAND
 Tel. (6635) 248-000-5
 Fax. (6635) 248-034
 URL. www. Mcu.ac.th

Ref.MCU.6104.3/Wor.8.12

December 5, 2017

Subject: Request for an interview

Dear: Mrs. Usa Onsalhung, Head of English Program at Kongtabbokuppatham
 Kainaraisuksa School

I, Dr. Phra Wichien Parichano would like to conform that Miss Nittaya Setpakdee, M.A. student in English, (International Program), Department of Foreign Languages, Faculty of Humanities, Mahachulalongkornrajavidyalaya University, have been approved to conduct the Thesis entitled " A Study of the Methods of English Vocabulary Teaching of Thai Teachers at Hutchu Tutor School " which is in partial fulfillment of the requirement for the Degree of Master of Arts in English, supervised by:

1. Assoc. Prof. Dr. Assoc. Prof. Dr. Preecha Kanetnog
2. Asst. Prof. Dr. Veerakarn Kanokkamalade

In this regard, I, as the Director of Master of Arts in English (International Program), would like to request you to allow the student to interview you personally for the purpose of research basis.

I highly hope to have your cooperation and I truly appreciate your kind assistance.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Dr. Phra Wichien Parichano'.

(Dr. Phra Wichien Parichano)

Director of Master of Arts in English
 (International Program)

Mahachulalongkornrajavidyalaya University

Appendix C
Questionnaire

Questionnaires
The Methods of English Vocabulary Teaching of Thai Teachers at
Hutchu Tutor School

Instruction:

The purpose of questionnaire is to survey The Methods of English Vocabulary Teaching of Thai Teachers at Hutchu Tutor School

Questionnaire has 5 sections:

Part 1 General background information

Part 2 Teachers' attitudes to the vocabulary teaching

Part 3 Teachers' methods of teaching English Vocabulary

Part 4 Teachers' difficulties in teaching vocabulary

Part 5 Teachers' methods of developing English vocabulary

Please answer the following questions honestly, and the researcher gratefully thanks you all for your cooperation.

Part 1 General background information

Instruction: Please mark the boxes to define the fact of you.

1. Gender

Male

Female

2. Age

18-20

21-30

30 up

3. Level of Education

B.A.

M.A.

Ph.D.

Other...

4. Years of English teaching experiences

1-3 years

4-6 years

7-9 years

10- years up

Instruction: Please mark the boxes to define the fact of you.

1. Strongly disagree
2. Disagree
3. Fairly agree
4. Agree
5. Strongly agree

Part 2 Teachers' Attitudes to the vocabulary teaching

Questions	Level of Frequency				
	Strongly agree	Agree	Fairly	Disagree	Strongly disagree
	5	4	3	2	1
1. Vocabulary is very important					
2. Teaching vocabulary is not difficult					
3 Teaching vocabulary is very difficult					
4. Teaching English pronunciation is not easy					
5.Vocabulary is not much important					

Part 3 Teachers' Most used Methods of teaching English Vocabulary

Questions	Level of Frequency				
	Strongly agree	Agree	Fairly	Disagree	Strongly disagree
1. I give example sentences when teaching a new word or phrase	5	4	3	2	1

2. I assign students to make their own sentences when teaching a new word					
3. I like teaching new daily English collocations to students before starting the lesson.					
4. I always make sure if my students pronounce a new word correctly or not					
5. I also assign extra exercises to students after class					
6. I give vocabulary quiz before starting class					

Part 4 Teachers' difficulties in teaching vocabulary

Questions	Level of Frequency				
	Strongly agree	Agree	Fairly	Disagree	Strongly disagree
	5	4	3	2	1
1. It is really difficult to help students pronounce vocabulary correctly					
2. Many students are lazy to learn Phonetic Symbols					
3. I am not good at drawing a picture to help students understand easily.					
4. Some students are really annoying					

5. It is hard to focus on teaching vocabulary because of getting some bad feelings before starting the class					
--	--	--	--	--	--

Part 5 Teachers' methods of developing English vocabulary

Questions	Level of Frequency				
	Strongly agree	Agree	Fairly	Disagree	Strongly disagree
	5	4	3	2	1
16 I read English newspaper to improve my vocabulary					
17 I read English story to improve my English vocabulary					
18 I watch English movies or other movies with English subtitles					
19 When I meet a new word, I make it as my own sentence					
20 I review my English vocabulary before bedtime or at any possible time almost everyday					

The Research Interview
The Methods of English Vocabulary Teaching of Thai Teachers at
Hutchu Tutor School

Questions for interviewing five Thai teachers of Hutchu Tutor School

Interviewee's name:.....

Position:.....

Date:.....

Q. 1 Why is vocabulary important?

.....
.....
.....
.....
.....
.....
.....
.....

Q. 2 What are your problems when teaching vocabulary?

.....
.....
.....
.....
.....
.....
.....
.....

Q. 3 What techniques do you use the most in teaching English vocabulary?

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

Thank you so much for your cooperation!

The Research Interview
The Methods of English Vocabulary Teaching of Thai Teachers at
Hutchu Tutor School

Questions for interviewing five English scholars related with ways to improve Vocabulary.

Interviewee's name:.....

Position:.....

Date:.....

Q.1 Why is vocabulary important?

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

Q.2 How do you improve your English vocabulary?

.....
.....
.....
.....
.....
.....
.....
.....
.....

Q.3 What are your opinions to inspire EFL learners to learn English Vocabulary?

.....
.....
.....
.....
.....
.....
.....

Thank you so much for your time!

Appendix D

Assessors of the Research Questionnaire

Assessors of the Research Questionnaire

1) Dr. Phra Wichian Parichano, Lecturer of Dhamma Talk and Meditation subjects, Department of Foreign Languages, Faculty of Humanities, MCU.

2) Phra Thitawong Anuttaro, Lecturer, Department of Foreign Languages, Faculty of Humanities, MCU.

3) Asst. Prof. Dr. Phramaha Suriya Vamedhi, Lecturer, Department of Foreign Languages, Faculty of Humanities, MCU.

4) Assoc. Prof. Nilratana Klinchan, instructor of English language and linguistic subject, Department of Foreign Languages, Faculty of Humanities, MCU.

5) Dr. Kham-lang Kongsin, Lecturer, Department of Foreign Languages, Faculty of Humanities, MCU.



มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย
๗๕ หมู่ ๑ ตำบลลำไทร อำเภอลำไทร
จังหวัดพระนครศรีอยุธยา ๑๓๑๗๐
โทรศัพท์ ๐ ๓๕๒๔ ๘๐๐-๕ โทรสาร ๐ ๓๕๒๔ ๘๐๓๔
www.mcu.ac.th

ที่ ศธ ๖๑๐๔.๓/๑๕

๒๗ พฤศจิกายน ๒๕๖๐

เรื่อง ขอเชิญเป็นผู้ทรงคุณวุฒิตรวจสอบความเที่ยงตรงของเครื่องมือเพื่อการวิจัย

เรียน ดร. คำเอียง กองสิน

ด้วย Miss NITTAYA SETPAKDEE นิสิตระดับปริญญาโท สาขาวิชาภาษาอังกฤษ(หลักสูตรนานาชาติ) ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย ได้รับอนุมัติให้ทำวิทยานิพนธ์ เรื่อง "A STUDY OF THE METHODS OF ENGLISH VOCABULARY TEACHING OF THAI TEACHERS AT HUTCHU TUTOR SCHOOL" ซึ่งเป็นส่วนหนึ่งของการศึกษาตามหลักสูตรพุทธศาสตรมหาบัณฑิต โดยมี รศ.ดร.ปรีชา คະเนตนอก และ ผศ.ดร. วีระกาญจน์ กนกมลเลิศ เป็นคณะกรรมการควบคุมวิทยานิพนธ์

ในการนี้ โครงการเปิดสอนหลักสูตรพุทธศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ(หลักสูตรนานาชาติ) จึงขอเชิญท่านเป็นผู้เชี่ยวชาญตรวจสอบความเที่ยงตรงของแบบสอบถามเพื่อการวิจัยของนิสิต ดังกล่าว รายละเอียดตามแบบสอบถามที่แนบมาพร้อมแล้ว นี้

หวังเป็นอย่างยิ่งว่าจะได้รับความอนุเคราะห์จากท่านเป็นอย่างดี และขอขอบพระคุณมา ณ โอกาสนี้

His work satisfies
me so it should be
allowed to carry on
as his purpose.
K. Kongsin.
13 Feb. 68

(ผู้ช่วยศาสตราจารย์ ดร.วีระกาญจน์ กนกมลเลิศ)
หัวหน้าภาควิชาภาษาต่างประเทศ

นิสิตผู้ประสานงานเพื่อการวิจัย
โทร.



บันทึกข้อความ

สำนักงาน ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ โทร. ๐๓-๕๒๔-๘๐๐๐ ภายใน ๘๒๔๒

ที่ ศธ ๖๑๐๔.๓/๑๑๔

วันที่ ๒๓ พฤศจิกายน ๒๕๖๐

เรื่อง ขอเชิญเป็นผู้ทรงคุณวุฒิตรวจสอบความเที่ยงตรงของเครื่องมือเพื่อการวิจัย

นมัสการ พระอาจารย์วิเชียร ปรีชาโน, ดร.

ด้วย Miss NITTAYA SETPAKDEE นิสิตระดับปริญญาโท สาขาวิชาภาษาอังกฤษ(หลักสูตรนานาชาติ) ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย ได้รับอนุมัติให้ทำวิทยานิพนธ์ เรื่อง “A STUDY OF THE METHODS OF ENGLISH VOCABULARY TEACHING OF THAI TEACHERS AT HUTCHU TUTOR SCHOOL” ซึ่งเป็นส่วนหนึ่งของการศึกษาตามหลักสูตรพุทธศาสตรมหาบัณฑิต โดยมี รศ.ดร.ปรีชา คະเนตนอก และ ผศ.ดร. วีระกาญจน์ กนกกมลเลิศ เป็นคณะกรรมการควบคุมวิทยานิพนธ์

ในการนี้ โครงการเปิดสอนหลักสูตรพุทธศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ(หลักสูตรนานาชาติ) จึงขอเชิญท่านเป็นผู้เชี่ยวชาญตรวจสอบความเที่ยงตรงของแบบสอบถามเพื่อการวิจัยของนิสิตดังกล่าว รายละเอียดตามแบบสอบถามที่แนบมาพร้อมแล้ว นี้

หวังเป็นอย่างยิ่งว่าจะได้รับความอนุเคราะห์จากท่านเป็นอย่างดี และขอขอบพระคุณมา ณ โอกาสนี้

(ผู้ช่วยศาสตราจารย์ ดร.วีระกาญจน์ กนกกมลเลิศ)
หัวหน้าภาควิชาภาษาต่างประเทศ

I have checked the tool
for find out information
already. It proper and can
do progress this thesis



บันทึกข้อความ

ส่วนงาน ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ โทร. ๐๓-๕๒๔-๘๐๐๐ ภายใน ๘๒๔๒

ที่ ศธ ๖๑๐๔.๓/๖๑๔

วันที่ ๒๓ พฤศจิกายน ๒๕๖๐

เรื่อง ขอเชิญเป็นผู้ทรงคุณวุฒิตรวจสอบความเที่ยงตรงของเครื่องมือเพื่อการวิจัย

นมัสการ พระอาจารย์จิตะวงษ์ อนุตตโร

ด้วย Miss NITTAYA SETPAKDEE นิสิตระดับปริญญาโท สาขาวิชาภาษาอังกฤษ(หลักสูตรนานาชาติ) ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย ได้รับอนุมัติให้ทำวิทยานิพนธ์ เรื่อง “A STUDY OF THE METHODS OF ENGLISH VOCABULARY TEACHING OF THAI TEACHERS AT HUTCHU TUTOR SCHOOL” ซึ่งเป็นส่วนหนึ่งของการศึกษาตามหลักสูตรพุทธศาสตรมหาบัณฑิต โดยมี รศ.ดร.ปรีชา คະเนตนอก และ ผศ.ดร. วีระกาญจน์ กนกกมลเลิศ เป็นคณะกรรมการควบคุมวิทยานิพนธ์

ในกรณี โครงการเปิดสอนหลักสูตรพุทธศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ(หลักสูตรนานาชาติ) จึงขอเชิญท่านเป็นผู้เชี่ยวชาญตรวจสอบความเที่ยงตรงของแบบสอบถามเพื่อการวิจัยของนิสิตดังกล่าว รายละเอียดตามแบบสอบถามที่แนบมาพร้อมแล้ว นี้

หวังเป็นอย่างยิ่งว่าจะได้รับความอนุเคราะห์จากท่านเป็นอย่างดี และขอขอบพระคุณมา ณ โอกาสนี้

(ผู้ช่วยศาสตราจารย์ ดร.วีระกาญจน์ กนกกมลเลิศ)
หัวหน้าภาควิชาภาษาต่างประเทศ

เรื่อง ผ.ร. หัวหน้าภาควิชาภาษาต่างประเทศ
/ อ.สมิทธิพร ปิยะพงศ์พิริย

๑/๒/๑๔



บันทึกข้อความ

ส่วนงาน ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ โทร. ๐๓-๕๒๔-๘๐๐๐ ภายใน ๘๒๔๒

ที่ ศธ ๖๑๐๔.๓/ ๑๑๕

วันที่ ๒๓ พฤศจิกายน ๒๕๖๐

เรื่อง ขอเชิญเป็นผู้ทรงคุณวุฒิตรวจสอบความเที่ยงตรงของเครื่องมือเพื่อการวิจัย

นมัสการ พระมหาสุรียา วรเมธี, ผศ.ดร.

ด้วย Miss NITTAYA SETPAKDEE นิสิตระดับปริญญาโท สาขาวิชาภาษาอังกฤษ(หลักสูตรนานาชาติ) ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย ได้รับอนุมัติให้ทำปริญญานิพนธ์ เรื่อง “A STUDY OF THE METHODS OF ENGLISH VOCABULARY TEACHING OF THAI TEACHERS AT HUTCHU TUTOR SCHOOL” ซึ่งเป็นส่วนหนึ่งของการศึกษาตามหลักสูตรพุทธศาสตรมหาบัณฑิต โดยมี รศ.ดร.ปรีชา คະเนตนอก และ ผศ.ดร. วีระกาญจน์ กนกมเลิศ เป็นคณะกรรมการควบคุมวิทยานิพนธ์

ในการนี้ โครงการเปิดสอนหลักสูตรพุทธศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ(หลักสูตรนานาชาติ) จึงขอเชิญท่านเป็นผู้เชี่ยวชาญตรวจสอบความเที่ยงตรงของแบบสอบถามเพื่อการวิจัยของนิสิตดังกล่าว รายละเอียดตามแบบสอบถามที่แนบมาพร้อมแล้ว นี้

หวังเป็นอย่างยิ่งว่าจะจักได้รับความอนุเคราะห์จากท่านเป็นอย่างดี และขอขอบพระคุณมา ณ โอกาสนี้

(ผู้ช่วยศาสตราจารย์ ดร.วีระกาญจน์ กนกมเลิศ)
หัวหน้าภาควิชาภาษาต่างประเทศ

ทรงจ/ค/ใจกลวิ

1/2/10



บันทึกข้อความ

ส่วนงาน ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ โทร. ๐๓-๕๒๔-๘๐๐๐ ภายใน ๘๒๔๒

ที่ ศธ ๖๑๐๔.๓/๑๑๔

วันที่ ๒๓ พฤศจิกายน ๒๕๖๐


เรื่อง ขอเชิญเป็นผู้ทรงคุณวุฒิตรวจสอบความเที่ยงตรงของเครื่องมือเพื่อการวิจัย

เรียน รศ. นิตร์ตน์ กลิ่นจันทร์

ด้วย MISS NITTAYA SETPAKDEE นิสิตระดับปริญญาโท สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ) ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย ได้รับอนุมัติให้ทำวิทยานิพนธ์ เรื่อง “A STUDY OF THE METHODS OF ENGLISH VOCABULARY TEACHING OF THAI TEACHERS AT HUTCHU TUTOR SCHOOL” ซึ่งเป็นส่วนหนึ่งของการศึกษาตามหลักสูตรพุทธศาสตรมหาบัณฑิต โดยมี รศ.ดร. ปรีชา คະเนตตอก และ ผศ.ดร. วีระกาญจน์ กนกมเลิศ เป็นคณะกรรมการควบคุมวิทยานิพนธ์

ในกรณีนี้ โครงการเปิดสอนหลักสูตรพุทธศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ) จึงขอเชิญท่านเป็นผู้เชี่ยวชาญตรวจสอบความเที่ยงตรงของแบบสอบถามเพื่อการวิจัยของนิสิตดังกล่าว รายละเอียดตามแบบสอบถามที่แนบมาพร้อมแล้ว นี้

หวังเป็นอย่างยิ่งว่าจะได้รับความอนุเคราะห์จากท่านเป็นอย่างดี และขอขอบพระคุณมา ณ โอกาสนี้


(ผู้ช่วยศาสตราจารย์ ดร.วีระกาญจน์ กนกมเลิศ)
หัวหน้าภาควิชาภาษาต่างประเทศ



1/2/18

Appendix E
Result of the Index Objective Congruence (IOC)

Result of Index Objective Congruence (IOC)

Questions Teachers' Attitudes to the vocabulary teaching	The Committee of Research Tool Evaluation					IOC	Note (If any)
	1	3	4	4	5		
1. Vocabulary is very important	+1	+1	+1	+1	+1	1	Useable
2. Teaching vocabulary is not difficult	+1	+1	+1	+1	+1	1	Useable
3 Teaching vocabulary is very difficult	+1	+1	+1	+1	+1	1	Useable
4. Teaching English pronunciation is not easy	+1	+1	+1	+1	+1	1	Useable
5.Vocabulary is not much important	+1	+1	+1	+1	+1	1	Useable

Questions Teachers' Most used Methods of teaching English Vocabulary	The Committee of Research Tool Evaluation					IOC	Note (If any)
	1	3	4	4	5		
1. I give example sentences when teaching a new word or phrase	+1	+1	+1	+1	+1	1	Useable
2. I assign students to make their own sentences when teaching a new word	+1	+1	+1	+1	+1	1	Useable
3. I like teaching new daily English collocations to students before starting the lesson.	+1	+1	+1	+1	+1	1	Useable
4. I always make sure if my students pronounce a new word correctly or not	+1	+1	+1	+1	+1	1	Useable
5. I also assign extra exercises to students after class	+1	+1	+1	+1	+1	1	Useable
6. I give vocabulary quiz before starting class	+1	+1	+1	+1	+1	1	Useable

Questions Teachers' difficulties in teaching vocabulary	The Committee of Research Tool Evaluation					IOC	Note (If any)
	1	3	4	4	5		
1. It is really difficult to help students pronounce vocabulary correctly	+1	+1	+1	+1	+1	1	Useable
2. Many students are lazy to learn Phonetic Symbols	+1	+1	+1	+1	+1	1	Useable
3. I am not good at drawing a picture to help students understand easily.	+1	+1	+1	+1	+1	1	Useable
4. Some students are really annoying	+1	+1	+1	+1	+1	1	Useable
5. It is hard to focus on teaching vocabulary because of getting some bad feelings before starting the class	+1	+1	+1	+1	+1	1	Useable

Questions Teachers' methods of developing English vocabulary	The Committee of Research Tool Evaluation					IOC	Note (If any)
	1	3	4	4	5		
1. I read English newspaper to improve my vocabulary	+1	+1	+1	+1	+1	1	Useable
2. I read English story to improve my English vocabulary	+1	+1	+1	+1	+1	1	Useable
3. I watch English movies or other movies with English subtitles	+1	+1	+1	+1	+1	1	Useable
4. When I meet a new word, I make it as my own sentence	+1	+1	+1	+1	+1	1	Useable

5. I review my English vocabulary before bedtime or at any possible time almost everyday	+1	+1	+1	+1	+1	1	Useable
--	----	----	----	----	----	---	---------

Appendix F
Photos of Activity during Doing Research



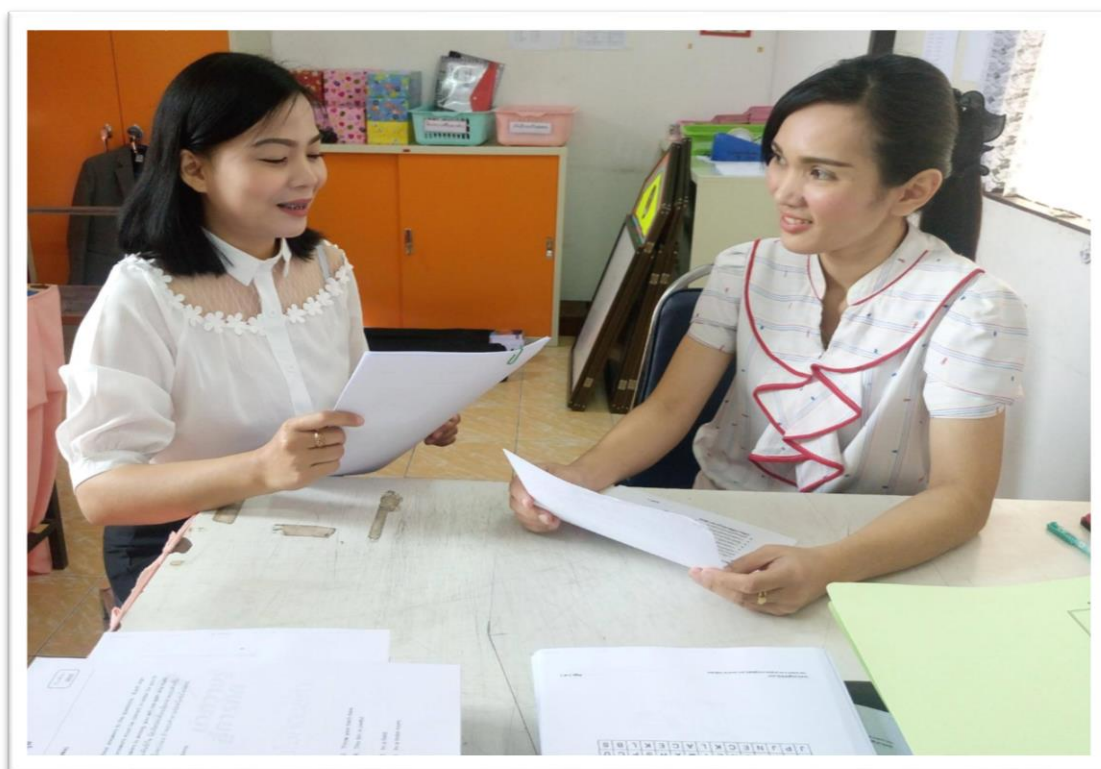
Interview with Mr. Chusak Srichanmaung, the President of Hutchu Tutor School, 7 December, 2017.



Interview with Miss Thanawan Lheesakul , an English teacher of Hutchu Tutor School, 7, December, 2017.



Interview with Miss Chuanpich Boonchan, an English teacher at Hutchu Tutor School, 12, December, 2017.



Interview with Mrs. Natthaporn Sritisarn, an English teacher of Hutchu Tutor School, 15, December, 2017.



Interview with Miss. Chuanpich Bunchan, an English teacher at Hutchu Tutor School, 20, December, 2017.



Students are studying English at Hutchu Tutor School



Interview with Miss. Wilrose B. Villaram, the President of We Teach Asia Company, 25, December, 2017.



Interview with, Acting Sub Lt. Suwich Pheungton, the director of Kongtabbokuppatham Kainaraisuksa school, 28, December, 2017.



Interview with Mr. Craig Allen Schuller, an English teacher of Kongtabbokuppatham Kainaraisuksa school, 1, January, 2018.



Interview with Mr. Richard Blagrove IV, an English teacher of Kongtabbokuppatham Kainaraisuksa school, 1, January, 2018.



Mrs. Usa Onsalhung , Head of English Program at Kongtabbokuppatham Kainaraisuksa school, 5, January, 2018.

Biography of Researcher

Name	: Miss Nittaya Setpakdee
Student ID	: 5901203060
Date of Birth	: 26 March, 1989
Place of Birth	: Klhung District, Chantaburi Province, Thailand
Nationality	: Thai
Education Background	
2007/2011	: English Education B.A. of Thepsatri Rajabhat University
2016/2017	: Studying Master of Arts in English (International program) Faculty of Humanities, MCU, Thailand
Work experiences	: English teacher at the Primary school and High school in Thailand
Present address	: 133 Moo 1, Bansai, Banmi District, Lopburi, 15000
E-mail	: kungnittaya2016@gmail.com
Phone	: 089-1195719