

สำนักหอสมุดกลาง พระจอมเกล้าลาดกระบัง

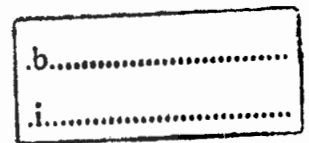
การเปรียบเทียบการสอนคำศัพท์ภาษาอังกฤษโดยใช้กลยุทธ์การวิเคราะห์
โครงสร้างของคำและการสอนแบบดั้งเดิม: กรณีศึกษาวิทยาลัยการอาชีพบ่อไร่

COMPARISON OF ENGLISH VOCABULARY TEACHING THROUGH WORD
MAPPING STRATEGY AND TRADITIONAL TEACHING:
A CASE STUDY OF BORAI INDUSTRIAL
AND COMMUNITY EDUCATION COLLEGE



ประชา ธาดาพิสิฐ
PRACHA THADAPISIT

เลขหมู่.....
เลขทะเบียน... E077720
วัน,เดือน,ปี ๘ 1๓๕ 2559



วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต
สาขาวิชาภาษาศาสตร์ประยุกต์ - ภาษาอังกฤษเพื่อวิทยาศาสตร์และเทคโนโลยี
คณะครุศาสตร์อุตสาหกรรม
สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง

พ.ศ. 2556

KMITL-2013-ED-M-252-077

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

COMPARISON OF ENGLISH VOCABULARY TEACHING THROUGH WORD
MAPPING STRATEGY AND TRADITIONAL TEACHING:
A CASE STUDY OF BORAI INDUSTRIAL
AND COMMUNITY EDUCATION COLLEGE



A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ATRS IN APPLIED LINGUISTICS
(ENGLISH FOR SCIENCE AND TECHNOLOGY)
FACULTY OF INDUSTRIAL EDUCATION
KING MONGKUT'S INSTITUTE OF TECHNOLOGY LADKRABANG
2013

KMITL-2013-ED-M-252-077



COPYRIGHT 2013

FACULTY OF INDUSTRIAL EDUCATION

KING MONGKUT'S INSTITUTE OF TECHNOLOGY LADKRABANG

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

หัวข้อวิทยานิพนธ์

การเปรียบเทียบการสอนคำศัพท์ภาษาอังกฤษโดยใช้กลยุทธการวิเคราะห์โครงสร้างของคำและการสอนแบบดั้งเดิม: กรณีศึกษาวิทยาลัยการอาชีพอู่ไร่

นักศึกษา

นายประชา ธาดาทิสิฐ

รหัสประจำตัว

35631515

ปริญญา

ศิลปศาสตรมหาบัณฑิต

สาขาวิชา

ภาษาศาสตร์ประยุกต์ – ภาษาอังกฤษเพื่อวิทยาศาสตร์และเทคโนโลยี

พ.ศ.

2556

อาจารย์ที่ปรึกษาวิทยานิพนธ์

รศ.ดร.จิราภา วิทยากรักษ์

บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์ เพื่อเปรียบเทียบผลสัมฤทธิ์ในการสอนคำศัพท์ภาษาอังกฤษโดยใช้กลยุทธ์การวิเคราะห์โครงสร้างของคำและการสอนแบบดั้งเดิม และเพื่อสำรวจความคิดเห็นและความพึงพอใจของนักเรียนทั้ง 2 กลุ่ม กลุ่มตัวอย่างที่ใช้ศึกษาได้แก่นักเรียนชั้นปีที่ 1 วิทยาลัยการอาชีพอู่ไร่ จำนวน 73 คน ที่ลงทะเบียนเรียนรายวิชาภาษาอังกฤษเพื่อการสื่อสาร 1 ในภาคเรียนที่ 1 ปีการศึกษา 2555 โดยแบ่งเป็นกลุ่มทดลองจำนวน 38 คน กลุ่มควบคุมจำนวน 35 คนตามสาขาวิชาของนักเรียน เครื่องมือที่ใช้ในงานวิจัยคือ แบบทดสอบการแปลความหมายคำศัพท์ภาษาอังกฤษ และแบบสอบถามความคิดเห็นและความพึงพอใจ ประมาณค่า 5 ระดับ สถิติที่ใช้ในการวิเคราะห์ข้อมูลคือ ค่าเฉลี่ย ค่าเบี่ยงเบนมาตรฐาน และทดสอบค่าความแตกต่างของผลสัมฤทธิ์ในการเรียนโดยใช้ค่า t-test independent ผลการวิจัยพบว่า นักเรียนในกลุ่มวิเคราะห์โครงสร้างของคำมีผลสัมฤทธิ์ทางการเรียนคำศัพท์สูงกว่านักเรียนในกลุ่มเรียนแบบดั้งเดิมอย่างมีนัยสำคัญ และทางด้านทัศนคติและความพึงพอใจ กลุ่มวิเคราะห์โครงสร้างของคำมีค่าเฉลี่ยสูงกว่ากลุ่มสอนแบบดั้งเดิมเล็กน้อย ผลสรุปคือนักเรียนในกลุ่มวิเคราะห์โครงสร้างของคำรู้ความหมายของคำศัพท์ รวมทั้งมีความพึงพอใจและทัศนคติที่ดีต่อวิธีการเรียนมากกว่ากลุ่มสอนแบบดั้งเดิม

Thesis Title	Comparison of English Vocabulary Teaching through Word Mapping Strategy and Traditional Teaching: A Case Study of Borai Industrial and Community Education College
Student	Mr. Prácha Thadapisit
Student ID.	53631515
Degree	Master of Arts
Program	Applied Linguistics - English for Science and Technology
Year	2013
Thesis Advisor	Assoc. Prof. Dr. Jirapa Vitayapirak

ABSTRACT

The objectives of this study are to compare the achievement of English vocabulary teaching through Word Mapping strategy (WM) and Traditional vocabulary teaching (TT) and to investigate the students' attitude towards the two techniques. The subject in this study was 73 first year students at Borai Industrial and Community Education College who enrolled in *English for Communication I* in the first semester 2012. According to their majors, the students were divided into 2 groups; the number of students in the experimental group is 38 and the control group is 35. The research instruments were Vocabulary Meaning test, and a rating scale questionnaire asking about opinion and attitude towards the two groups. The statistics used for data analysis were mean and standard deviation with the average values tested using t-test independent (for the achievement test). The results revealed that (1) The students' English vocabulary learning achievement in Word Mapping group was significantly higher than Traditional teaching group, and (2) The students' satisfaction and attitude towards Word Mapping group was slightly higher than Traditional teaching group. In conclusion, the students using the WM technique know the meaning the words better than the TT ones. Moreover, they have better attitude and more satisfaction with the WM strategy than the TT method.

ACKNOWLEDGEMENTS

The thesis would not be successful without my thesis committees, experts, and my advisor. First of all, I would like to acknowledge the committee members; Dr. Pattama Patpong (Mahidol University), Assoc. Prof. Sukumal Nilrat, Assoc. Prof. Preeyapa Jidboon, and Asst. Prof. Dr. Amnart Tungjaroenchai for useful suggestions to improve my thesis.

Secondly, I would like to thank the experts; Assoc. Prof. Chalerm Sri Preechapanich, Asst. Dr. Priyaporn Tungkunan, and Dr. Pimporn Jandee for the evaluating the instruments.

Thirdly, I am extremely grateful for my advisor, Assoc. Prof. Dr. Jirapa Vitayapirak for introducing, suggesting, and helping me solve problems.

Last but not least, I would like to thank my family and friends for supporting me.

Pracha Thadapisit

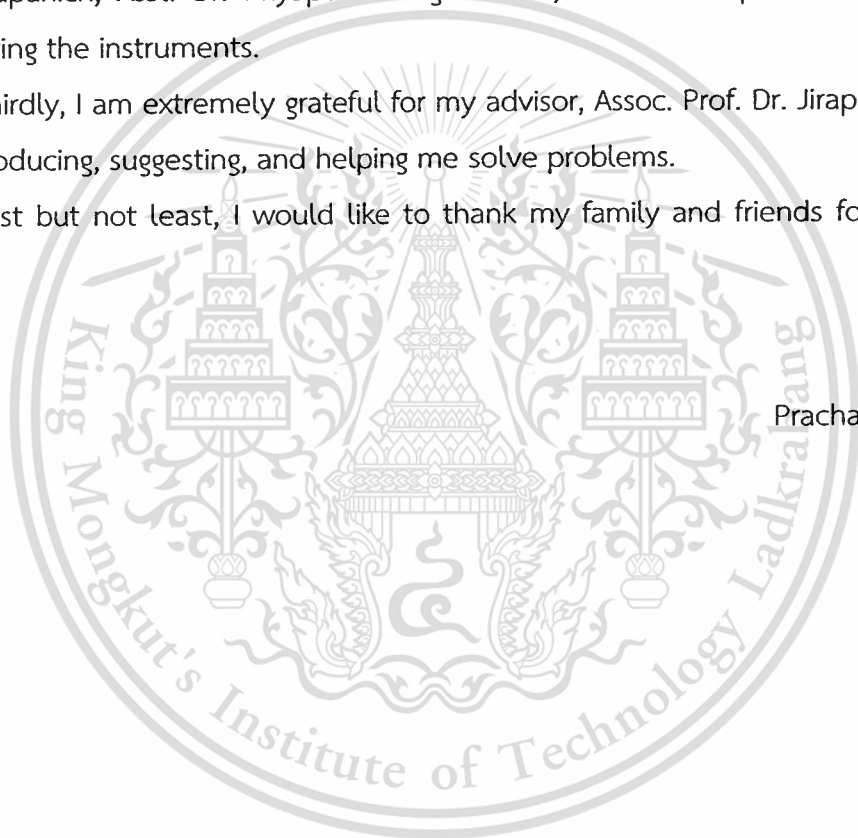


TABLE OF CONTENTS

	Page
THAI ABSTRACT.....	I
ENGLISH ABSTRACT.....	II
ACKNOWLEDGEMENTS.....	III
TABLE OF CONTENTS.....	IV
LIST OF TABLES.....	VII
LIST OF FIGURES.....	VIII
LIST OF GRAPHS.....	IX
CHAPTER 1 INTRODUCTION.....	1
1.1 Statement and Significance of the Problem.....	1
1.2 Goal and Objectives	4
1.3 Research Hypotheses.....	4
1.4 Scope of the Study.....	4
1.5 Conceptual Framework.....	5
1.6 Process of the Study.....	6
1.7 Definition of Terms Used.....	7
1.8 Anticipated Outcome.....	8
CHAPTER 2 LITERATURE REVIEW.....	9
2.1 Vocabulary	9
2.1.1 Definition of Vocabulary.....	9
2.1.2 Knowledge of Word.....	9
2.1.3 Levels of Vocabulary.....	10
2.1.4 Teaching Vocabulary.....	10
2.2 Morphology.....	11
2.2.1 Definition of Morphology.....	11
2.2.2 The Importance of Morphology.....	14
2.2.3 The Role of Morphological Awareness in Vocabulary Learning.....	15

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

TABLE OF CONTENTS (CONTINUED)

2.2.4 Teaching Morphology.....	15
2.2.5 Morphological Study.....	16
2.3 Word Mapping Strategy.....	20
2.4 Traditional Vocabulary Teaching.....	22
2.5 Related Research.....	22
CHAPTER 3 RESEARCH METHODOLOGY.....	26
3.1 Types of Research	26
3.2 Subjects.....	26
3.3 Instrumentation.....	27
3.3.1 Vocabulary Meaning Test.....	27
3.3.2 Questionnaire.....	27
3.4 Instruction Strategy and Material.....	27
3.4.1 Word Mapping Strategy	27
3.4.2 Traditional Teaching.....	28
3.4.3 Material.....	28
3.5 Procedures.....	28
3.5.1 The Pre-test	28
3.5.2 Teaching	28
3.5.3 The Post-tests and Questionnaire	31
3.6 Data Analysis	31
CHAPTER 4 RESULTS.....	32
4.1 The Student's English Vocabulary Learning Achievement.....	32
4.2 The Mean, Median, and SD. of Pre-test and Post-tests of the Two groups.	35
4.3 The Students' Satisfaction and Attitude Towards the Two Techniques	38
4.4 Summary of the Overall Findings	41

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

CHAPTER 5 CONCLUSIONS DISCUSSIONS AND SUGESSTIONS.....	42
5.1 Conclusions.....	42
5.2 Discussions.....	43
5.2.1 The result of Vocabulary Meaning Test.....	43
5.2.2 Discussions on The results of Satisfaction and Efficiency	
Questionnaire	44
5.2.2.1 The results of item 1, 3, 5, and 9.....	44
5.2.2.2 The results of item 1, 3, 5, and 9	45
5.3 Sugestions for Future Research	47
BIBLIOGRAPHY.....	48
APPENDICES.....	54
Appendix A: Vocabulary List for English for Communication I and Their English	
Meanings.....	54
Appendix B: Test II: Vocabulary Meaning Test (Word Mapping Group)	62
Test II: Vocabulary Meaning Test (Traditional Teaching Group).....	69
Appendix C: Questionnaire: Students’ Attitude and Satisfaction (Word Mapping	
Strategy).....	72
Questionnaire: Students’ Attitude and Satisfaction (Traditional	
Teaching Method).....	74
Appendix D: Lesson Plans for Word Mapping Strategy.....	77
Lesson Plan for Traditional Teaching Method.....	97
Appendix E: Process of Compiling Vocabulary Meaning Test	109
Appendix F: The Teaching Plan for the Vocabulary List	112
Appendix G: Findings in the Research.....	117
AUTHOR BIOGRAPHY.....	127

LIST OF TABLES

Table	Page
2.1 The 20 Most Frequent Affixes in Printed School English.....	12
2.2 The Percentage of Affixed Words.....	13
2.3 Types of Morphological Instruction.....	16
2.4 Word Mapping Steps.....	20
2.5 Traditional Vocabulary Teaching.....	22
3.1 Participants.....	26
3.2 The Teaching Plan for the Vocabulary List	29
4.1 The Frequency and Percent of Pre-test and Post-tests of Traditional Teaching..	33
4.2 The Frequency and Percent of Pre-test and Post-tests of Word Mapping	33
4.3 The Mean, Median, and Standard Deviations of Pre-test and Post-tests.....	35
4.4 The Students' Satisfaction and Attitude towards the Two Techniques.....	39

LIST OF FIGURES

Figure	Page
1.1 Conceptual Framework.....	5
2.1 Word Knowledge	9
2.2 Word Mapping Illustration.....	20
2.3 The Example of Word Mapping Strategy	21

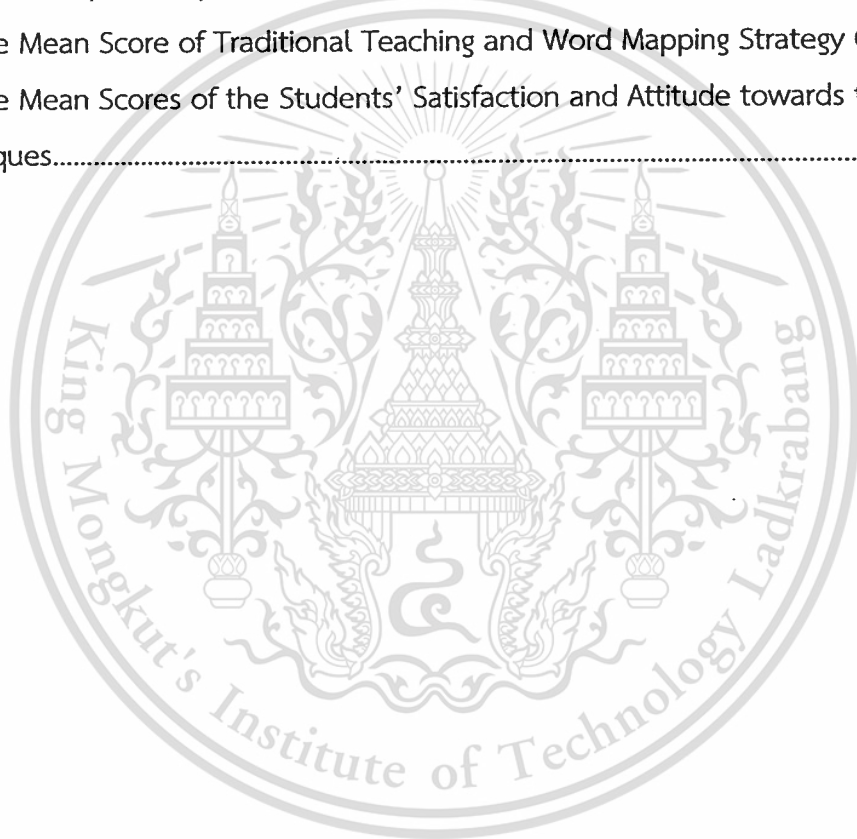


This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

LIST OF GRAPHS

Graph	Page
4.1 The Learning Achievement of the TT Group.....	34
4.2 The Learning Achievement of the WM Group.....	34
4.3 The Mean, Median, and Standard Deviations of Pre-test.....	36
4.4 The Mean, Median, and Standard Deviations of Post-test 1.....	36
4.5 The Mean, Median, and Standard Deviations of Post-test 2.....	36
4.6 The Mean Score of Traditional Teaching and Word Mapping Strategy Groups.....	37
4.7 The Mean Scores of the Students' Satisfaction and Attitude towards the Two Techniques.....	39



CHAPTER 1

INTRODUCTION

This chapter consists of eight sections: statement and significance of the problems, goal and objectives, hypothesis, scope of the study, process of the study, conceptual framework, definition of terms used, and anticipated outcome.

1.1 Statement and Significance of the Problem

In the period of globalization, the number of English speakers as a foreign language increase rapidly. The widespread use of English affects Thai educational policies. English is important to the development of Thailand and has been a necessary part of the national education curriculum for more than a century (Jongkonnee, 2006).

According to the vocational curriculum (2003), every vocational student must study at least one English course in every semester, from the first year to the final year. However, Thai students still have very low levels of English language competence as a result of the inefficient English teaching and learning methods in Thai schools. According to the National Institute of Educational Testing Service (NIETS), it revealed the O-Net (Ordinary National Education Test) score in the year 2012, students got score in English on average 28.43 out of 100. Furthermore, Kuhasuwan (2006) cited in Wongsothorn (2005) the Director of the Higher Education Commission's English Proficiency Development Centre stated that Thai students ranked eighth in the nine Southeast Asian countries (Brunei, Cambodia, Indonesia, Laos, Malaysia, the Philippines, Singapore, Thailand, and Vietnam) rated by TOEFL (Test of English as a Foreign Language). Moreover, Thai students came fourth from six countries in the region (Cambodia, Laos, Malaysia, Burma, Thailand, and Vietnam) rated by the multiple – choice TOEIC (Test of English for International Communication), scoring on average 524 out of 990.

According to Buddingh (2009), the lack of sufficient vocabulary can greatly restrain these students from progress and achievement since, the vocabulary is one of the three elements of language, i.e. (1) vocabulary, (2) voice, and (3) grammar.

Knowledge of vocabulary is necessary in all students' grade levels, subject areas and assessments. When a student lacks knowledge of vocabulary, he will struggle in, and perhaps fail, grade level subject area assessments. To Study English successfully, students must have vocabulary literacy; knowledge of words and word meanings.

Willingham and Price (2009) cited in Dixon-Krauss (2001: 312) stated that research on vocabulary instruction typically falls into one of three types: (a) indirect instruction which focuses on the importance of extensive reading, the significance of a student's prior knowledge, and word expand (DeRidder, 2002; Freebody and Anderson, 1983a; Nagy, Anderson, and Herman, 1987; Tekman and Daloglu, 2006). (b) direct instruction which studies self-learning strategies, dictionary use, morphology, and mnemonics (Laufer, 2003; Pulido, 2003; Rott, Williams, and Cameron, 2002), and (c) authentic word experiences which emphasizes word awareness for vocabulary acquisition (Blachowicz and Fisher, 2006; Dixon-Krauss, 2001; Francis and Simpson, 2003; McKeown, 1993).

Harris (2007) stated that almost every instruction for teaching vocabulary can be characterized as a "non-generative" approach which is designed to teach students a single word, but it is not designed to enable students to learn several new words. Vocabulary researches indicate that students can learn approximately 10 new words per week (Stahl and Fairbanks, 1986). They stated that college students have to learn 100,000 different words during their academic readings. Therefore, students should be taught individual words explicitly, and taught strategies to unlock word meaning, and have their word consciousness raised (Farsi, 2008 cited in Graves, 2004).

One generative approach in teaching vocabulary is the morphemic analysis instruction which could acquire a large numbers of words (Harris, 2007 cited in Blachowicz and Fisher, 2000; Graves, 1986; Nagy and Scott, 2000). It involves deriving the meaning of a word by combining the meaning of the parts of the word; prefixes, suffixes, and roots (Spencer, 2001). Morphemic analysis is a useful vocabulary learning tool, as Nagy and Scott (2000: 275) estimated about 60 percent of the new words in reading are analyzable into parts which help in figuring out their meanings. Buddingh (2009) stated roots and affixes can help learners decode new words, even if they are in an unknown or unfamiliar language.

There is increasing interest in morphological awareness as an essential element of vocabulary knowledge, especially in reading (Badriya Al Farsi, 2008). Furthermore, morphological awareness helps the learner more aware of the writing system.

In order to improve student's learning vocabularies, new approaches to teaching vocabulary are needed. Teaching common roots and affixes is the strategy that can help students learn the great amount of vocabulary. It is obvious that there are insufficient morphology researches for Thai students which will be different from those of other language communities around the world.

Word Mapping strategy (WM) by Harris (2007) is the generative morphemic analysis strategy. There are 4 steps as follows:

Step 1: M- Map the word parts

Step 2: A – Attack the meaning of each part

Step 3: P – Predict the word's meaning

Step 4: S – See a dictionary

Example: exploration

M:	word part	Explore	-ation
A:	part meaning	สำรวจ	การ, ความ
P:	prediction of word meaning	การสำรวจ	

Traditional vocabulary instruction (TT) is about requiring relations between words and definitions (McKeown et al., 1985). Donna (2007) stated that “traditional vocabulary teaching is one of direct instruction where word-meaning information is available to the student through either a definition or use of a dictionary”. In this research, there are 4 steps of TT as follows:

Step 1: A teacher shows a picture and asks students “What is the word in the picture?”.

Step 2: Students answer the question.

Step 3: A teacher writes the answer and its' Thai meaning on the whiteboard.

Step 4: Students read aloud.

In this research, both methods, i.e. the Word Mapping strategy and Traditional vocabulary Instruction, were used to translate the whole meaning of vocabulary by using different steps.

1.2 Goal and Objectives

The goal of this research is to study the achievement of using Word Mapping strategy and a Traditional English vocabulary teaching of the first year students at Borai Industrial and Community Education College.

The objectives of this study are as follows:

1.2.1 To compare the achievement of English vocabulary teaching through Word Mapping strategy and Traditional teaching.

1.2.2 To investigate students' satisfaction and attitude towards Word Mapping strategy and Traditional teaching.

1.3 Research Hypotheses

1.3.1 The students' English vocabulary learning achievement in Word Mapping group is higher than Traditional teaching group.

1.3.2 The students' satisfaction and attitude towards Word Mapping group is higher than Traditional teaching group.

1.4 Scope of the Study

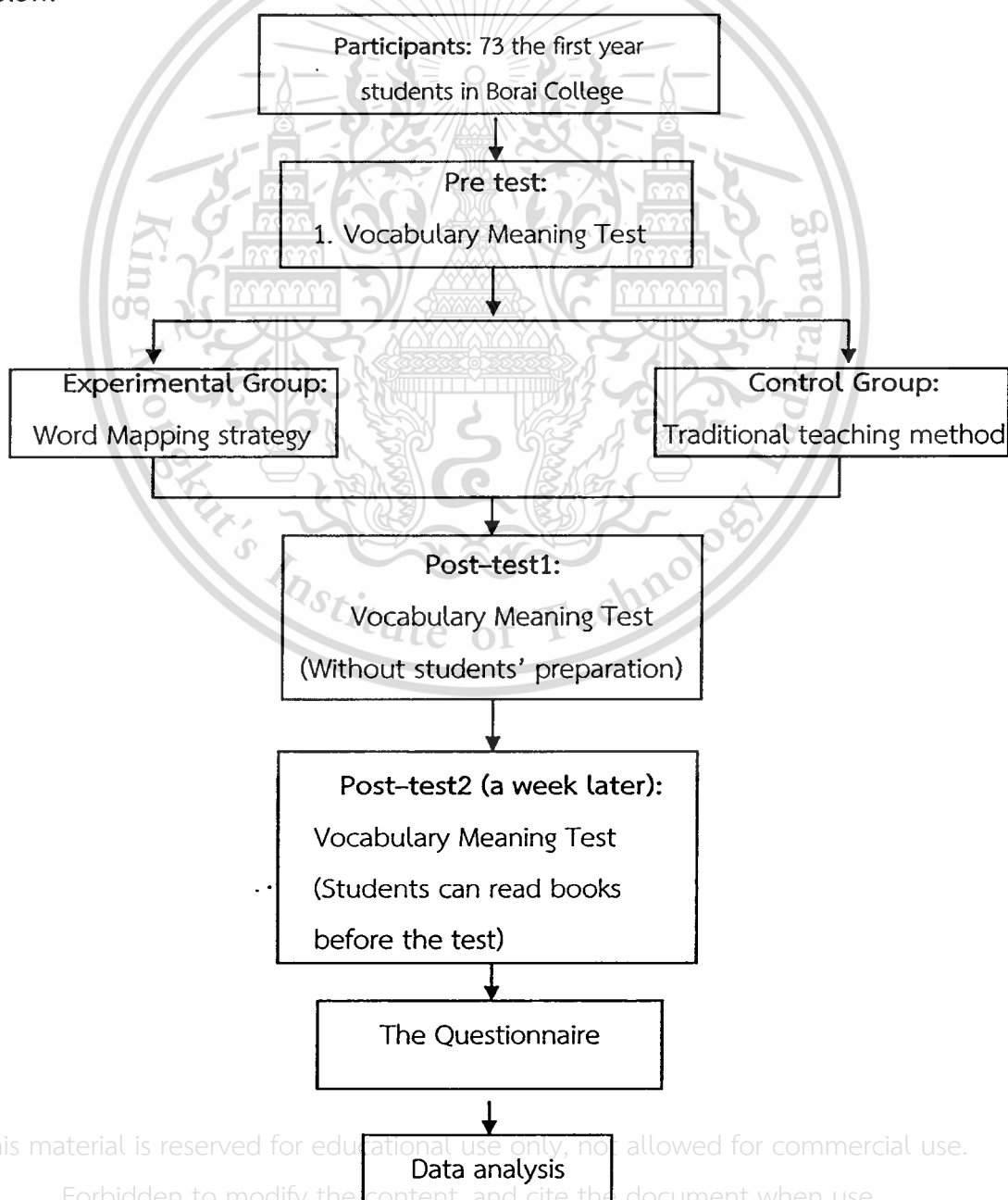
1.4.1 The Sample in this study was 73 first year students at Borai Industrial and Community Education College who enrolled in the course of *English for Communication I* in the first semester 2012. This course was selected because it is a basic English course which every first year students must study before they study specific English courses for their majors in the second year. According to their majors, the students were divided into 2 groups; the number of students in the experimental group is 38 and the control group is 35. Both groups are in the same level of

knowledge of the target words. Then, the average values of post-tests of both groups were evaluated using t-test independent.

1.4.2 The independent variables were Word Mapping strategy and Traditional teaching method. The dependent variables were the achievement test, satisfaction and attitude questionnaire towards Word Mapping strategy and Traditional teaching method.

1.5 Conceptual Framework

This conceptual framework is adapted from Harris (2007) as shown in Figure 1.1 below:



1.6 Process of the Study

The process of the study is ordered as follows:

1.6.1 The instruments: the Questionnaires, Vocabulary Meaning test, and Vocabulary List for *English for Communication 1* were designed, adapted, and modified for efficient measure.

1.6.2 These instruments were approved by three experts and tested by other students for checking the reliability. Some items were reviewed and retested.

1.6.3 The pre-test: Vocabulary Meaning Test was given to all participants at the beginning of the course.

1.6.4 The students were divided into 2 groups. The experimental group was taught by using Word Mapping strategy and the control was taught by using Traditional teaching.

1.6.5 The Vocabulary List (76 affixed words found in the book written by Wichain Chaiwoot, 2011) was taught to the two groups of students; Word Mapping strategy group and Traditional teaching group. Word Mapping strategy is consisted of four steps; mapping the word parts, attacking the meaning of each part, predicting the word's meaning, and seeing the dictionary. Traditional vocabulary instruction is the process of giving the vocabulary definition. The students watch pictures and answer what the word is. After that, teacher writes the correct answer on the whiteboard including its definition and let all of them read aloud. It spent 60 minutes per lesson (11 lessons) on the weekends.

Lessons 1-3 are orientation of each strategy, while each lesson from 4 to 11 consists of about 10 affixes (see Table 3.2).

1.6.6 The post-test 1 (the same as pre-test: Vocabulary Meaning Test) was carried out for checking English vocabulary knowledge of students without students' preparation for the test. After a week, they revise what they learnt and the post-test 2 (as usual standard tests) was carried out with students' preparation.

1.6.7 The students' satisfaction and attitude questionnaire was tried out and collected at the end of the course.

1.6.8 The data was analyzed using Statistics Package for the Social Sciences. The mean score and the standard deviation (SD.) were used to calculate the pre-test, post-tests, and the score of the questionnaire. The t-test independent was used to compare the difference of the mean score of Vocabulary Meaning Test.

1.7 Definition of Terms Used

In this study, definition of terms used is presented as follows:

Morpheme	The smallest unit of meaning in language e.g. pens has 2 morphemes (pen and the plural).
Morphology	Using prefixes, roots, and suffixes within words to derive the meanings of unknown words.
Vocabulary Meaning Test	The test measures student knowledge of word meanings (see Appendix D).
Traditional Teaching	The normal instruction that translates English vocabulary into Thai by using pictures, giving definition of the whole words, and pronunciation, as in the lesson plan.
Vocabulary List for English for communication I	The list of affixes words selected from <i>English for Communication I</i> by Wichian Chaiwoot (2011). All the words have at least a root and a prefix and/or a suffix.
Word Mapping Strategy	The generative morphemic analysis strategy created by Harris (2007). Students divide the word into prefixes, roots, and suffixes. Then, they give the meaning in Thai into each part. After combining the meaning, they check the correct meaning in a dictionary.

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

1.8 Anticipated Outcome

The study is anticipated to be guidelines for developing English vocabulary teaching for vocational students.



This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

CHAPTER 2

LITERATURE REVIEW

This chapter is divided into five sections. The first section presents vocabulary knowledge. The second involves morphology. The third section is the Word Mapping strategy. The fourth is Traditional teaching. The last section is related research.

2.1 Vocabulary

2.1.1 Definition of Vocabulary

Vocabulary is knowledge of words and word meanings (Lehr, Osborn, and Hiebert, 2004). Words come in two forms: oral and print which can be categorized into receptive and productive. Receptive vocabulary means words that we recognize when we hear or see them, e.g. listening and reading. Productive vocabulary refers to words that we use when we speak or write, e.g. speaking and writing. Receptive vocabulary is used in this research.

2.1.2 Knowledge of Word

According to Harmer (1991), knowing a word includes many things, i.e. meaning, word use, word building, and word grammar as Figure 2.1 below:

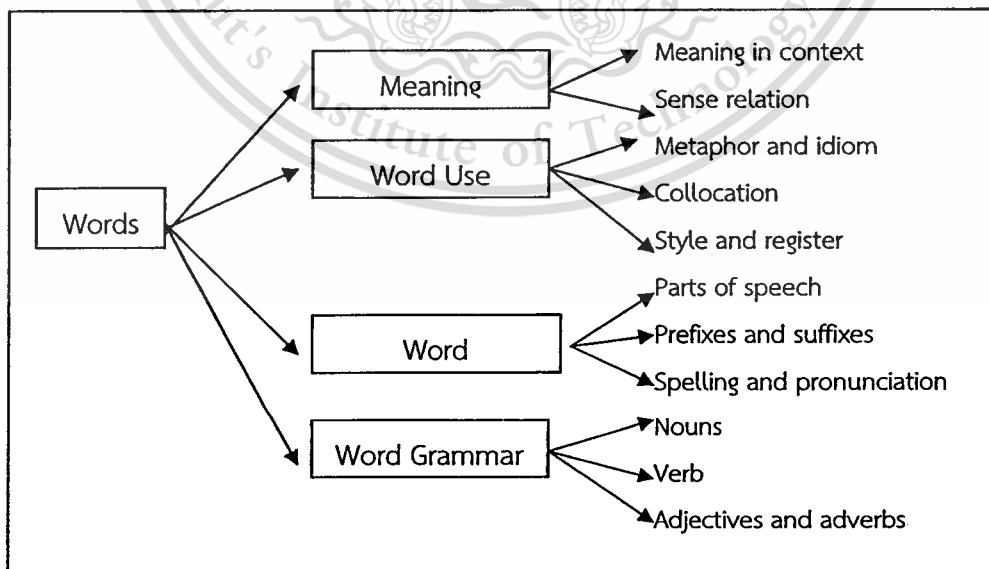


Figure 2.1: Word Knowledge (Harmer, 2008)

2.1.3 Levels of Vocabulary

According to Robinson (1991), vocabulary was divided into 3 levels. Specialist vocabulary is the first type of vocabulary in English for Special Purposes. The second level of vocabulary is variously called semi-technical, sub-technical or general scientific/technical and comprises words which occur in a number of academic, scientific or technical areas. The third level of vocabulary is general and non-academic.

2.1.4 Teaching Vocabulary

Research on vocabulary instructions can be divided into 4 main groups. First, Willingham and Price (2009) cited in Dixon-Krauss (2001) stated that research on vocabulary instruction typically falls into one of three types: (a) indirect instruction which focuses the importance of extensive reading, the significance of a student's prior knowledge, and word saliency (DeRidder, 2002; Freebody and Anderson, 1983a; Nagy, Anderson, and Herman, 1987; Tekman and Daloglu, 2006), (b) direct instruction which studies self-learning strategies, dictionary use, morphology, and mnemonics (Laufer, 2003; Pulido, 2003; Rott, Williams, and Cameron, 2002), (c) authentic word experiences which emphasizes word awareness for vocabulary acquisition (Blachowicz and Fisher, 2006; Dixon-Krauss, 2001; Francis and Simpson, 2003; McKeown, 1993). According to McKeown and Beck (1998), the direct instruction in which specific words are taught through definitions, multiple exposures, and external cues such as recognizing word histories, root and base words to connect the words with meanings. This direct instruction is more effective and more efficient than incidental learning for the acquisition of a particular vocabulary.

Second, there are 4 types of words are taught by explicit instruction (Blachowicz and Fisher, 2005): Comprehension words (essential to understand the selection and/or critical to a unit of study), useful words (not critical to a particular domain, but likely to be encountered in other contexts), academic words (causes much trouble for students lacking school experience), and generative words (provides a portal to further word learning or strategy instruction).

Third, Ebbers and Denton (2008) studied numbers of research on the effects of vocabulary instruction and categorized as follows:

1. Creating a verbal learning environment that promotes word consciousness (such as posting words on walls and teaching by explicit instruction).
2. Selecting and teaching specific words (a list of common words of particular grade level are taught to students).
3. Teaching an independent word learning strategy through a combination of contextual and morphemic analysis (such as teaching " affix words").

Lastly, Harris (2007) stated that almost every instruction to teaching vocabulary can be characterized as a "non-generative" approach which is designed to teach students a single word, but it is not designed to enable students to learn several new words. One generative approach is the morphemic analysis instruction which could acquire a large numbers of words (Harris, 2007 cited in Blachowicz and Fisher, 2000; Graves, 1986; Nagy and Scott, 2000). Word study, with elements of morphology and morphological awareness, may be the key to boosting intermediate students' comprehension. The generative approach seems support expanding of vocational vocabulary knowledge related to this research.

2.2 Morphology

2.2.1 Definition of Morphology

Morphology is one of the most important strategies for studying words. It is the study of the structure of words and rules concerning their usage, including combining and arranging meaningful segments into more complex words. A morpheme is the smallest unit of meaning in language. English morphology includes root word and affix word (Gaustad, 2000). In morphology, students use prefixes, roots, and suffixes within words to derive the meanings of unknown words (Willingham and Price, 2009).

According to Vaezi and Fallah (2010), there are two types of teaching morphology. The first one is the learning of word elements based principally upon ancient Greek and Latin word elements for example, *sur* in the word *surreptitious* and *poly* in the word *polygamy*. The second type which used in this research is the recognition of derived word families or affixes words, such as *consume*, *consumer*, *consumption*. Vaezi and Fallah also cited in Nagy and Anderson (1984) that over 60% of new words learned by students are related to known words in this way.

According to Farsi (2008: 6-7) cited in Coates (1999), morphemes can be classified as free or bound. Free morphemes are those that can exist in their own (e.g. book in notebooks), whereas bound morphemes cannot (e.g. -s in notebooks). Root Words are free morphemes which can stand alone and bind together to form compound word. While the affixes are bound morphemes which need to be attached to another morpheme. Affixes can appear in the forms of:

- Prefixes: bound morphemes that are attached in front of a morpheme, e.g. *reuse*, *discover*, and *encourage*.

- Suffixes: bound morphemes that are attached at the end of a morpheme, e.g. *gives*, *speaking*, and *happily*.

- Circumfixes: bound morphemes that are attached simultaneously before and after the morpheme (not applicable to English language), e.g. *Kedutaan*, *kerajaan*, and *pekerjaan*.

- Infixes: bound morphemes that are attached in the middle of a morpheme (not in English), e.g. *fan-flipping-tastic*.

As we can see in Table 2.1, prefixes and suffixes account for approximately 75% of affixed words and in Table 2.2 is the most frequent affixes.

Table 2.1: The 20 Most Frequent Affixes in Printed School English (White et al.,1989).

Rank	Prefix	% of All Prefixed Words	Suffix	% of All Suffixed Words
1	un-	26	-s, -es	31
2	re-	14	-ed	20
3	in-, im-, il-, ir- (not)	11	-ing	14
4	dis-	7	-ly	7
5	en-, em	4	-er, -or (agent)	4
6	Non-	4	-ion, -tion, -ation,- ition	4
7	in-, im- (in)	3	-able, -ible	2

Table 2.1(continued)

Rank	Prefix	% of All Prefixed Words	Suffix	% of All Suffixed Words
8	over-	3	-al, -ial	1
9	Mis-	3	-y	1
10	Sub-	3	-ness	1
11	pre-	3	-ity, -ty	1
12	inter-	3	-ment	1
13	Fore-	3	-ic	1
14	de-	2	-ous, -eous, -ious	1
15	trans-	2	-en	1
16	super-	1	-er (comparative)	1
17	semi-	1	-ive, -ative, -tive	1
18	Anti-	1	-ful	1
19	Mid-	1	-less	1
20	Under- (too little)	1	-est	1
	All others	3	All others	1

Table 2.2: The Percentage of Affixed Words (White et al., 1989).

Prefixes	% of All Prefixed Words (Cumulative)	Suffixes	% of All Suffixed Words (Cumulative)
1. un- (not)	26	1. -s,-es	31
2. re- (again)	40	2. -ed	51
3. in-, im-, il-, ir- (not)	51	3. -ing	65
4. dis-	58	4. -ly	72
5. en-, em-	62	5. -er -or	76
6. non-	66		
7. in-, im- (in)	69		
8. over-	72		
9. mis-	75		

Farsi (2008: 6-7) cited in Coates (1999) that morphemes are further categorized into derivational morphology and inflectional morphology. Derivational morphology underlined with the processes involved in building lexical word forms e.g. -full, -ness. Inflectional morphology is the processes involved in building grammatical word forms e.g. -ed, -s. The study of morphology has been approached by two complementary approaches: analytic and synthetic (Farsi, 2008 cited in Arnoff and Fudeman, 2005). The analytic approach is related with breaking words into smallest meanings. On the other hand, the synthetic approach is concerned with bringing the smallest morphemes together to form words in order to be able to construct new meaning into words (Farsi, 2008 cited in Arnoff and Fudeman, 2005, Mc-Bride-Chang et al., 2005).

2.2.2 The Importance of Morphology

The importance of morphology has long been considered and promoted in English language teaching (Deng, 2010 cited in Dale, 1965; Nagy and Scott, 2000). There is increasing interest in morphological awareness as an essential dimension of vocabulary knowledge. Researchers admit that vocabulary learning can happen through morphological analysis (Nagy and Scott, 2000). Meaning of words sometimes can be understood by the morphemes e.g., prefixes, suffixes, word endings, and word roots (Baumann et al., 2002). Knowledge of morphology also supports students' independent vocabulary learning (Baumann et al., 2003). Morphology is an important part that advocates students' vocabulary achievement. Besides, Rick DuVall (2011) mentioned many advantages for studying Morphology as follows:

1. Expand vocabulary
2. Provide deeper insight into decoding
3. Increase listening and reading comprehension
4. Increase conventional spelling skills
5. Expand interest in the English language

In summary, Morphological analysis is one of the least exploited aids to fluent comprehension (Ebbers, 2009 cited in Wolf, 2007). The greatest benefit from instructional time spent on word study can be gained from exploring roots, prefixes, suffixes, and networks of related words (Henry, 1997).

2.2.3 The Role of Morphological Awareness in Vocabulary Learning

According to Stanfa (2010), the role of morphological awareness may be focuses on the area of vocabulary learning. Because a substantial number of English words have meanings which are predictable from the meanings of their parts. She revealed many facts to support the idea. For example, Anglin (1993) stated more than half the words in English are morphological words. Furthermore, many types of words are more common in written language than in spoken language-affixed words outnumber root words in printed school English by a factor of almost four to one (Nagy and Anderson, 1984). Moreover, Nagy and Anderson (1984) estimated that 60% of the unfamiliar words a reader encounters can be translated by morphological method.

School-aged children encounter a great number of unfamiliar words can apply the use of the context to determine a word's meaning, but it does not always support sufficient clues to determine the meaning of an unfamiliar word as using word's morphological structure. Anglin (1993) described that vocabulary growth is correlative to morphological knowledge of children in grades 1, 3, and 5. He estimates that students in grade 1 know about 3,000 root words and about 7,500 root words in grade five, a growth rate of about 1,100 words per year whereas students' knowledge of derived words increased from 1,800 to 16,000, a growth rate of 3,500 words per year.

2.2.4 Teaching Morphology

Hamlyn et al., (2009) classified teaching Morphology into 4 basic principles, i.e. (1) teaching morphology in the context, (2) teaching students to use morphology as a cognitive strategy with explicit instruction, (3) teaching the underlying morphological knowledge both explicitly and in context, and (4) teaching morphology in relation to cognate instruction for non English speaking students.

Nippold and Sun (2008) recommended that teachers should select the complex words from the curriculum and teach them since the use of morphological analysis as a vocabulary learning strategy is a teachable skill. As Nippold and Sun (2008) stated as follows:

“the focus of studying should be on roots as well as affixes, while morphologically complex words should be selected from the curriculum,

particularly derived nominals and derived adjectives that occur in reading materials that are used in challenging subjects”

(Nippold and Sun, 2008).

2.2.5 Morphological Study

For developing vocabulary knowledge, morphological instruction has been attractive for many researchers. Goodwin and Ahn (2010) compiled many morphological teaching strategies researches, including (1) affixed and root word instruction, (2) identifying affixed and root words, (3) building words from morphemes, (4) compound word instruction, (5) emphasizing inflectional morphological awareness, (6) linking morphemes to grammar, teaching morphological patterns and rules, (7) distinguishing between morphemes and pseudo morphemes, (8) using context, (9) word family instruction, (10) identification of words by analogy, (11) instruction in word origins, (12) using word sorts to highlight morphological features, and (13) word mapping (see Table 2.3).

Table 2.3 Types of Morphological Instruction

Researchers	Affix meanings	Root words	Seeking part you know/ identify	Building words
Abbott and Berninger(1999)	/		/	
Arbak and Elbro (2000); Elbro	/	/	/	/
andAmbak(1996)				
Berninger et al (2008)			/	/
Berninger et al (2003)	/	/	/	/
Filipini (2007)	/		/	/
Harris (2007)	/	/	/	
Henry (1987, 1988); Henry et al. (1989)	/	/	/	/
Katz and Carlisle (2009); Carlisle (2007)	/	/	/	/
Kirk and Gillon (2009)	/	/	/	

Table 2.3 (continued) Types of Morphological Instruction

Researchers	Affix meanings	Root words	Seeking part you know/ identify	Building words	Compound words	Emphasis on inflectional morphology	Links to grammar	Morpheme pattern/ rules	Morphemes vs. pseudo-morphemes	Relate Morphemes to spelling
Lovett et al. (2000)	/		/		/					
Lovett and Steinbach (1997)	/		/		/					
Roberts Frank (2008)	/	/		/				/		/
Robinson and Hesse (1981)			/	/				/		/
Tomensen and Aarnoutse (1998)			/							
Tyler et al. (2003)	/					/	/	/		
Tyler et al. (2002)	/					/	/	/		
Vadasy et al. (2006) – Study 1			/					/		/
Vadasy et al. (2006) – Study 2			/					/		/

Table 2.3 (continued)

				/					Using context
									Word families
						/	/		Word identification by analogy
									Word mapping/ word matrices
					/				Word origin
									Word sorts

From the Table 2.3, there are 6 instructions investigated a few times; links to grammar, morpheme vs. pseudo-morphemes, words families, word identification by analogy, word sorts, and Word Mapping strategy which studied only one time. For finding the overall effect of morphological instructions, Goodwin and Ahn (2010) used a meta-analytic technique (a tool that enables researchers to evaluate similarities across studies, and if not, to explore the sources of variations in study results) to compute and further compare its effect by several factors that might lead to variations in study findings.

In conclusion from overall findings, morphological instruction revealed a significant development on literacy achievement. Specifically, its effect was significant on several literacy outcomes such as phonological awareness, morphological awareness, vocabulary, reading comprehension, and spelling.

2.3 Word Mapping Strategy

According to Harris (2007), the Word Mapping strategy is the generative morphemic analysis strategy which students can use to predict the meanings of unknown vocabulary words (see Table 2.4). The strategy involves breaking words into their morphemic parts, attaching meaning to each word part, making a prediction about the meaning of the unknown word based upon the meaning of each part, and checking the dictionary for the definition.

Table 2.4: Word Mapping Steps

Step	Explanation
Step 1	M- Map the word parts
Step 2	A - Attack the meaning of each part
Step 3	P - Predict the word's meaning
Step 4	S - See the meaning in a dictionary

From Table 2.4 Word Mapping steps can be divided into 4 steps; (1) map the word parts, (2) attack the meaning of each part, (3) predict the word's meaning, and (4) see the dictionary. The flow chart of Word Mapping steps shown in Figure 2.2 and the example of Word Mapping strategy in Figure 2.3 below:

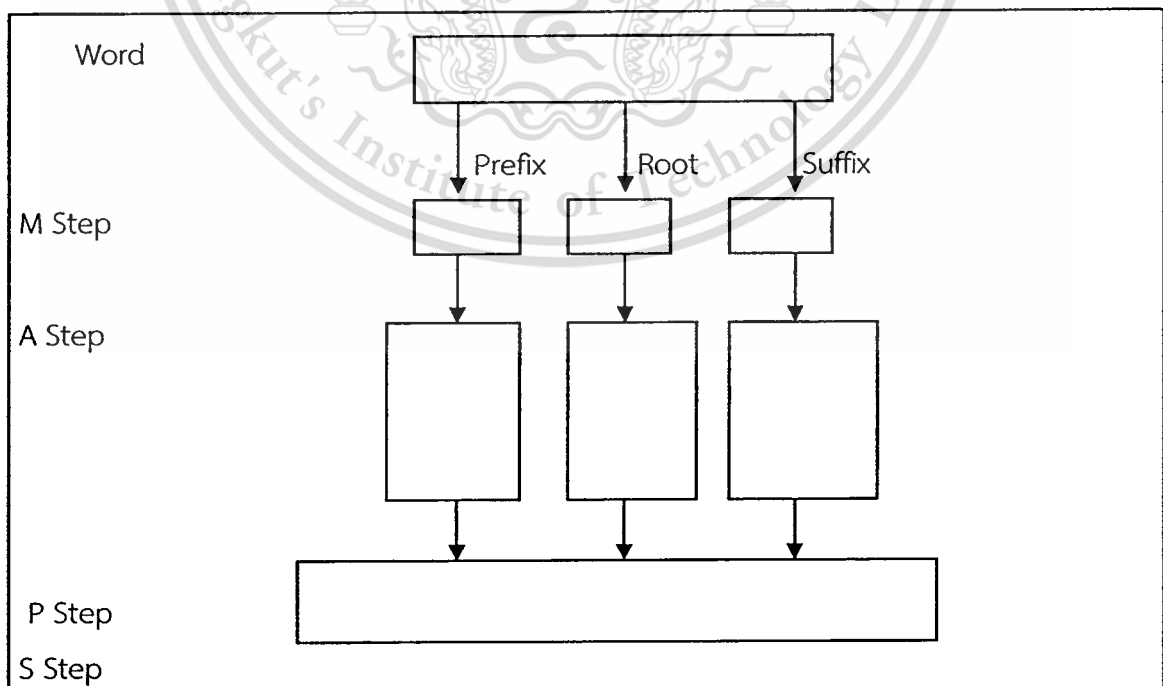


Figure 2.2: Word Mapping Illustration (Harris, 2007)

This material is restricted to personal, non-commercial use.

Forbidden to modify the content, and cite the document when use.

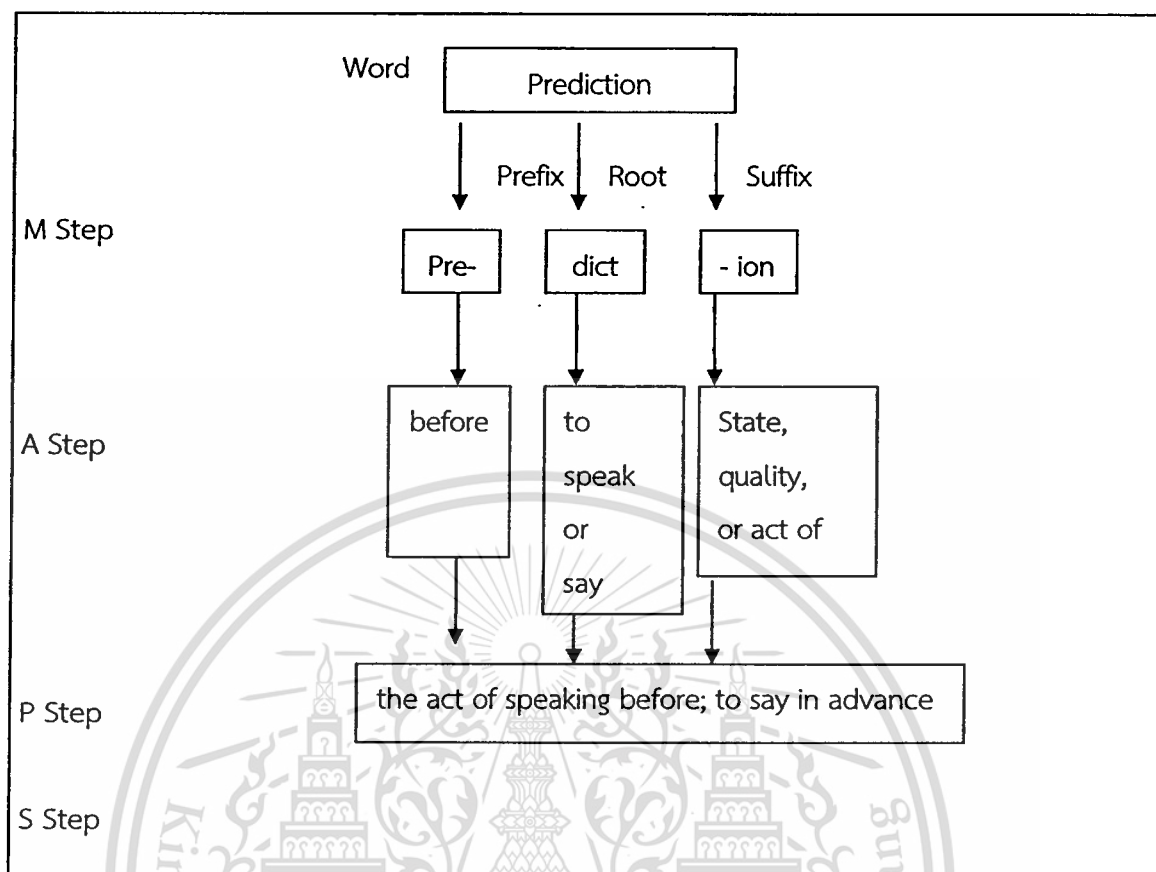


Figure 2.3: The Example of Word Mapping Strategy

Table 2.4 and Figure 2.2 and 2.3 are graphic devices used to encourage students through the steps of the Word Mapping Strategy. For the first step, they write the new word in the top box; they write the word parts (i.e. prefix, root, and suffix) in the next level of boxes. Secondly, writing the meaning of each word part during in the third level of boxes. The final box provides a place to predict the meaning of the word during the third steps by blending the meanings of all parts together. Students can adjust the meaning of the word in this final box after they check its meaning in the dictionary. This final part of the strategy allows students to check their predictions against a source and gather feedback for themselves about the accuracy of their predictions.

2.4 Traditional Vocabulary Teaching

Traditional vocabulary instruction is about requiring relations between words and definitions (McKeown et al., 1985). Donna (2007) stated that “traditional vocabulary teaching is one of direct instruction where word-meaning information is available to the student through either a definition or use of a dictionary”. In this research, Traditional teaching is a typical instruction using pictures, giving definition of the whole words, and pronunciation, as follows:

Table 2.5: Traditional Vocabulary Teaching Steps

Step	Explanation
Step 1	A teacher shows a picture and asks students “What is the word in the picture?”.
Step 2	Students answer the question.
Step 3	A teacher writes the answer and its’ Thai meaning on the whiteboard.
Step 4	Students read aloud.

From Table 2.5, Traditional teaching steps can be divided into 4 steps; (1) a teacher shows a picture and asks students, (2) students answer the question, (3) a teacher writes the answer and its’ meaning Thai, and (4) students read aloud.

2.5 Related research

In the area of teaching vocabulary, there are many research related to morphology. Understanding word part is useful for English language learners. Many studies show the successfulness of morphological instruction and vocabulary growth of English learners.

Roots and affixes can help students decipher new words, even if they are in unfamiliar words. Buddingh (2009) studied “The Effects of Teaching Roots and Affixes on the Vocabulary Development of Underperforming Students”, the results of a pre-test and post-test showed students who were given explicit instruction in roots and

affixes performed better than those who did not receive explicit instruction. While Wysocki and Jenkins (1987) studied whether the fourth, sixth and eighth graders use morphological analysis to arrive at the meaning of complex words. The study revealed that the students perform better with related words. The sixth- and eighth-grade students were more skilled than fourth-grade students in using context clues as well as morphological clues. Similarly, Carlisle (2000) studied the relationship between third and fifth graders' awareness of morphological structure and defining meanings of complex words, and the relationship between morphological awareness and reading comprehension. The results showed the ability to define complex words correlated with morphological awareness for both grades. Donna (2007) estimated two methods of instruction for prefixed words; Morphemic Analysis and Whole Word Meaning. The participants in this study were seventy-five sixth-grade students from a rural middle school. Methods were similar to teaching 24 prefixed words. Analysis of data revealed that students in Morphemic Analysis instruction group made a greater gain in prefix knowledge (17%).

From the above findings, we can see that the knowledge of roots and affixes has been proven to help students of all ages. Moreover, the ability to analyze morphological structure increases when they get older. In a study conducted by Nagy et al., (1993) focusing on students' knowledge of 10 derivational suffixes (e.g. -ness, -ity, -ful). Six hundred and thirty students participated in the 4th, 7th, and 10th grades. They concluded that the older students performed significantly better than younger students on the tests, with a main difference between fourth- and seventh-grade students. Nagy and Anderson (1984) surveyed 88,500 words from the school texts, each word having related forms of morphemic and contextual analysis. Nagy et al. (1989) concluded that adults studying a morphological family recognize words more quickly than the others. Lastly, Harris (2010) cited in Anglin et al., (1993) in the topic of an investigation that examined elementary school children's morphological development during the elementary grades. The aim of the study was to inspect the growth of recognition vocabulary during early-middle elementary years in relation to the development of morphological knowledge. 96 children from two elementary schools in grades 1, 3, and 5 participated in this study. The result revealed that the 6-year-olds progressed through an average of 103 words, while the 8-year-olds progressed through an average of 160 words, and the 10-year-olds progressed

through an average of 196 words. Anglin et al., (1993) found that the ability to analyze morphological structure increases with age and grade.

Roots and affixes also support students in a various fields of learning. Wang, et al., (2008) studied establishment of a medical academic word list. An official Medical Academic Word List were from the most frequently used medical terms. He found that 12.24% of all words came from a group of word families or sets of roots and affixes which proved to be very beneficial for medical students to learn and therefore perform better on tests. Thus, the knowledge of roots and affixes are advantages not only English Language arts students, but also other fields of students.

Morphology knowledge improves language competence. Ebbers (2009) cited Carlisle and Katz (2006) about the effects of word family frequency (e.g. friend, friendly, unfriendly, friendliness, and friendship) in weak and strong readers in the fourth and sixth grade. Strong readers advantaged most from word family, but even weak readers generally read words more rapidly and more correctly if they knew a collection of word family.

Farsi (2008) cited Ku and Anderson (2003) studied whether morphological awareness plays a significant role in vocabulary acquisition and reading proficiency among the second, fourth and sixth American and Chinese graders of English and Chinese languages. These tests were a morpheme recognition test, morpheme interpretation test and a pseudo word judgment test. The results revealed that morphological awareness is developed gradually throughout the students' language experience, and that morphological awareness is necessary for English and Chinese vocabulary acquisition and reading proficiency. Goodwin and Ahn (2010) studied mean-change differences between control and treatment groups from 17 independent studies, investigating the effect of morphological interventions on literacy outcomes for students with literacy difficulties. From the findings, morphological instruction revealed a significant development on literacy achievement. Specifically, its effect was significant on several literacy outcomes such as phonological awareness, morphological awareness, vocabulary, reading comprehension, and spelling.

Finally, Harris (2007) tested the effects of Word Mapping strategy, Lincs strategy and normal instruction for teaching high school students with learning disabilities and other students for analyzing and predicting the meaning of words. The results

showed that the students in the Word Mapping condition were significantly able to predict the meaning of more words than students in the other groups.

In order to improve student's learning vocabularies, new approaches to teaching vocabulary are needed. Teaching common roots and affixes is the strategy that can help students learn the great amount of vocabulary. It is obvious that there are insufficient morphology researches for Thai students which will be different from those of other language communities around the world. Probably, Word Mapping Strategy enables Thai vocational students to develop their vocabulary knowledge in fast rate.



CHAPTER 3

RESEARCH METHODOLOGY

The third chapter consists of six sections: type of research, subjects, instruments, instructions strategy, procedures, and data analysis.

3.1 Type of Research

This research is an experimental research comparing the effectiveness of using Word Mapping strategy and Traditional teaching in English vocabulary.

3.2 Subjects

Subjects in this study were the first year students of Borai Industrial and Community Education College who enrolled the course of *English for Communication 1* in 2012. The total 73 students were majoring in Accounting, Business Computer, Auto Mechanic, Electrical Power, and Electronics. According the results of pre-test and their majors, the students were divided into 2 groups; the experimental group was 38 students in Accounting and Auto Mechanic majors. The control group was 35 students in Business Computer, Electrical Power, and Electronics majors. The first group was taught with Word Mapping strategy and the second group was taught with the Traditional teaching.

Table 3.1: Subjects

Grade	Major	Numberof Students
10	Accounting	18
10	Business Computer	15
10	Auto Mechanic	20
10	Electrical Power	14
10	Electronics	6
	Total	73

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

3.3 Instruments

3.3.1 Vocabulary Meaning Test

Vocabulary Meaning Test was written to measure the students' knowledge of the whole word's meaning. It consisted of 30 items (1 hour for testing) on which students could write the meanings of affixed words, which selected by the table of random digits sampling, from the course book - *English for Communication I* written by Wichian Chaiwoot (2011). Index of Item – Objective Congruence or IOC was used and approved by three experts for checking validity (0.99) and the Cronbach method was used for checking reliability (0.8918).

3.3.2 Questionnaire

The student questionnaire was designed to measure satisfaction and attitude towards the WM and the TT groups. It consisted of 9 items (half an hour for answering the questions) using a 5-point Likert scales ranging from “Completely Agree” to “Completely Disagree”. The questions were compiled to elicit the opinions of students about the teaching steps of the two methods mixed with some items from the researcher. Pilot studies were conducted for the purpose of refining the instrument. Then, its validity was approved by three experts (1.00).

3.4 Instruction Strategy and Material

3.4.1 Word Mapping Strategy

Word Mapping strategy is the generative morphemic analysis strategy which students can use to predict the meanings of unknown vocabulary words. The strategy is the recognition of derived affixes words. It consists of four steps as follows:

Step 1: M– Map the word parts

Step 2: A – Attack the meaning of each part

Step 3: P – Predict the word's meaning

Step 4: S – See the meaning in the dictionary

3.4.2 Traditional Vocabulary Teaching

Traditional vocabulary instruction is the normal way that teachers teach students to require relations between words and definitions. It is the process of giving the vocabulary definition in *English for Communication 1*. The teacher let students watch pictures and ask them what the word is. After that, the teacher writes the correct answer on the whiteboard including its definition and let all of them read aloud.

3.4.3 Material

The textbook in this study is *English for Communication 1* written by Wichain Chaiwoot (2008), which was permitted by Vocational Education Commission as an English textbook for the first year English course. The teaching consists of 8 lessons. Each lesson is divided into five parts, i.e., Vocabulary, Communication, Reading, Grammar, and Writing. This study focuses on vocabulary part, especially the affixed words.

3.5 Procedures

3.5.1 The Pre-test

According the results of pre-test and their majors, the first year students were divided into two groups. Then, Vocabulary Meaning Test was administrated. The experimental group was taught by using Word Mapping strategy while the control group was taught by using Traditional teaching method.

3.5.2 Teaching

Instruction for each group took 11 lessons; each lesson was 60 minutes long. The lessons for each group consisted of in two phases: Orientation and List of Vocabulary. The details of teaching plan are in Table 3.2 as follows (see more detail in Appendix F):

Table 3.2: The Teaching Plan for the Vocabulary List

Lesson Plan		Test	Time
Word Mapping	Traditional	<input checked="" type="checkbox"/> Word Mapping	Monday – Friday (11 hours)
		<input checked="" type="checkbox"/> Traditional	
		Meaning Test (Test 2) (30 items)	
Lesson 1: Basic Concepts about Prefixes	Lesson 1 Asking words' Meanings by using pictures or word cards	–	1 hours
Lesson 2: Basic Concepts about Suffixes	Lesson 2 Spelling and pronouncing words	–	1 hours
Lesson 3: Word Mapping Strategy	Lesson 3 Traditional Teaching	–	1 hours
Lesson 4: Teaching 9 affixes		Lesson 4 1. Goddaughter 2. Godmother 3. Stepdaughter 4. Stepmother	1 hours
Lesson 5 Teaching 8 affixes		Lesson 5 1. Grandchild 2. Grandfather 3. Subway	1 hours
Lesson 6 Teaching 11 affixes		Lesson 6 1. Camping 2. Doing 3. Driving 4. Growing 5. Jogging	1 hours

Table 3.2 (continued)

Lesson Plan		Test	Time
Word Mapping	Traditional	<input checked="" type="checkbox"/> Word Mapping	Monday – Friday (11 hours)
		<input checked="" type="checkbox"/> Traditional	
		Meaning Test (Test 2) (30 items)	
Lesson 7 Teaching 11 affixes		Lesson 7 1. Playing 2. Shopping 3. Watching 4. Listening	1 hours
Lesson 8 Teaching 9 affixes		Lesson 8 1. Actor 2. Announcer 3. Barber	1 hours
Lesson 9 Teaching 8 affixes		Lesson 9 1. Singer 2. Farmer	1 hours
Lesson 10 Teaching 10 affixes		Lesson 10 1. Artist 2. Musician 3. Technician 4. Canadian	1 hours
Lesson 11 Teaching 10 affixes		Lesson 11 1. Trains 2. Personal 3. Flowers 4. Married 5. Widowed	1 hours

3.5.3 The Post-tests and Questionnaire

Vocabulary Meaning Test was designed to examine the strategies the students learned. It was tried out with the WM group and the TT group after they studied 76 affixed words twice. First, post-test 1 was carried out for checking English vocabulary knowledge of students without students' preparation for the test. After a week, they revised what they learnt and the post-test 2 (as usual standard tests) was carried out with students' preparation. Then, students' attitude and satisfaction questionnaire was given to the both groups of students.

3.6 Data Analysis

Statistics Package for the Social Sciences was used to analyze the data as follows:

3.6.1 Evaluating the achievement between the two instructions

Percentage, mean, median, and standard deviation were used to calculate the pre-test and post-tests scores of the two groups. After that, the t-test independent was used to assess whether the means of the two groups were statistically different.

3.6.2 Evaluating students' satisfaction and attitude between the two instructions

Mean and Standard Deviation were used to calculate students' satisfaction and attitude scores of the two groups of students.

CHAPTER 4

RESULTS

The purposes of this research are to compare the achievement of using Word Mapping strategy (WM) and Traditional teaching method (TT) and to investigate students' attitude of the first year students in Borai Industrial and Community Education College toward these two teaching methods.

Data from the pre-test and post-tests assessments on each method, Vocabulary Meaning Test, was statistically analyzed to compare students in the two measures. The questionnaire was administered at the end of the study to survey students' attitude towards both kinds of instructions. Statistics Package for the Social Sciences was used to analyze the data.

In this chapter, the analysis of data presents according to the two research hypotheses in turn:

1. The students' English vocabulary learning achievement in Word Mapping group is higher than Traditional teaching group.
2. The students' satisfaction and attitude on English vocabulary learning achievement in Word Mapping group is higher than Traditional teaching group.

Research Hypotheses 1: The students' English vocabulary learning achievement in Word Mapping group is higher than Traditional teaching group.

Insights into the differences of students' achievement in English vocabulary learning between the WM strategy and the TT method, the answers are divided into three main items.

4.1 The students' English Vocabulary Learning Achievement

Table 1 and 2 show the development of the students' number in the TT group and the WM group as follows:

Table 4.1: The Frequency and Percent of Pre-test and Post-tests of Students in Traditional Teaching Group

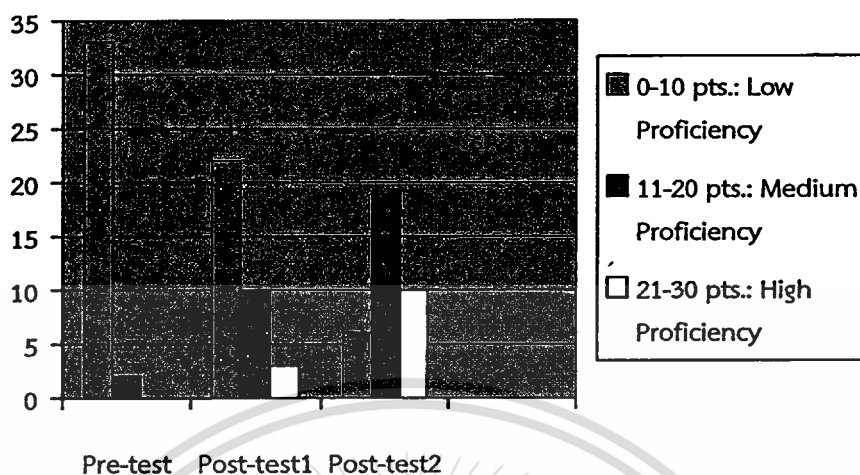
Score Test	1 - 10		11 - 20		21 - 30		Total Students
	Freq.	%	Freq.	%	Freq.	%	
Pre-test	33	94.3	2	5.7	-	0.00	35
Post-test 1	22	62.9	10	28.6	3	8.6	35
Post-test 2	6	17.1	19	54.3	10	28.6	35

Table 4.2: The Frequency and Percent of Pre-test and Post-tests of Students In Word Mapping Strategy Group

Score Test	1 - 10		11 - 20		21 - 30		Total Students
	Freq.	%	Freq.	%	Freq.	%	
Pre-test	32	84.2	6	15.8	-	0.00	38
Post-test 1	15	39.5	13	34.2	10	26.3	38
Post-test 2	5	13.2	13	34.2	20	52.6	38

As we can see from Table 4.1 and 4.2, the scores of each group were divided into three intervals, i.e. pre-test, post-test 1, and post-test 2. The students' achievement scores of the WM group were higher than the TT group in both post-tests. In post-test 1, the WM average score was at 26.3% while the TT gained only 8.6 %. In the second post-test, the WM score increased significantly to 52.6% whereas the TT score was at 28.6%. The results revealed that the students' English vocabulary learning achievement in Word Mapping group was higher than Traditional teaching group. For the sake of clarity on the achievement of vocabulary learning of the two groups, the results were plotted to show the differences of the development of the students' number in Traditional teaching and Word Mapping group in Graph 1 and 2 below.

Numbers of Students



Graph 4.1: The learning achievement of the TT Group

Numbers of Students



Graph 4.2: The learning achievement of the WM Group

From Graph 4.1 and 4.2, both Word Mapping strategy and Traditional teaching are successful to promote the vocabulary knowledge of the TT and WM groups. The number of low proficiency of the TT and WM groups in pre-test 1 to post-test 1-2 decreases continuously. While the number of medium and high proficiency of the TT

and the WM groups in post-test 1- 2 increases. Especially, the number of high proficiency of the WM group increases multiple.

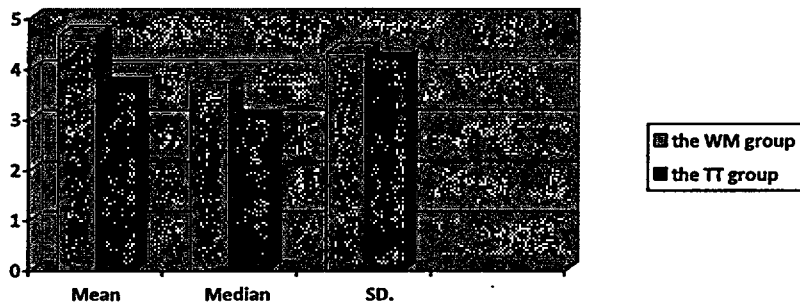
In conclusion, the two graphs above reveal that the development of the students' number in vocabulary learning of the WM group is higher than the TT group in both post-test 1 and 2.

4.2 The Comparison of Mean, Median, and Standard Deviations of Pre-test and Post-test between Traditional Teaching Method and Word Mapping Strategy

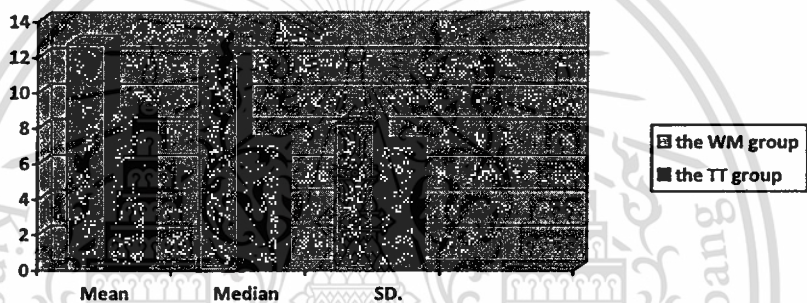
Table 4.3: The Mean, Median, and Standard Deviations of Pre-test and Post-tests

tests Statistics	Pre-test	Post-test1	Post-Test2
Mean[TT]	3.6571	8.6429	15.5143
Mean[WM]	4.6711	12.7237	19.4211
Median[TT]	3.0000	7.0000	14.0000
Median[WM]	3.7500	12.0000	22.0000
SD. [TT]	4.15822	6.94047	6.52088
SD. [WM]	4.34380	8.25906	8.16843

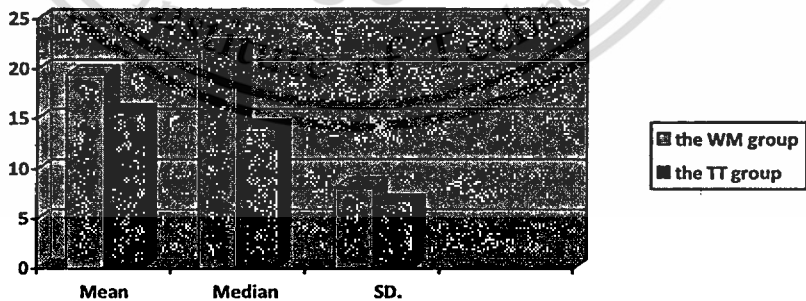
Table 4.3 shows the basic statistics of mean and standard deviation used to calculate the pre-test and post-tests scores of the two groups. Mean scores of pre-test, post-test 1, and post-test 2 of the TT Method were 3.6571, 8.6429, and 15.5143 respectively while Mean scores of the WM strategy were 4.6711, 12.7237, and 19.4211 respectively. Median scores in each test of the TT group were 3.0000, 7.0000, and 14.0000 while Median scores of the WM group were 3.7500, 12.0000, and 22.0000. Finally, the Standard Deviations of the TT group were 4.15822, 6.94047, 6.52088 whereas the SD of the WM group were higher, i.e. 4.34380, 8.25906, 8.16843 respectively.



Graph 4.3: The Mean, Median, and Standard Deviations of Pre-test

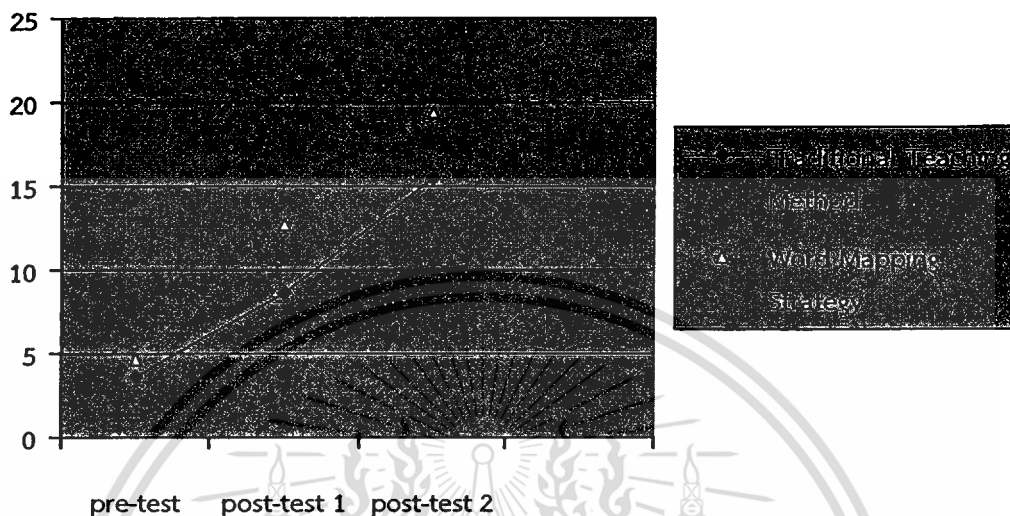


Graph 4.4: The Mean, Median, and Standard Deviations of Pos-test 1



Graph 4.5: The Mean, Median, and Standard Deviations of Pos-test 1

In an attempt to get a clear picture of vocabulary studying achievement of each group, the t-test independent was used to assess whether the means of the two groups were statistically different as can be seen in Graph 4.6 below:



Graph 4.6: The Mean Score of Traditional Teaching and Word Mapping Strategy

The graph effectively shows the results of Vocabulary Meaning test. It indicates that the students in the WM group scores significantly higher on the post-test 1 and post-test 2 than the TT group. Mean scores of the TT method are 3.6571, 8.6429, and 15.5143, while Mean scores of the WM Strategy are 4.6711, 12.7237, and 19.4211 respectively. The t-test independent was used to assess the means of the two groups. It shows that the students in the WM group scores significantly higher on the post-test 1 (.026) and post-test 2 (.028) than the TT group.

Rerearch Hypothesises 2: The students' satisfaction and attitude towards English vocabulary learning achievement in Word Mapping group is higher than Traditional teaching group.

A week after the post-test 1, the scores of pre-test, post-test 1 was announced to the two groups of students. Then, "Satisfaction and Efficiency Questionnaire" were

administered to the students. The questionnaires are consisted of nine items as follows:

The TT Group Questionnaire

1. * I am satisfied that I can know the meanings of words by using pictures and word cards.
2. * I am satisfied that I can spell and pronounce the words correctly.
3. I am satisfied that I can know the meanings of the taught words.
4. I am satisfied that I can know the meanings of unknown words.
5. I am satisfied with the instruction.
6. The instruction helps me to study the meanings of words by myself.
7. I feel confident to translate the word's meaning.
8. The instruction is interesting.
9. According to the instruction, I can memorize the taught words.

The WM Group Questionnaire

1. * I am satisfied that I can identify and know the meanings of affixes.
2. * I am satisfied that I can identify and know the meanings of root words.
3. I am satisfied that I can know the meanings of the taught words.
4. I am satisfied that I can know the meanings of unknown words.
5. I am satisfied with the instruction.
6. The instruction helps me to study the meanings of words by myself.
7. I feel confident to translate the word's meaning.
8. The instruction is interesting.
9. According to the instruction, I can memorize the taught words.

The star (*) means the different question.

4.3 The Students' Satisfaction and Attitude towards the Two Techniques

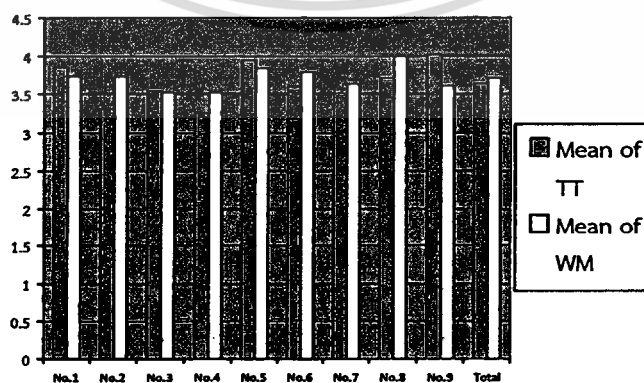
When asked the students about their satisfaction and attitude towards the TT and the WM technique using the questionnaire which consisted of nine items above, the results reveal that on average the students rated their points of the WM strategy

(mean 3.7105) slightly higher than the TT method (mean 3.6413) as shown in Table 4 below.

Table 4.4: The Students' Satisfaction and Attitude towards the Two Techniques

Item Mean/SD										Total
	No.1	No.2	No.3	No.4	No.5	No.6	No.7	No.8	No.9	
Mean of TT	3.8571	3.3143	3.5429	3.2571	3.9429	3.6000	3.5143	3.7143	4.0286	3.6413
Mean of WM	3.7368	3.7368	3.5263	3.5263	3.8421	3.7895	3.6316	4.0000	3.6053	3.7105
SD. of TT	.64820	.90005	.81684	1.0387	.96841	1.0058	.91944	.89349	.74698	.51561
SD. of WM	.64449	.68514	.64669	.68721	.75431	.81067	.71361	.56949	.85549	.49861

The mean level of satisfaction and efficiency range from 3.25 – 4.02 for the WM group and from 3.52 – 4.00 for the TT group on individual items. From the total Mean scores, the WM group is 3.7105 whereas the TT group is 3.6413. As we can see that the lowest rating scores of both groups are above 3.25. However, the Mean score of some items of the WM strategy i.e. item 1, 3, 5, and 9 are not higher than the Mean score of some items of the TT group as we can see clearly in Graph 4.7 below:



Graph 4.7: The Mean Scores of the Students' Satisfaction and Attitude

Graph 4.7 shows the results of nine items asking about the students' attitude towards the two techniques using the 5 – point Likert scale questionnaire. The results reveal that the students rated their points of the WM strategy higher than the TT method. The total mean score of the WM group is 3.7105 and the TT group is 3.6413. The mean levels of 5 items, i.e. 2, 4, 6, 7, and 8 of the WM group are higher than the TT group as follows:

1. Item 2 “I am satisfied that I can spell and pronounce the words correctly (the TT group)” is 3.3143 and 3.7368 for “I am satisfied that I can identify and know the meanings of root words (the WM group)”.

2. Item 4 “I am satisfied that I can know the meanings of unknown words”. The mean for the TT group is 3.2571 and 3.5263 for the WM group.

3. Item 6 “The instruction helps me to study the meanings of words by myself”. The mean for the TT group is 3.6000 and 3.7895 for the WM group.

4. Item 7 “I feel confident to translate the word's meaning”. The mean for the TT group is 3.5143 and 3.6316 for the WM group.

5. Item 8 “The instruction is interesting”. The mean for the TT group is 3.7143 and 4.0000 for the WM group.

On the other hand, the mean scores of 4 items, i.e. 1, 3, 5, and 9 of the TT group were higher than the WM group as follows:

6. Item1 “I am satisfied that I can know the meanings of words by using pictures and word cards (the TT group)” is 3.8571 and 3.7368 for “I am satisfied that I can identify and know the meanings of affixes (the WM group)”.

7. Item 3 “I am satisfied that I can know the meanings of the taught words” The mean for the TT group is 3.5429 and 3.5263 for the WM group.

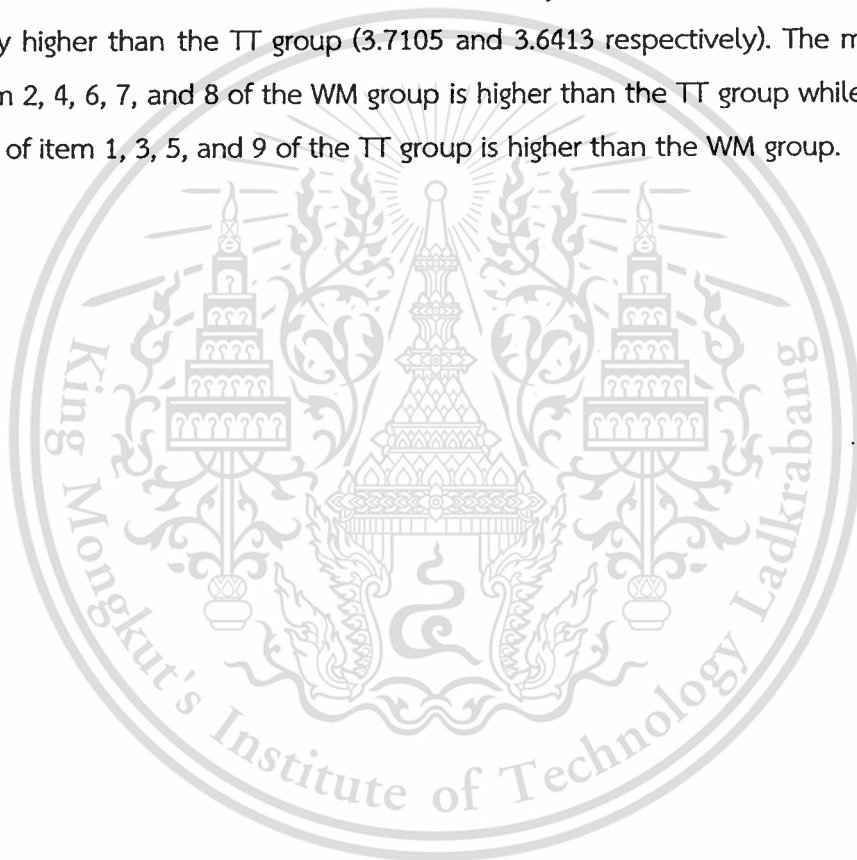
8. Item 5 “I am satisfied with the instruction” The mean for the TT group is 3.9429 and 3.8421 for the WM group.

9. Item 9 “According to the instruction, I can memorize the taught words” The mean for the TT group is 4.0286 and 3.6053 for the WM group.

In conclusion, even though the average mean score of the students' satisfaction of Word Mapping group is higher than Traditional group, it does not mean that students are totally satisfied the WM instruction than the TT method. Many points of view have to be discussed in details (see Chapter 5).

4.4 Summary of the Overall Findings

1. From pre-test to post-test 1 and 2, the mean scores of Vocabulary Meaning test of each group high up continuously.
2. The achievement on Vocabulary Meaning Test of the WM strategy group scores significantly higher than the TT method.
3. The level of satisfaction and efficiency in both groups are in the good – excellent grade. The lowest rating scores of both groups are in good grade.
4. The overall results of Satisfaction and Efficiency Questionnaire of the WM group is slightly higher than the TT group (3.7105 and 3.6413 respectively). The mean levels of item 2, 4, 6, 7, and 8 of the WM group is higher than the TT group while the mean levels of item 1, 3, 5, and 9 of the TT group is higher than the WM group.



CHAPTER 5

CONCLUSIONS DISCUSSIONS AND SUGGESSTIONS

5.1 Conclusions

The first year students in Borai Industrial and Community Education College need to learn a large amount of vocabulary to develop their English skills and careers. This study attempts to compare the achievement of studying English vocabulary through Word Mapping strategy (WM) and Traditional teaching (TT) and to investigate students' attitude among the two groups of students. The populations in this study are the first year students of Borai Industrial and Community Education College who study *English for Communication I* in the first semester in the year of 2012. The total 73 students were divided into two groups. The experimental group was taught by using Word Mapping strategy and the control was taught by using Traditional teaching. The instruments in this research are 11 lesson plans of the WM strategy and the TT method, Vocabulary Meaning Test, and Satisfaction and Efficiency Questionnaire. Mean (\bar{X}) and Standard Deviation (SD.) were used to calculate the pre-test, post-tests scores, and the questionnaire of the two groups of the students. Independent Sample T-test calculated the differences of the mean scores of the post-tests.

The result of Vocabulary Meaning Test indicates that the students in the WM strategy group score significantly higher on the post-tests than the TT method. Therefore, teaching the WM strategy enables students to determine the meaning of many numbers of affixes words than the other group.

The result of Satisfaction and Efficiency Questionnaire shows that the mean overall rating for the WM group is 3.7105 and 3.6413 for the TT group. The mean levels of item 1, 3, 5, and 9 of the TT group are higher than the WM group.

5.2 Discussions

The major points according to the findings in this chapter are discussed in details from two main results.

1 The result of Vocabulary Meaning Test indicates that the students in Word Mapping strategy group scores significantly higher on the post-tests than Traditional teaching group.

2 The result of Satisfaction and Efficiency Questionnaire shows that the mean overall rating for the Word Mapping group is 3.7105 and 3.6413 for the Traditional teaching group.

5.2.1 The result of Vocabulary Meaning Test indicated that the students in Word Mapping strategy group scored significantly higher on the post-tests than Traditional teaching group. From the findings, 3 main reasons are discussed in detail. The first reason is that the WM group studies the word parts; prefix, suffix, and root which help them to understand meanings of the target words deeply. Students knew the meanings in every part of word before combining to the whole word meaning. In case of forgetting the meanings of the target words, they still knew the meanings of some parts of words. According to Harris (2007), the strategy involves breaking words into their morphemic parts, attaching meaning to each word part, making a prediction about the meaning of the unknown word based upon the meaning of each part, and checking the dictionary for the definition. The instruction aimed to develop not only deep meanings of the words taught, but also a generative interest of words. While the TT instruction, students knew the whole word meaning which does not encourage them to recall in case of forgetting.

The second reason is that students in the WM group must analyze the morphological structure of complex words so as to figure out their meanings. They spent 2 steps (see Table 2.4) to recall the meanings of each word before checking the correct answer in the dictionary. On the other hand, students in the TT group spent 1 step (see Table 2.5) to recall the word meaning. The number of recalling may affect retention ability.

The last reason is that Word Mapping strategy helped the experimental students apply their initial vocabulary knowledge to describe the meanings of forgetting taught

words. As Willingham and Price (2009) mentioned that “In morphology, students use prefixes, roots, and suffixes within words to derive the meanings of unknown words”. According to Buddingh (2009), teaching roots and affixes is beneficial for students in that it gives students a strategy for decoding the meanings of unknown words. It can help students decipher new words, even if they are in unfamiliar words.

Traditional teaching is a kind of generative approach which is the mnemonic device for one word; it does not necessarily help the student learn other new words (in this case means forgetting words). In other words, students can't apply their initial vocabulary knowledge to describe the meanings the target words. It may not be practical for students who have vocabulary deficits (Nagy & Anderson, 1984; Nagy & Herman, 1987). However, many interested steps of the TT method, i.e. asking students and using pictures, could motivate students to understand the meaning of words. As we can see that in this study the mean scores of the TT method are higher continuously, i.e. 3.6571, 8.6429, and 15.5143 respectively.

However, the WM strategy should be improved by adding physical activities into the WM strategy in order to help motivate students. Games and activities should also be used in order to support students in a manner that both fosters learning and helps motivate students. Motivation is a key factor in student success. Although what motivates each specific student can vary greatly, research shows that doing physical activities, working with a group, and using clear objectives can motivate students to study. Shahin Vaezi and Nasser Fallah (2010) said that learning of word elements based principally upon ancient Greek and Latin word elements, students should be taught in using this type of morphology, and combining it with context and dictionary clues as independent vocabulary learning strategies.

5.2.2 Discussions on The results of Students' Attitude and Satisfaction Questionnaire

5.2.2.1 The results of the Questionnaire that the mean levels of items 1, 3, 5, and 9 of the TT group were higher than the WM group.

Item 1 “I am satisfied that I can know the meanings of words by using pictures and word cards [TT]” is 3.8571 and 3.7368 for “I am satisfied that I can identify and know the meanings of affixes [WM]” The reason might be that students in the TT group knew the word meaning easily and directly from the pictures and

word cards while it's quite complicated to decode the meaning through word matrix for the WM instruction. In short, we can see that using pictures and word cards is simpler than the WM instruction.

Item 3 "I am satisfied that I know the meanings of the taught words". The mean for the TT group is 3.5429 and 3.5263 for the WM group. The students in TT group could recall the word meaning instantly. After that, they write the word meaning directly without explain how the answer derive from. While students in WM group spent longer time to recall the word part and interpret the word meaning from each part of word.

Item 5 "I am satisfied with the instruction". The mean for the TT group is 3.9429 and 3.8421 for the WM group. The students in TT group appreciated to guess the word from step 1-2 "A teacher shows a picture and asks students what the word in the picture is" and "Students answer the question". Both steps motivate students to learn vocabulary easily. While students in the WM group had to divide and guess meaning of prefix and suffix which takes more time and effort. We can see that the method of the TT group is quite simple while the WM group is more complicated.

Item 9 "According to the instruction, I can memorize the taught words". The mean for the TT group is 4.0286 and 3.6053 for the WM group. The reason is pictures aid students to remember the meanings better than the word parts (Craik and Lockhart, 1972). They mentioned that imagination of pictures help studying and remembering vocabularies better. Voice and imagination strategies are one of Memory Strategies which generate a long term memory and can recall words to use in need (Oxford, 1990). However, it just the feeling that students in TT group could memorize the meaning of the taught words rapidly. In fact, the students in Word Mapping Strategy group scored significantly higher on the post-tests of Vocabulary Meaning test than Traditional teaching group.

5.2.2.2 The mean levels of item 2, 4, 6, 7, and 8 of the WM group are higher than the TT group.

Item 2 "I am satisfied that I can spell and pronounce the words correctly [TT]" is 3.3143 and 3.7368 for "I am satisfied that I can identify and know the meanings of root words [WM]" The mean scores are quite different. We can see that step 3-4 of the TT group, teacher writes the correct answer and its' meaning in Thai on the whiteboard and students read aloud, it does not motivate or challenge the

students to study. Moreover, students spent just one time to practice it. While identifying and knowing the meanings of root words [the WM group] encourage the students to learn more than the other method.

Item 4 “I am satisfied that I can understand the meanings of unknown words”. The mean for the TT group is 3.2571 and 3.5263 for the WM group. As mentioned before that teaching Word Mapping Strategy is very useful for students to predict unfamiliar words. Willingham and Price (2009) stated that students use prefixes, roots, and suffixes within words to derive the meanings of unknown words. As Anglin’s (1993) stated children analyze the morphological structure of complex words so as to figure out their meanings, which they can apply to words that they have not actually learned before. According to Buddingh (2009), teaching roots and affixes is beneficial for students in that it gives students a strategy for decoding the meanings of unknown words. On the contrary, Traditional teaching is a kind of generative approach which is the mnemonic device for one word; it does not necessarily help the students learn other new words [Nagy and Anderson, 1984; Nagy and Herman, 1987].

Item 6 “The instruction helps me to study the meanings of words by myself”. The mean for the TT group is 3.6000 and 3.7895 for the WM group. The WM strategy supports learning outside class. Students can use morphological knowledge to predict the word meaning by themselves. Morphological instruction promotes students’ independent vocabulary learning (Baumann et al., 2003). In contrast, Traditional vocabulary instruction is about requiring relations between words and definitions (McKeown et al., 1985). Donna (2007) stated that traditional vocabulary teaching is one of direct instruction where word-meaning information is available to the student through either a definition or use of a dictionary. It is designed to teach students a single word, but it is not designed to enable students to learn several new words. Students could not connect previous knowledge with the new words.

Item 7 “I feel confident to translate the word’s meaning”. The mean for the TT group is 3.5143 and 3.6316 for the WM group. The main reason is that the two groups of students knew both post-test scores before answering the questionnaires. The student in the WM group felt more confident than the TT group, because they can translate the word’s meaning more accurate than the TT group. Moreover, when

students study outside the class, they can translate the new words through the WM strategy.

Item 8 “The instruction is interesting”. The mean for the TT group is 3.7143 and 4.0000 for the WM group. It is the first time that students in the WM group can learn the new words by themselves and also feel more confident from the result of the post-test score. While students in the TT group might appreciate to learn the meanings of words by using pictures and word cards.

In summary, even though the achievement on Vocabulary Meaning Test of the WM Strategy group scores significantly higher than the TT method, the level of satisfaction and efficiency in both groups are not different because the TT method is quite simple and the students are highly motivated in many ways, i.e. questioning techniques and using pictures whereas the WM method is more complicated than the TT method. However, the efficiency steps of the WM method supports students to learn each part of word which enables them to determine the meaning of words more than the TT method.

In conclusion, the first year students at Borai Industrial and Community Education College using the WM technique know the meaning the affixed words better than the TT technique. Moreover, they also have positive attitude towards the WM strategy. In short, the Word Mapping strategy enables students to determine the meaning of many numbers of words and supports autonomous vocabulary learning of students.

5.3 Suggestions for Future Research

1. The future research should study in a wider variety of education levels to confirm the findings, such as second year students, high vocational students, and university students
2. An overall conclusion of this research is Word Mapping strategy proves to be advantageous for the first year students in Borai Industrial and Community Education College. However, the WM strategy should be improved by adding physical activities into the WM strategy in order to help motivate students.

BIBLIOGRAPHY

- Anglin, et.al. (1993). "Vocabulary development: A morphological analysis." *Monographs of the Society for Research in Child Development*. 58(238); 1-186.
- Blachowicz, L.Z. , et.al. 2005. **Integrated Vocabulary Instruction: Meeting the Needs of Diverse Learners in Grades K-5**. Learning Point Associates. [Online]. Available : 8 December, 2011, from <http://www.learningpt.org>
- Baumann, et al., 2003. "Vocabulary Tricks: Effects of Instruction in Morphology and Context on Fifth-Grade Students' Ability to Derive and Infer Word Meanings." *American Educational Research*. (40), 447-494.
- Buddingh, M. 2009. "The Effects of Teaching Roots and Affixes on the Vocabulary Development of Undereperforming Students." Master of Arts Thesis. Faculty of Education: Curriculum and Instruction. California State University.
- Carlisle, J.F. 2000. "Awareness of the structure and meaning of morphologically complex words: impact on reading." *Reading and Writing: An Interdisciplinary Journal*. (12), 169– 190.
- Chaiwoot, W. 2011. **English for Communication I**. 1st Edition. Nontaburi: Vocational Education.
- Craik, F. I. M., and Lockhart, R. S. 1972. "Levels of processing: A framework for memory research." *Journal of Verbal Learning and Verbal behavior*. 11, 671-684.
- Deng, Q. 2010. "Motivation for Vocabulary Learning of College Students." Master of Arts Major Thesis. Department of Teaching, Learning and Teacher Education. Faculty of the Graduate College. University of Nebraska.

DeRidder, I. 2002. "Visible or invisible links: Does the highlighting or hyperlink affect incidental vocabulary learning, text comprehension, and the reading process?." *Language, Learning, & Technology*. (6), 123-149.

Donna, M. 2007. "A Comparison of Morphemic Analysis and Whole Word Meaning Instruction on Sixth-Grade Students' Knowledge of Prefixes, Taught Words, and Transfer Words." Doctor of Philosophy Thesis. Faculty of School of Education. University of Pittsburgh.

DuVall. 2012. *Morphology: Helping Students Learn Where Words Originate*.
www.drickduvall.blogspot.com. Published online: 4 May 2012

Ebbers, S.M. 2009. "Vocabulary Through Morphemes: Suffixes, Prefixes, and Roots for Intermediate Grades." Vocabulary Through Morphemes [research base and curriculum overview].

Farsi, B.A. 2008. "Morphological Awareness and Its Relationship to Vocabulary Knowledge and Morphological Complexity among Omani EFL University Students." Master of Arts Thesis. Department of Applied Linguistics. Queensland University.

Francis, M. A., and Simpson, M. L. 2003. "Using theory, our intuitions, and a research study to enhance students' vocabulary knowledge." *Journal of Adolescent & Adult Literacy*. 47(1), 66-78.

Fergus I.M. , et al. 1972. "Levels of processing: A framework for memory research original research article." *Journal of Verbal Learning and Verbal Behavior*. 11[6], 671-684.

Gaustad, M.G. 2000. "Morphographic Analysis as a Word Identification Strategy for Deaf Readers." *Journal of Deaf Studies and Deaf Education*. 5(1), 60-62.

- Goodwin, P. and Ahn. 2010. **A meta-analysis of morphological interventions: effects on literacy achievement of children with literacy difficulties.**
Published online: 27 August 2010
- Hamlyn, M. et.al. 2009. "Using Morphology Instruction to Enhance Reading Comprehension." **National Reading Conference Albuquerque, NM.**
- Harmer, J. 1991. **Practice of Language teaching.** London: Longman.
- Harris, L.M. 2007. "The Effects of Strategic Morphological Analysis Instruction on the Vocabulary Performance of Secondary Students with and without Disabilities." Doctor of Philosophy Thesis. Faculty of the Graduate School. University of Kansas.
- Harris, S.K. ·2010. "The Effects of Teaching Prefix Meaning and a Strategy to Derive Word Meaning On a Prefix Vocabulary Test and Sentence Comprehension Test for Middle School Students with Learning Disabilities." Master of Science Thesis. Faculty of Special Education. Utah State University.
- Honig, B. et.al. 2000. "**Teaching Reading Sourcebook: For Kindergarten Through Eighth Grade**". Reproduced by permission of Arena Press.
- Hiebert, H., Bravo, M. 2009. "Morphological Knowledge and Learning to Read in English." **International Handbook of English, Language and Literacy Teaching.** Oxford, UK: Routledge.
- Kuhasuwan, J. 2006. "English Vocabulary Teaching Strategies Used by Primary Teachers at Sacred Heart School, Chaing Mai." Master of Art Thesis. Chiang Mai University.
- Laufer, B. 2003. "Vocabulary acquisition in a second language: Do learners really acquire most vocabulary by reading? Some empirical evidence." **The Canadian Modern Language Review.** 59(4), 567-587.

- Lehr, F. et.al. 2003. "A Focus on Vocabulary." Master of Arts Thesis. University of Illinois at Urbana-Champaign .
- McKeown, M. G. et.al. 1985. "Some effects of the nature and frequency of vocabulary instruction on the knowledge and use of words." *Reading Research Quarterly*. 20, 522-535.
- McKeown, G. and Beck, L. "Learning Vocabulary: Different Ways for Different Goals." *Remedial and Special Education (RASE)*. 9(1), pp.42-46.
- Miller, G.A. et.al. 1993. "Monographs of the Society for Research in Child Development." *Vocabulary Development*. 58(10).
- Nagy, W.E. and Anderson, R.C. 1984. "How many words are there in printed English?." *Reading Research Quarterly*. 19, 304-330.
- Nagy, W. E. et.al. 1993. "The acquisition of morphology: Learning the contribution of suffixes to the meanings of derivatives." *Journal of Reading Behavior*. 25, 155-170.
- Oxford, R. L. 1990. *Language learning strategies: What every teacher should know*. New York: Newbury House/Harper and Row.
- Robinson, P.C. 1999. "The analysis of Language for ESP." *ESP Today*. p28.
- Stalth and Fairbanks. 1986. "The Effects of Vocabulary Instruction: A Model-Based Meta-Analysis." *Sage Journal*. 56, 72-110.
- Spencer,A. 2001. *Morphological theory:An introduction toward structure in generative grammar*. Blackwell Publishers,Inc.:Oxford. Stahl,S.A.
- Stanfa, M. "Differentiating among Students: The Value Added of a Dynamic Assessment of Morphological Problem-Solving". M. Ed. in Special Education, Slippery Rock University, 1997.

- Talerico, D.M. 2007. "A Comparison of Morphemic Analysis and Whole Word Meaning Instruction on Sixth-Grade Student's Knowledge of Prefixes, Taught Words, and Transfer Words." Doctor of Philosophy Thesis. Faculty of School of Education. Pittsburgh University.
- Vaezi, S. and Fallah, N. 2010. "A Rigorous and Multifaceted Vocabulary Instructional Program." *European Journal of Social Sciences*. 14(2), 333.
- Wang, J. et.al. 2008. "Establishment of a medical academic word List." *English for Specific Purposes*. 4(27), 442-458.
- White, T. G. et.al. 1989. "adapted from Teaching Elementary Students to Use Word-Part Clues." *The Reading Teacher*. 42, 303-304.
- Willingham, D. and Price, D. 2009. "Theory to Practice: Vocabulary Instruction in Community College Developmental Education Reading Classes: What the Research Tells Us." *Journal of College Reading and Learning*. 40(1), 92-93.
- Wysocki, K. and Jenkins, J.R. 1987. "Deriving word meanings through morphological Generalization." *Reading Research Quarterly*. 22, 66-81.



Appendix A

Vocabulary List for English for Communication I and Their English Meanings

Appendix A

Vocabulary List for English for Communication I and Their English Meanings

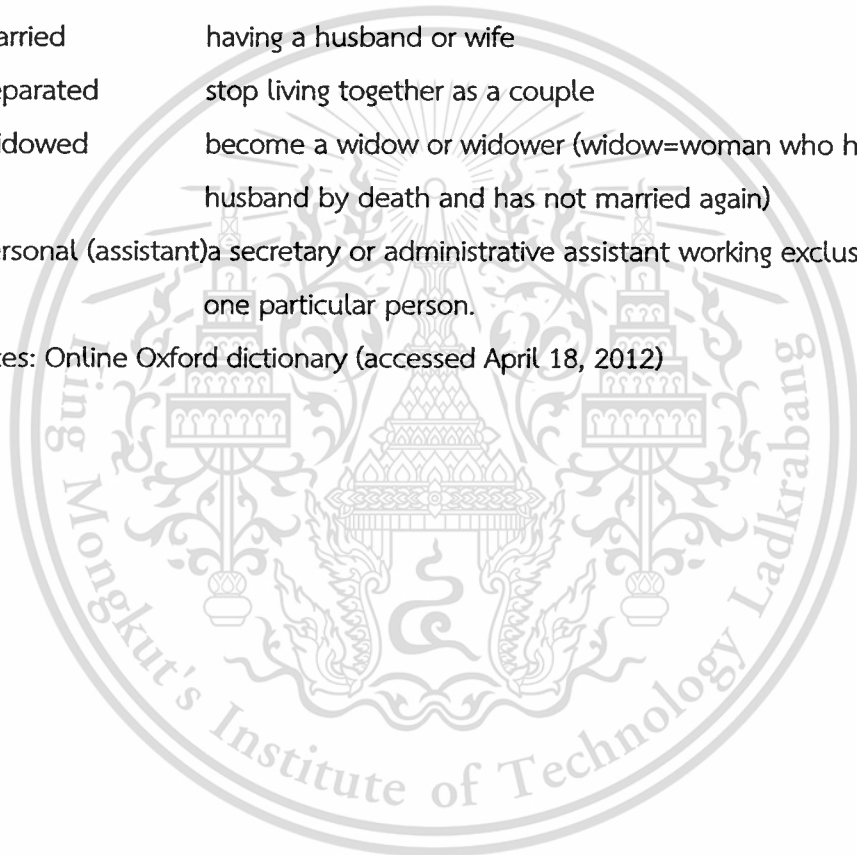
	Meaning
1. Godchild	a person in relation to a godparent
2. Goddaughter	a female godchild
3. Godfather	a male godparent
4. Godmother	a female godparent
5. Godson	a male godchild
6. Stepdaughter	a daughter of one's husband or wife by a previous marriage
7. Stepfather	a man who is married to one's mother after the divorce of one's parents or the death of one's father
8. Stepmother	a woman who is married to one's father after the divorce of one's parents or the death of one's mother
9. Stepson	a son of one's husband or wife by a previous marriage
10. Grandchild	a child of one's son or daughter
11. Granddaughter	a daughter of one's son or daughter
12. Grandfather	the father of one's father or mother
13. Grandmother	the mother of one's father or mother
14. Grandson	the son of one's son or daughter
15. Minibus	a small bus for about ten to fifteen passengers
16. Subway	an underground railway
17. Underground	an underground railway
18. Camping	the activity of spending a holiday living in a tent
19. Doing	acting or behave in a specified way
20. Driving	operating and controlling the direction and speed of a motor vehicle
21. Fishing	the activity of catching fish, either for food or as a sport
22. Going	moving from one place to another; traveling
23. Growing	producing by cultivation
24. Having	possessing, owning, or holding

25. Jogging	the activity of running at a steady, gentle pace as a form of physical exercise
26. Joining	taking part in
27. Listening	giving one's attention to a sound
28. Making	the process of making or producing something
29. Marketing	the action or business of promoting and selling products or services, including market research and advertising
30. Mowing	cutting down (grass) with a machine
31. Playing	engaging in activity for enjoyment and recreation rather than a serious or practical purpose
32. Rafting	the sport or pastime of traveling down a river on a raft
33. Reading	looking at and comprehending the meaning of (written or printed matter) by interpreting the characters or symbols of which it is composed
34. Seeing	perceiving with the eyes; discern visually
35. Shopping	the purchasing of goods from shops
36. Taking	laying hold of (something) with one's hands; reach for and hold
37. Trekking	going on a long arduous journey, typically on foot
38. Visiting	going to see and spend time with (someone) socially
39. Watching	looking at or observe attentively over a period of time
40. Actor	a person whose profession is acting on the stage, in films, or on television
41. Auditor	a person who conducts an audit
42. Operator	a person who operates equipment or a machine
43. Professor	a university teacher
44. Announcer	a person who announces something, in particular someone who introduces or gives information about programs on radio or television
45. Barber	a person who cuts men's hair and shaves or trims beards as an occupation
46. Cashier	a person handling payments and receipts in a shop, bank, or business

47. Engineer	a person who designs, builds, or maintains engines, machines, or structures
48. Farmer	a person who owns or manages a farm
49. Lawyer	a person who practices or studies law, especially (in the UK) a solicitor or a barrister or (in the US) an attorney
50. Manager	a person responsible for controlling or administering an organization or group of staff
51. Officer	a member of a certain grade in some honorary orders
52. Painter	an artist who paints pictures
53. Server	a person or thing that serves
54. Singer	a person who sings, especially professionally
55. Teacher	a person who teaches, especially in a school
56. Teller	an automated teller machine
57. Artist	a person who creates paintings or drawings as a profession or hobby
58. Dentist	a person who is qualified to treat diseases and other conditions that affects the teeth and gums, especially the repair and extraction of teeth and the insertion of artificial ones
59. Receptionist	a person who greets and deals with clients and visitors to a surgery, office, etc
60. Brazilian	a native or inhabitant of Brazil
61. Canadian	a native or inhabitant of Canada (from the researcher)
62. Korean	a native or inhabitant of North or South Korea, or a person of Korean descent
63. Librarian	a person in charge of or assisting in a library
64. Musician	a person who plays a musical instrument, especially as a profession, or is musically talented
65. Technician	a person employed to look after technical equipment or do practical work in a laboratory
66. Assistant	a person who ranks below a senior person
67. Books	a written or printed work consisting of pages glued or sewn together along one side and bound in covers

68. Flowers consisting of reproductive organs (stamens and carpels) that are typically surrounded by a brightly colored corolla (petals) and a green calyx (sepals).
69. Friends a person with whom one has a bond of mutual affection, typically one exclusive of sexual or family relations
70. Parents a person's father or mother
71. Trains a series of connected railway carriages or wagons moved by a locomotive or by integral motors
72. Divorced legally dissolve one's marriage with (someone)
73. Married having a husband or wife
74. Separated stop living together as a couple
75. Widowed become a widow or widower (widow=woman who has lost her husband by death and has not married again)
76. Personal (assistant)a secretary or administrative assistant working exclusively for one particular person.

(Sources: Online Oxford dictionary (accessed April 18, 2012))



Vocabulary List for English for Communication I and Their Thai Meanings

	Meaning
1. Godchild	ลูกอุปถัมภ์
2. Goddaughter	ลูกของพ่อแม่อุปถัมภ์ (http://www.google.co.th)
3. Godfather	พ่ออุปถัมภ์
4. Godmother	แม่อุปถัมภ์
5. Godson	เด็กชายของพ่อแม่อุปถัมภ์
6. Stepdaughter	ลูกสาวของสามีหรือภรรยาที่ภรรยาหรือสามีคนที่แล้ว
7. Stepfather	พ่อเลี้ยง
8. Stepmother	แม่เลี้ยง
9. Stepson	ลูกชายของสามีหรือภรรยาที่ภรรยาหรือสามีคนที่แล้ว
10. Grandchild	หลาน
11. Granddaughter	หลานสาว
12. Grandfather	ปู่ / ตา
13. Grandmother	ย่า / ยาย
14. Grandson	หลานชาย
15. Minibus	รถบัสเล็ก
16. Subway	รถไฟใต้ดิน
17. Underground	รถไฟใต้ดิน
18. Camping	พักอยู่ชั่วคราว (การ, กำลัง)
19. Doing	การทำ (การ, กำลัง) (http://www.google.co.th)
20. Driving	ขับรถ (การ, กำลัง)
21. Fishing	จับปลา (ด้วยอุปกรณ์) (การ, กำลัง)
22. Going	ไป (การ, กำลัง)
23. Growing	ปลูก (การ, กำลัง)
24. Having	มี (การ, กำลัง)
25. Jogging	วิ่งเหยาะๆ (การ, กำลัง)
26. Joining	มีส่วนร่วม (การ, กำลัง)
27. Listening	ฟัง (การ, กำลัง)
28. Making	ทำ (การ, กำลัง)
29. Marketing	ขาย (การ, กำลัง)

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

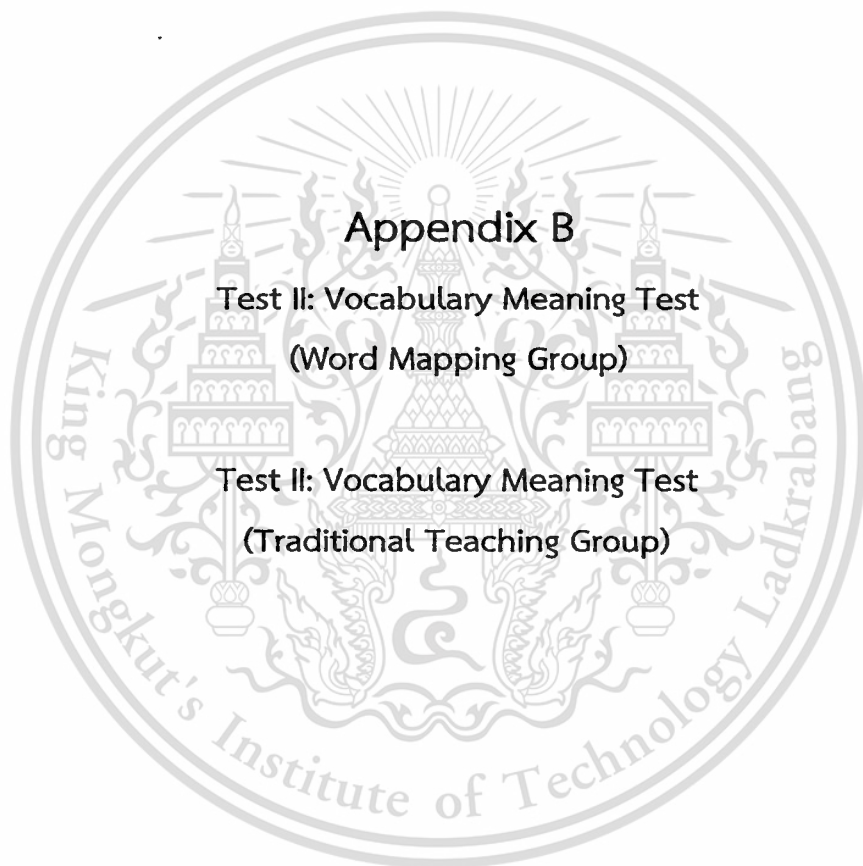
30. Mowing	ตัดหญ้า (การ, กำลัง)
31. Playing	เล่น (การ, กำลัง)
32. Rafting	ล่องแพ (การ, กำลัง)
33. Reading	อ่าน (การ, กำลัง)
34. Seeing	เห็น (การ, กำลัง)
35. Shopping	ซื้อของ (การ, กำลัง)
36. Taking	นำมา ถือ (การ, กำลัง)
37. Trekking	เดินทางซ้าๆ (การ, กำลัง)
38. Visiting	มาเยี่ยม (การ, กำลัง)
39. Watching	ดู (การ, กำลัง)
40. Actor	นักแสดง
41. Auditor	ผู้ตรวจสอบบัญชี
42. Operator	ผู้ควบคุม (เครื่องจักร)
43. Professor	อาจารย์มหาวิทยาลัย
44. Announcer	ผู้ประกาศ
45. Barber	ช่างตัดผม
46. Cashier	พนักงานรับจ่ายเงิน
47. Engineer	วิศวกร
48. Farmer	ชาวนา
49. Lawyer	ทนายความ
50. Manager	ผู้จัดการ
51. Officer	พนักงาน
52. Painter	จิตรกร
53. Server	ผู้รับใช้
54. Singer	นักร้อง
55. Teacher	ผู้สอน
56. Teller	เครื่องฝาก-ถอนเงิน
57. Artist	ศิลปิน
58. Dentist	ทันตแพทย์
59. Receptionist	พนักงานต้อนรับ
60. Brazilian	ชาวบราซิล (http://www.google.co.th)
61. Canadian	ชาวแคนาดา
62. Korean	ชาวเกาหลี

63. Librarian	บรรณารักษ์
64. Musician	นักดนตรี
65. Technician	นายช่าง ผู้ที่ทำงานในห้องปฏิบัติการ
66. Assistant	ผู้ช่วย
67. Books	หนังสือ
68. Flowers	ดอกไม้
69. Friends	มิตร
70. Parents	พ่อหรือแม่
71. Trains	รถไฟ
72. Divorced	การหย่า
73. Married	แต่งงาน
74. Separated	แยกทาง
75. Widowed	เป็นม่าย
76. Personal (assistant)	ส่วนตัว

(Sources: Online Thai-English Electronic Dictionary Lexitron, Version 2009

(Accessed May 14, 2012)





Appendix B

Test II: Vocabulary Meaning Test
(Word Mapping Group)

Test II: Vocabulary Meaning Test
(Traditional Teaching Group)

Appendix B

Test II: Vocabulary Meaning Test (Word Mapping Group)

Name..... Field.....Number.....

Fill in the blanks to show the meaning of the words.

Example: exploration

M: word part	Explore	-ation		
A: part meaning	สำรวจ	การ, ความ		
P: prediction of word meaning	การสำรวจ			

1. Goddaughter

M				
A				
P				

2. Godmother

M				
A				
P				

3. Stepdaughter

M				
A				
P				

4. Stepmother

M				
A				
P				

5. Grandchild

M				
A				
P				

6. Grandfather

M				
A				
P				

7. Subway

M				
A				
P				

8. Trains

M				
A				
P				

9. Camping

M				
A				
P				

10. Doing

M				
A				
P				

11. Driving

M				
A				
P				

12. Growing

M				
A				
P				

13. Jogging

M				
A				
P				

14. Listening

M				
A				
P				

15. Playing

M				
A				
P				

16. Shopping

M				
A				
P				

17. Watching

M				
A				
P				

18. Actor

M				
A				
P				

19. Announcer

M				
A				
P				

20. Artist

M				
A				
P				

21. Barber

M				
A				
P				

22. Farmer

M				
A				
P				

23. Musician

M				
A				
P				

24. Personal

M				
A				
P				

25. Singer

M				
A				
P				

26. Technician

M				
A				
P				

27. Canadian

M				
A				
P				

28. Flowers

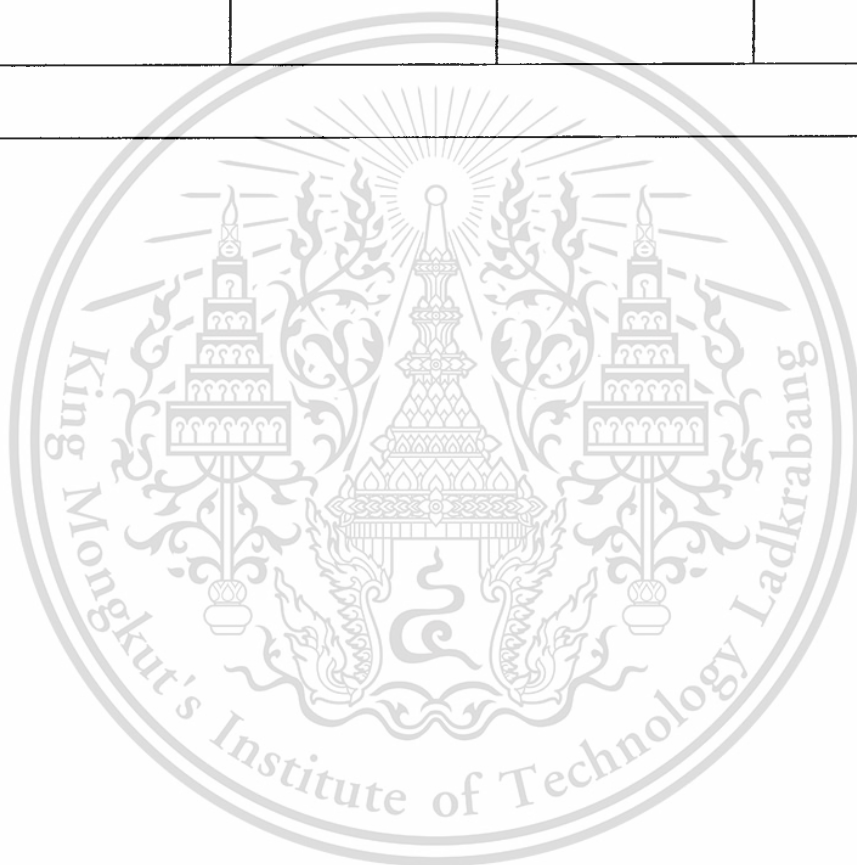
M				
A				
P				

29. Married

M				
A				
P				

30. Widowed

M				
A				
P				



Test II: Vocabulary Meaning Test
(Traditional Teaching Group)

Name..... Field..... Number.....

Direction: Fill in the blanks to show the meanings of the words.

Example: exploration: การสำรวจ

1. Goddaughter:
2. Godmother:
3. Stepdaughter:
4. Stepmother:
5. Grandchild:
6. Grandfather:
7. Subway:
8. Trains:
9. Camping:
10. Doing:
11. Driving:
12. Growing:
13. Jogging:
14. Listening:
15. Playing:
16. Shopping:
17. Watching:
18. Actor:
19. Announcer:
20. Artist:
21. Barber:
22. Farmer:
23. Musician:
24. Personal:
25. Singer:
26. Technician:
27. Canadian:
28. Flowers:

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

29. Married:

30. Widowed:



This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.



Appendix C

Questionnaire: Students' Attitude and Satisfaction (Word Mapping Strategy)

Questionnaire: Students' Attitude and Satisfaction (Traditional Teaching)

Appendix C

Questionnaire: Students' Attitude and Satisfaction (Word Mapping Strategy)

Direction:

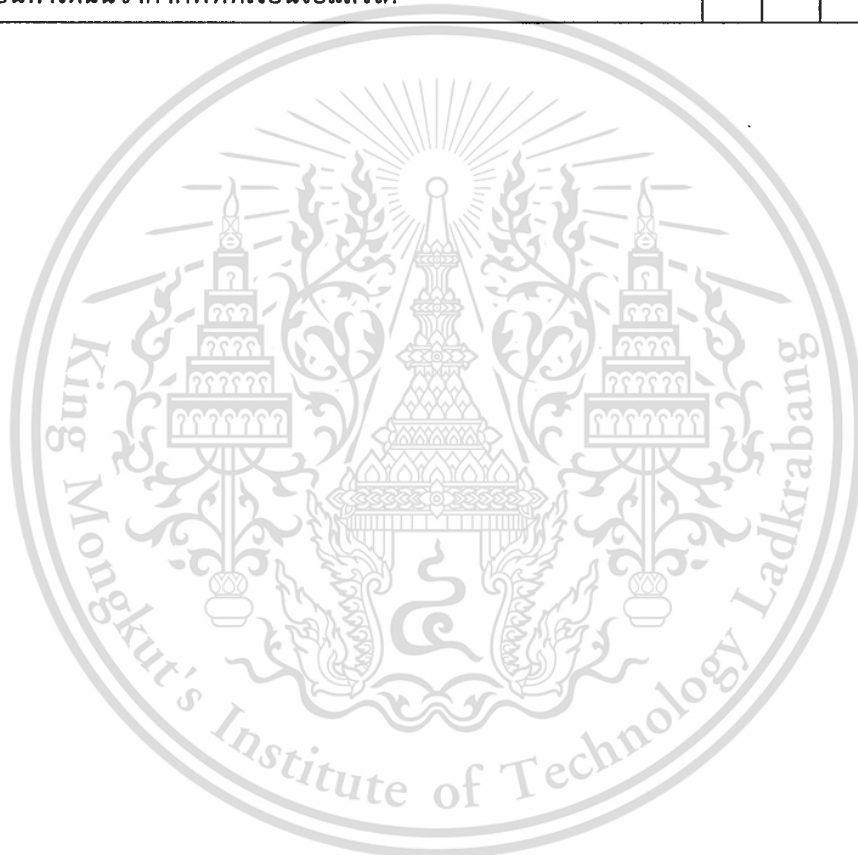
Please check (✓) in table which is true to you (Strongly Agree = 5, Agree = 4, Uncertain = 3, Disagree = 2 and Strongly Disagree = 1)

คำสั่ง:

กรุณาทำเครื่องหมาย (✓) ในช่องที่ตรงกับความจริง (5 = เห็นด้วยอย่างยิ่ง 4 = เห็นด้วย 3 = ไม่แน่ใจ 2 = ไม่เห็นด้วย 1 = ไม่เห็นด้วยอย่างยิ่ง)

List of Items	5	4	3	2	1
1. I am satisfied that I can identify and know the meanings of affixes. ฉันรู้สึกพึงพอใจที่สามารถจำแนกและรู้ความหมายของอุปสรรคและปัจจัย (affixes)					
2. I am satisfied that I can identify and know the meanings of root words. ฉันรู้สึกพึงพอใจที่สามารถจำแนกและรู้ความหมายของรากศัพท์ (root words)					
3. I am satisfied that I can know the meanings of the taught words. ฉันรู้สึกพึงพอใจที่สามารถรู้ความหมายของคำศัพท์ที่เรียนในบทเรียน					
4. I am satisfied that I can know the meanings of unknown words. ฉันรู้สึกพึงพอใจที่สามารถรู้ความหมายของคำศัพท์ที่ยังไม่ได้เรียน					
5. I am satisfied with the instruction. ฉันรู้สึกพึงพอใจกับวิธีสอน					
6. The instruction helps me to study the meanings of words by myself. วิธีสอนช่วยให้ฉันศึกษาความหมายคำศัพท์ด้วยตัวเอง					

List of Items	5	4	3	2	1
7. I feel confident to translate the word's meaning. ฉันรู้สึกมั่นใจในการแปลความหมายคำศัพท์					
8. The instruction is interesting. วิธีสอนน่าสนใจ					
9. According to the instruction, I can memorize the taught words. วิธีสอนทำให้ฉันจำคำศัพท์ที่เรียนไปแล้วได้					



Questionnaire: Students' Attitude and Satisfaction (Traditional Teaching)

Direction:

Please check (✓) in table which is true to you (Strongly Agree = 5, Agree = 4, Uncertain = 3, Disagree = 2 and Strongly Disagree = 1)

คำสั่ง:

กรุณาทำเครื่องหมาย (✓) ในช่องที่ตรงกับความจริง (5 = เห็นด้วยอย่างยิ่ง 4 = เห็นด้วย 3 = ไม่แน่ใจ 2 = ไม่เห็นด้วย 1 = ไม่เห็นด้วยอย่างยิ่ง).

List of Items	5	4	3	2	1
1. I am satisfied that I can know the meanings of words by using pictures and word cards. ฉันรู้สึกพึงพอใจที่สามารถรู้ความหมายของคำศัพท์โดยใช้รูปภาพและบัตรคำ					
2. I am satisfied that I can spell and pronounce the words correctly ฉันรู้สึกพึงพอใจที่สามารถสะกดและออกเสียงคำศัพท์ได้ถูกต้อง					
3. I am satisfied that I can know the meanings of the taught words. ฉันรู้สึกพึงพอใจที่สามารถรู้ความหมายของคำศัพท์ที่เรียนในบทเรียน					
4. I am satisfied that I can know the meanings of unknown words. ฉันรู้สึกพึงพอใจที่สามารถรู้ความหมายของคำศัพท์ที่ยังไม่ได้เรียน					
5. I am satisfied with the instruction. ฉันรู้สึกพึงพอใจกับวิธีสอน					
6. The instruction helps me to study the meanings of words by myself. วิธีสอนช่วยให้ฉันศึกษาความหมายคำศัพท์ด้วยตัวเอง					
7. I feel confident to translate the word's meaning. ฉันรู้สึกมั่นใจในการแปลความหมายคำศัพท์					

List of Items	5	4	3	2	1
8. The instruction is interesting. วิธีสอนน่าสนใจ					
9. According to the instruction, I can memorize the taught words. วิธีสอนทำให้ฉันจำคำศัพท์ที่เรียนไปแล้วได้					





This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

Appendix D

Lesson Plans for Word Mapping Strategy

Lesson Plan 1

Prefix

Time: 1 hour

Objectives:

1. Students understand the definition in the term of prefixes.
2. Students know the meaning of prefixed words.
3. Students can map the word parts into prefixes and roots.

Procedures:

1. Teacher explains the definition of prefixes
2. Students match prefixed words and their meanings through exercise 1.
3. Students study prefixed words and their meanings through exercise 2.
4. Students divide the word parts into their parts through exercise 3.

Content:

- Affixes are morphemes (meaningful parts of words) that are attached to a root or base.
- English has two kinds of affixes:
 - Prefixes
 - Suffixes
- Root Word is the meaningful base form of a complex word after all affixes are removed.

Prefixes

- A prefix is a morpheme that precedes the root or base part of the word.
- Prefixes modify or change the meaning of the root or base.

Materials:

Exercise: 1 Match prefixes on the left to their meanings on the right.

..... 1. un- (unfriendly)	cause to
..... 2. re- (return)	not
..... 3. in-, im-, il-, ir- (injustice, impossible)	over
..... 4. dis- (disagree)	wrongly
..... 5. en-, em (encode embrace)	above
..... 6. non- (nonsense)	not
..... 7. in-, im- (infield)	not, opposite of
..... 8. over- (overlook)	between
..... 9. mis- (misfire)	opposite
..... 10. sub- (submarine)	again
..... 11. pre- (prefix)	before
..... 12. inter- (interact)	across
..... 13. fore- (forecast)	under
..... 14. de- (defrost)	before
..... 15. trans- (transport)	middle
..... 16. super- (superstar)	not
..... 17. semi- (semicircle)	in
..... 18. anti- (antifreeze)	against
..... 19. mid- (midway)	under
..... 20. under- (undersea)	half

From *Teaching Reading Sourcebook: For Kindergarten Through Eighth Grade* by Bill Honig, Linda Diamond, and Linda Gutlohn. 2000 by CORE. Reproduced by permission of Arena Press.

Exercise 2: Study these prefixes and write their Thai meanings.

Rank	Prefix	Meaning	Thai Meaning	Example
1	un-	not		Unfriendly
2	re-	again		Return
3	in-, im-, il-, ir-	Not		injustice, impossible
4	dis-	not, opposite of		Disagree
5	en-, em	cause to		encode embrace
6	non-	Not		Nonsense
7	in-, im- (in)	In		Infield
8	over-	over		Overlook
9	mis-	wrongly		Misfire
10	sub-	Under		Submarine
11	pre-	Before		Prefix
12	inter-	Between		Interact
13	fore-	before		Forecast
14	de-	opposite		Defrost
15	trans-	Across		Transport
16	super-	Above		Superstar
17	semi-	Half		Semicircle
18	anti-	Against		Antifreeze
19	mid-	Middle		Midway
20	under-	under		Undersea

From *Teaching Reading Sourcebook: For Kindergarten Through Eighth Grade* by Bill Honig, Linda Diamond, and Linda Gutlohn. 2000 by CORE. Reproduced by permission of Arena Press.

Exercise: 3: Fill in the blank for each of word-part.

Words	Prefix	Root
Unfriendly		
Return		
injustice, impossible		
Disagree		
encode embrace		
Nonsense		
Infield		
Overlook		
Misfire		
Submarine		
Prefix		
Interact		
Forecast		
Defrost		
Transport		
Superstar		
Semicircle		
Antifreeze		
Midway		
Undersea		

From *Teaching Reading Sourcebook: For Kindergarten Through Eighth Grade* by Bill Honig, Linda Diamond, and Linda Gutlohn. 2000 by CORE. Reproduced by permission of Arena Press.

Lesson Plan 2

Time: 1 hour

Objectives:

1. Students understand the definition in the term of suffixes.
2. Students know the meaning of suffixed words.
3. Students can map the word parts into suffixes and roots.

Procedures:

1. Teacher explains the definition of suffixes.
2. Students match suffixed words and their meanings through exercise 1.
3. Students study suffixed words and their meanings through exercise 2.
4. Students divide the word parts into their parts through exercise 3.

Content:

Suffixes

- Suffixes come at the ends of words
- There are two kinds of suffixes
 - Inflectional- English has these inflectional suffixes:

Nouns

Plural - "s" or "es" possessive - "s"

Verbs

Tense - "s" or "es" "ed" "en" "ing"

Adjectives and adverbs

Comparative or superlative - "er" "est"

- Derivational: These suffixes indicate the part of speech, but they don't change meaning

Materials:**Exercise 1: Match suffixes on the left to their meanings on the right.**

..... 1. -s, -es (books, boxes)	verb form/ present participle
..... 2. -ed (Hopped)	state of, condition of
..... 3. -ing (Running)	act, process
..... 4. -ly (Quickly)	having characteristics of
..... 5. -er, -or (agent) (worker, actor)	characterized by
..... 6. -ion, -tion, -ation, -ition (occasion, attraction)	state of
..... 7. -able, -ible (comfortable)	one who
..... 8. -al, -ial (personal)	made of
..... 9. -y (happy)	without
..... 10. -ness (kindness)	having characteristics of
..... 11. -ity, -ty (infinity)	comparative
..... 12. -ment (enjoyment)	action or process
..... 13. -ic (linguistic)	adjective form of a noun
..... 14. -ous, -eous, -ious (joyous)	possessing the qualities of
..... 15. -en (wooden)	full of
..... 16. -er (higher)	more than one
..... 17. -ive, -ative, -tive (plaintive)	comparative
..... 18. -ful (careful)	characteristic of
..... 19. -less (fearless)	past- tense verbs
..... 20. -est (biggest)	can be done

Exercise 2: Study these suffixes and write their Thai meanings.

Rank	Suffix	Meaning	Thai Meaning	Example
1	-s, -es	more than one		books boxes
2	-ed	past- tense verbs		hopped
3	-ing	verb form/ present participle		Running
4	-ly	characteristic of		quickly
5	-er, -or (agent)	one who		worker, actor
6	-ion, -tion, -ation, -ition	act, process		occasion, attraction
7	-able, -ible	can be done		comfortable
8	-al, -ial	having characteristics of		personal
9	-y	characterized by		happy
10	-ness	state of, condition of		kindness
11	-ity, -ty	state of		infinity
12	-ment	action or process		enjoyment
13	-ic	having characteristics of		linguistic
14	-ous, -eous, -ious	possessing the qualities of		joyous
15	-en	made of		wooden
16	-er	comparative		higher
17	-ive, -ative, -tive	adjective form of a noun		plaintive
18	-ful	full of		careful
19	-less	without		fearless
20	-est	comparative		biggest

Exercise 3: Fill in the blank for each of word-part.

Words	Root	Suffix
Books, Boxes		
Hopped		
Running		
Quickly		
worker, actor		
occasion, attraction		
Comfortable		
Personal		
Happy		
Kindness		
Infinity		
Enjoyment		
Linguistic		
Joyous		
Wooden		
Higher		
Plaintive		
Careful		
Fearless		
Biggest		

From *Teaching Reading Sourcebook: For Kindergarten Through Eighth Grade* by Bill Honig, Linda Diamond, and Linda Gutlohn. 2000 by CORE. Reproduced by permission of Arena Press.

Lesson Plan 3

Time: 1 hour

Objectives:

1. Students understand the definition in the term of Word Mapping Strategy.
2. Students understand the steps of Word Mapping Strategy.
3. Students can to translate words by using Word Mapping Strategy.

Procedures:

1. Teacher explains the definition of Word Mapping Strategy.
2. Teacher explains the steps of Word Mapping Strategy.
3. Teacher explains Word Mapping Illustration.
4. Students practice to translate words by using Word Mapping Strategy through exercise 1.

Content:

Word Mapping Strategy

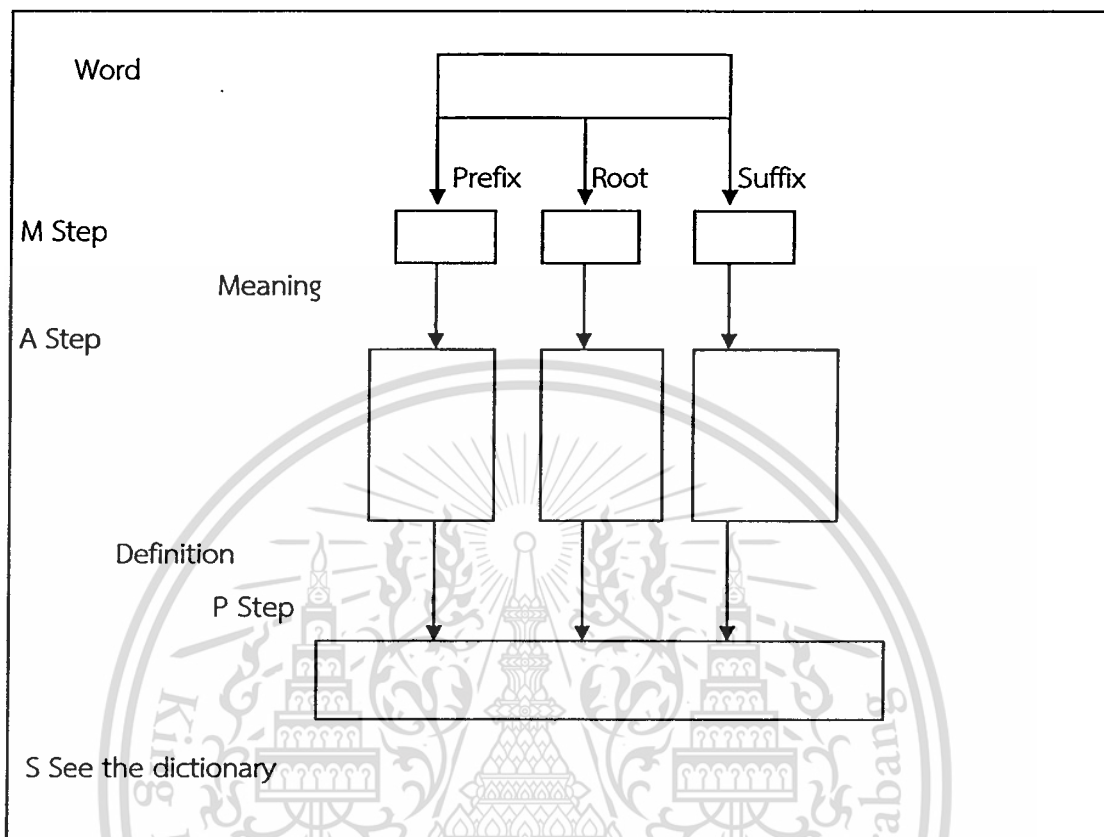
The Word Mapping Strategy is the generative morphemic analysis strategy which students can use to predict the meanings of unknown vocabulary.

Word Mapping Steps

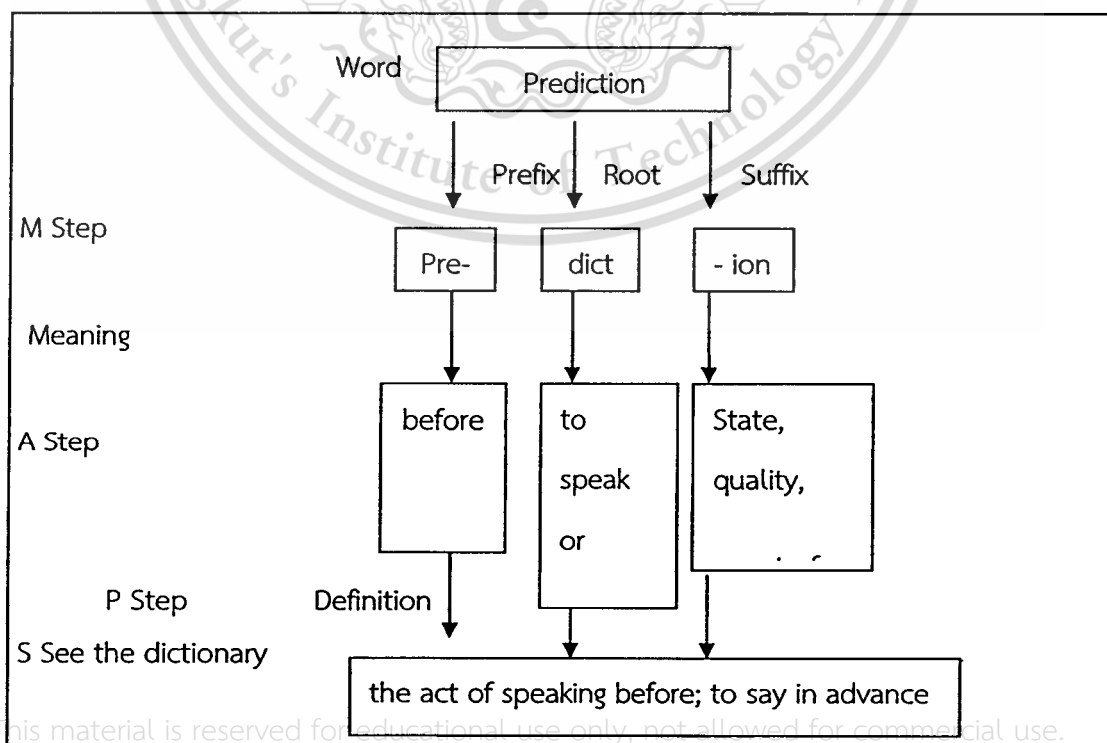
- Step 1: M– Map the word parts
- Step 2: A – Attack the meaning of each part
- Step 3: P – Predict the word’s meaning
- Step 4: S – See the dictionary

Materials:

Word Mapping Illustration



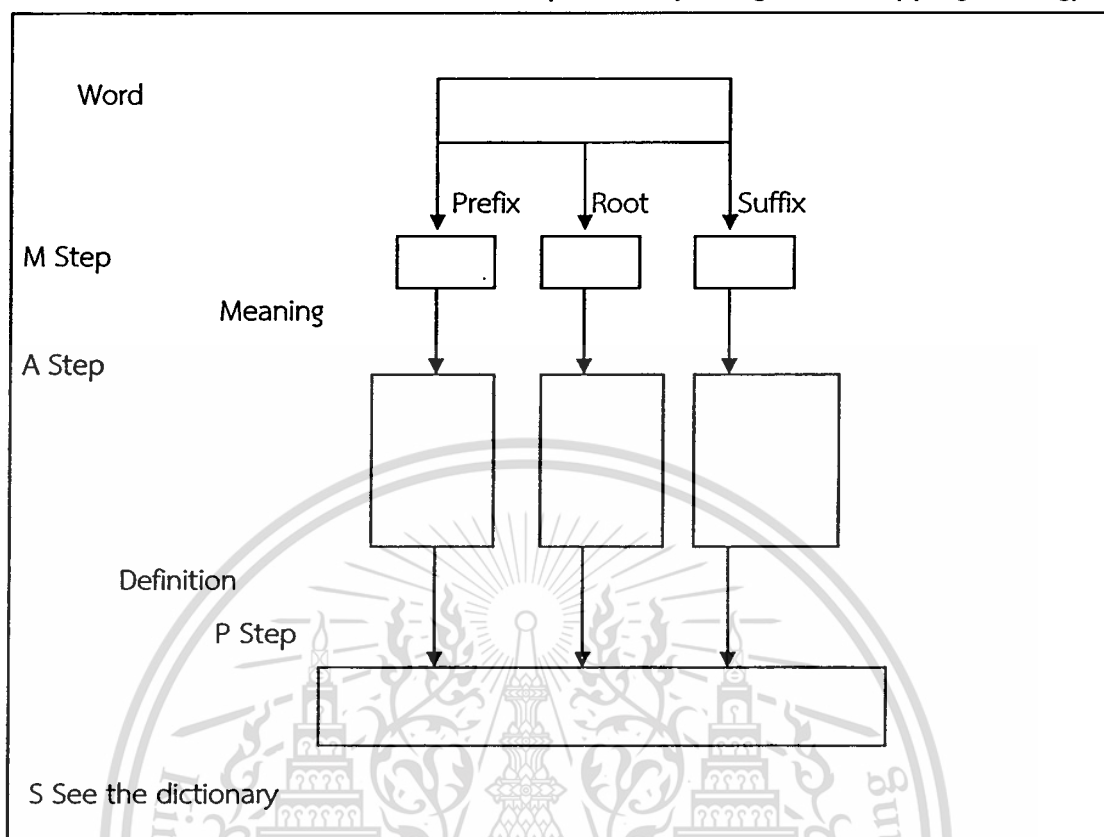
The Example of Word Mapping Strategy



This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

Exercise 1: Translate the word "microphone" by using Word Mapping Strategy



Lesson Plan 4

Time: 1 hour

Objectives:

1. Students understand the steps of Word Mapping Strategy.
2. Students can translate words by using Word Mapping Strategy.

Procedures:

1. Teacher shows the parallel words on the whiteboard; Stepmom and godparent.
2. Teachers teach how to break a new word into prefix, root, and suffix.
3. Students give the definition of each part.
4. Students combine the meaning of each part.
5. Students check the correct meaning in the dictionary.
6. Students study the target words by using the same method as above (do 1-5 by yourself and the rest with the partners).

Content:

Language Focus

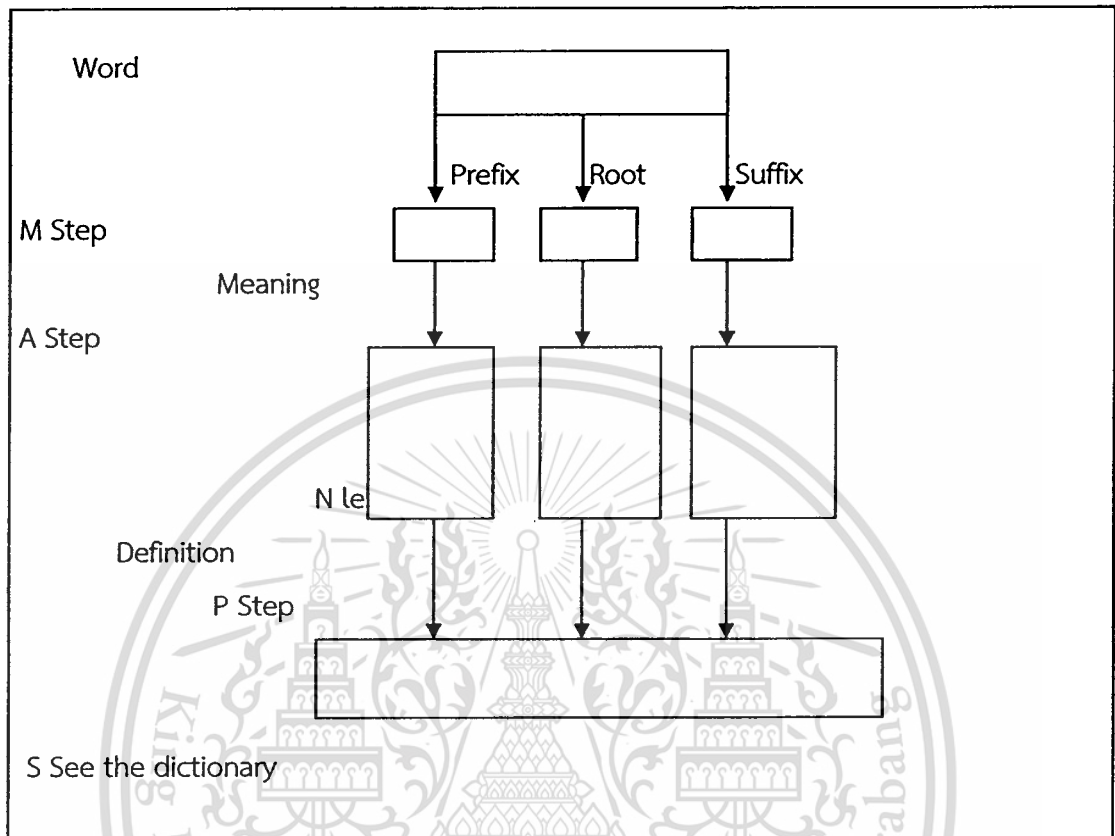
Stepmom and godparent.

Target Words

- | | |
|-----------------|--|
| 1. Godchild | ลูกอุปถัมภ์ |
| 2. Goddaughter | ลูกของพ่อแม่อุปถัมภ์ (http://www.google.co.th) |
| 3. Godfather | พ่ออุปถัมภ์ |
| 4. Godmother | แม่อุปถัมภ์ |
| 5. Godson | เด็กชายของพ่อแม่อุปถัมภ์ |
| 6. Stepdaughter | ลูกสาวของสามีหรือภรรยาที่ภรรยาหรือสามีคนที่แล้ว |
| 7. Stepfather | พ่อเลี้ยง |
| 8. Stepmother | แม่เลี้ยง |
| 9. Stepson | ลูกชายของสามีหรือภรรยาที่ภรรยาหรือสามีคนที่แล้ว |

Material

Work Sheet (used in lesson 4-11):



Lesson Plan 5

Time: 1 hour

Objectives:

1. Students understand the steps of Word Mapping Strategy.
2. Students can translate words by using Word Mapping Strategy.

Procedures:

1. Teacher shows the parallel words on the whiteboard e.g., granddad, substandard, miniskirt, underpass.
2. Teachers teach how to break a new word into prefix, root, and suffix.
3. Students give the definition of each part.
4. Students combine the meaning of each part.
5. Students check the correct meaning in the dictionary.
6. Students study the target words by using the same method as above (do 1-5 by yourself and the rest with the partners).

Content:

Language Focus

granddad, substandard, miniskirt and underpass

Target Words

- | | |
|------------------|------------|
| 1. Grandchild | หลาน |
| 2. Granddaughter | หลานสาว |
| 3. Grandfather | ปู่ / ตา |
| 4. Grandmother | ย่า / ยาย |
| 5. Grandson | หลานชาย |
| 6. Minibus | รถบัสเล็ก |
| 7. Subway | รถไฟใต้ดิน |
| 8. Underground | รถไฟใต้ดิน |

Material

Work Sheet

Lesson Plan 6

Time: 1 hour

Objectives:

1. Students understand the steps of Word Mapping Strategy.
2. Students can translate words by using Word Mapping Strategy.

Procedures:

1. Teacher shows the parallel words on the whiteboard; drawing and giving.
2. Teachers teach how to break a new word into prefix, root, and suffix.
3. Students give the definition of each part.
4. Students combine the meaning of each part.
5. Students check the correct meaning in the dictionary.
6. Students study the target words by using the same method as above
(do 1-5 by yourself and the rest with the partners).

Content:

Language Focus

drawing and giving

Target Words

- | | |
|---------------|---|
| 1. Camping | พักอยู่ชั่วคราว (การ, คำลั้ง) |
| 2. Doing | การทำ (การ, คำลั้ง) (http://www.google.co.th) |
| 3. Driving | ขับรถ (การ, คำลั้ง) |
| 4. Fishing | จับปลา (ด้วยอุปกรณ์) (การ, คำลั้ง) |
| 5. Going | ไป (การ, คำลั้ง) |
| 6. Growing | ปลูก (การ, คำลั้ง) |
| 7. Having | มี (การ, คำลั้ง) |
| 8. Jogging | วิ่งเหยาะๆ (การ, คำลั้ง) |
| 9. Joining | มีส่วนร่วม (การ, คำลั้ง) |
| 10. Listening | ฟัง (การ, คำลั้ง) |
| 11. Making | ทำ (การ, คำลั้ง) |

Material

Work Sheet

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

Lesson Plan 7

Time: 1 hour

Objectives:

1. Students understand the steps of Word Mapping Strategy.
2. Students can translate words by using Word Mapping Strategy.

Procedures:

1. Teacher shows the parallel words on the whiteboard; moving and paying.
2. Teachers teach how to break a new word into prefix, root, and suffix.
3. Students give the definition of each part.
4. Students combine the meaning of each part.
5. Students check the correct meaning in the dictionary.
6. Students study the target words by using the same method as above (do 1-5 by yourself and the rest with the partners).

Content:

Language Focus

moving and paying.

Target Words

- | | |
|--------------|---------------------------|
| 1. Marketing | ขาย (การ, กำล้าง) |
| 2. Mowing | ตัดหญ้า (การ, กำล้าง) |
| 3. Playing | เล่น (การ, กำล้าง) |
| 4. Rafting | ล่องแพ (การ, กำล้าง) |
| 5. Reading | อ่าน (การ, กำล้าง) |
| 6. Seeing | เห็น (การ, กำล้าง) |
| 7. Shopping | ซื้อของ (การ, กำล้าง) |
| 8. Taking | นำมา ถือ (การ, กำล้าง) |
| 9. Trekking | เดินทางซ้ำๆ (การ, กำล้าง) |
| 10. Visiting | มาเยี่ยม (การ, กำล้าง) |
| 11. Watching | ดู (การ, กำล้าง) |

Material

Work Sheet

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

Lesson Plan 8

Time: 1 hour

Objectives:

1. Students understand the steps of Word Mapping Strategy.
2. Students can translate words by using Word Mapping Strategy.

Procedures:

1. Teacher shows the parallel words on the whiteboard; visitor and seller.
2. Teachers teach how to break a new word into prefix, root, and suffix.
3. Students give the definition of each part.
4. Students combine the meaning of each part.
5. Students check the correct meaning in the dictionary.
6. Students study the target words by using the same method as above (do 1-5 by yourself and the rest with the partners).

Content:

Language Focus

visitor and seller

Target Words

- | | |
|--------------|-------------------------|
| 1. Actor | นักแสดง |
| 2. Auditor | ผู้ตรวจสอบบัญชี |
| 3. Operator | ผู้ควบคุม (เครื่องจักร) |
| 4. Professor | อาจารย์มหาวิทยาลัย |
| 5. Announcer | ผู้ประกาศ |
| 6. Barber | ช่างตัดผม |
| 7. Cashier | พนักงานรับจ่ายเงิน |
| 8. Engineer | วิศวกร |
| 9. Farmer | ชาวนา |

Material

Work Sheet

Lesson Plan 9

Time: 1 hour

Objectives:

1. Students understand the steps of Word Mapping Strategy.
2. Students can translate words by using Word Mapping Strategy.

Procedures:

1. Teacher shows the parallel words on the whiteboard; driver and player.
2. Teachers teach how to break a new word into prefix, root, and suffix.
3. Students give the definition of each part.
4. Students combine the meaning of each part.
5. Students check the correct meaning in the dictionary.
6. Students study the target words by using the same method as above (do 1-5 by yourself and the rest with the partners).

Content:

Language Focus

driver and player

Target Words

- | | |
|------------|--------------------|
| 1. Lawyer | ทนายความ |
| 2. Manager | ผู้จัดการ |
| 3. Officer | พนักงาน |
| 4. Painter | จิตรกร |
| 5. Server | ผู้รับใช้ |
| 6. Singer | นักร้อง |
| 7. Teacher | ผู้สอน |
| 8. Teller | เครื่องฝาก-ถอนเงิน |

Material

Work Sheet

Lesson Plan 10

Time: 1 hour

Objectives:

1. Students understand the steps of Word Mapping Strategy.
2. Students can translate words by using Word Mapping Strategy.

Procedures:

1. Teacher shows the parallel words on the whiteboard; pianist and Russian.
2. Teachers teach how to break a new word into prefix, root, and suffix.
3. Students give the definition of each part.
4. Students combine the meaning of each part.
5. Students check the correct meaning in the dictionary.
6. Students study the target words by using the same method as above
(do 1-5 by yourself and the rest with the partners).

Content:

Language Focus

pianist and Russian

Target Words

- | | |
|-----------------|---|
| 1. Artist | ศิลปิน |
| 2. Dentist | ทันตแพทย์ |
| 3. Receptionist | พนักงานต้อนรับ |
| 4. Brazilian | ชาวบราซิล (http://www.google.co.th) |
| 5. Canadian | ชาวแคนาดา |
| 6. Korean | ชาวเกาหลี |
| 7. Librarian | บรรณารักษ์ |
| 8. Musician | นักดนตรี |
| 9. Technician | นายช่าง ผู้ที่ทำงานในห้องปฏิบัติการ |
| 10. Assistant | ผู้ช่วย |

Material

Work Sheet

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

Lesson Plan 11

Time: 1 hour

Objectives:

1. Students understand the steps of Word Mapping Strategy.
2. Students can translate words by using Word Mapping Strategy.

Procedures:

1. Teacher shows the parallel words on the whiteboard; pencils and saved.
2. Teachers teach how to break a new word into prefix, root, and suffix.
3. Students give the definition of each part.
4. Students combine the meaning of each part.
5. Students check the correct meaning in the dictionary.
6. Students study the target words by using the same method as above (do 1-5 by yourself and the rest with the partners).

Content:

Language Focus

pencils and saved

Target Words

- | | |
|--------------------------|------------|
| 1. Books | หนังสือ |
| 2. Flowers | ดอกไม้ |
| 3. Friends | มิตร |
| 4. Parents | พ่อหรือแม่ |
| 5. Trains | รถไฟ |
| 6. Divorced | การหย่า |
| 7. Married | แต่งงาน |
| 8. Separated | แยกทาง |
| 9. Widowed | เป็นม่าย |
| 10. Personal (assistant) | ส่วนตัว |

Material

Work Sheet

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

Lesson Plan for Traditional Teaching Method

Lesson Plan 1

Asking words' meanings by using pictures

Time: 1 hour

Objectives:

1. Students understand the process of asking words' meanings by using pictures.
2. Students know the words' meanings by using pictures.

Procedures:

1. Teacher explains the process of asking words' meanings by using pictures.
2. Students practice to predict the words' meanings by using pictures.

Content:

- | | |
|----------------|-----------------|
| 1. Return | 11. Books |
| 2. Undersea | 12. Boxes |
| 3. embrace | 13. Comfortable |
| 4. Infield | 14. Running |
| 5. Submarine | 15. worker |
| 6. Prefix | 16. actor |
| 7. Defrost | 17. Enjoyment |
| 8. Transport | 18. Higher |
| 9. Superstar | 19. Biggest |
| 10. Semicircle | 20. Quickly |

Material:

Pictures and Cards

Lesson Plan 2

Spelling and pronouncing words

Time: 1 hour

Objectives:

1. Students understand the process of spelling and pronouncing the given words.
2. Students can spell and pronounce the words correctly.

Procedures:

1. Teacher explains the process of spelling and pronouncing the given words.
2. Students practice to spell and pronounce the words.

Content:

- | | |
|----------------|-----------------|
| 1. Return | 11. Books |
| 2. Undersea | 12. Boxes |
| 3. embrace | 13. Comfortable |
| 4. Infield | 14. Running |
| 5. Submarine | 15. worker |
| 6. Prefix | 16. actor |
| 7. Defrost | 17. Enjoyment |
| 8. Transport | 18. Higher |
| 9. Superstar | 19. Biggest |
| 10. Semicircle | 20. Quickly |

Material:

Pictures and Cards

Lesson Plan 3

Time: 1 hour

Objectives:

1. Students understand the definition in the term of Traditional Vocabulary Teaching.
2. Students understand the steps of Traditional Vocabulary Teaching.
3. Students can to translate words by using Traditional Vocabulary Teaching.

Procedures:

1. Teacher explains the definition of Traditional Vocabulary Teaching.
2. Teacher explains the steps of Traditional Vocabulary Teaching.
3. Students practice to translate words by using Traditional Vocabulary Teaching.

Content:

Traditional Vocabulary Teaching

Traditional vocabulary instruction is about requiring relations between words and definitions.

Traditional Vocabulary Teaching Steps

- Step 1: A teacher shows a picture and asks students “What is the word in the picture?”.
- Step 2: Students answer the question.
- Step 3: A teacher writes the answer and its’ meaning Thai in on the whiteboard.
- Step 4: Students read aloud.

Materials: Knowledge Sheet

- Step 1: A teacher shows a picture and asks students “What is the word in the picture?”.
- Step 2: Students answer the question.
- Step 3: A teacher writes the answer and its’ meaning Thai in on the whiteboard.
- Step 4: Students read aloud.

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

Lesson Plan 4

Time: 1 hour

Objectives:

1. Students understand the steps of Traditional Vocabulary Teaching.
2. Students can translate words by using Traditional Vocabulary Teaching.

Procedures:

1. Teacher shows the parallel words on the whiteboard; stepmom and godparents.
2. Teacher shows the picture of each word and asks students what the picture refers to.
3. Teacher describes the definition of the whole word in Thai and writes it down on the whiteboard.
4. Students pronounce the words and its definitions.
5. Students study the target words by using the same method as above (do 1-4 by yourself and the rest with the partners).

Content:

Language Focus

Stepmom and godparent

Target Words

- | | |
|-----------------|--|
| 1. Godchild | ลูกอุปถัมภ์ |
| 2. Goddaughter | ลูกของพ่อแม่อุปถัมภ์ (http://www.google.co.th) |
| 3. Godfather | พ่ออุปถัมภ์ |
| 4. Godmother | แม่อุปถัมภ์ |
| 5. Godson | เด็กชายของพ่อแม่อุปถัมภ์ |
| 6. Stepdaughter | ลูกสาวของสามีหรือภรรยาที่ภรรยาหรือสามีคนที่แล้ว |
| 7. Stepfather | พ่อเลี้ยง |
| 8. Stepmother | แม่เลี้ยง |
| 9. Stepson | ลูกชายของสามีหรือภรรยาที่ภรรยาหรือสามีคนที่แล้ว |

Material:

Pictures and Card

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

Lesson Plan 5

Time: 1 hour

Objectives:

1. Students understand the steps of Traditional Vocabulary Teaching.
2. Students can translate words by using Traditional Vocabulary Teaching.

Procedures:

1. Teacher shows the parallel words on the whiteboard; granddad, substandard, miniskirt and underpass.
2. Teacher shows the picture of each word and asks students what the picture refers to.
3. Teacher describes the definition of the whole word in Thai and writes it down on the whiteboard.
4. Students pronounce the words and its definitions.
5. Students study the target words by using the same method as above (do 1-4 by yourself and the rest with the partners).

Content:

Language Focus

granddad, substandard, miniskirt and underpass

Target Words

- | | |
|------------------|------------|
| 1. Grandchild | หลาน |
| 2. Granddaughter | หลานสาว |
| 3. Grandfather | ปู่ / ตา |
| 4. Grandmother | ย่า / ยาย |
| 5. Grandson | หลานชาย |
| 6. Minibus | รถบัสเล็ก |
| 7. Subway | รถไฟใต้ดิน |
| 8. Underground | รถไฟใต้ดิน |

Material:

Pictures and Cards

Lesson Plan 6

Time: 1 hour

Objectives:

1. Students understand the steps of Traditional Vocabulary Teaching.
2. Students can translate words by using Traditional Vocabulary Teaching.

Procedures:

1. Teacher shows the parallel words on the whiteboard; drawing and giving.
2. Teacher shows the picture of each word and asks students what the picture refers to.
3. Teacher describes the definition of the whole word in Thai and writes it down on the whiteboard.
4. Students pronounce the words and its definitions.
5. Students study the target words by using the same method as above (do 1-4 by yourself and the rest with the partners).

Content:

Language Focus
drawing and giving

Target Words

- | | |
|---------------|---|
| 1. Camping | พักอยู่ชั่วคราว (การ, คำลั่ง) |
| 2. Doing | การทำ (การ, คำลั่ง) (http://www.google.co.th) |
| 3. Driving | ขับรถ (การ, คำลั่ง) |
| 4. Fishing | จับปลา (ด้วยอุปกรณ์) (การ, คำลั่ง) |
| 5. Going | ไป (การ, คำลั่ง) |
| 6. Growing | ปลูก (การ, คำลั่ง) |
| 7. Having | มี (การ, คำลั่ง) |
| 8. Jogging | วิ่งเหยาะๆ (การ, คำลั่ง) |
| 9. Joining | มีส่วนร่วม (การ, คำลั่ง) |
| 10. Listening | ฟัง (การ, คำลั่ง) |
| 11. Making | ทำ (การ, คำลั่ง) |

Material:

Pictures and Cards

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

Lesson Plan 7

Time: 1 hour

Objectives:

1. Students understand the steps of Traditional Vocabulary Teaching.
2. Students can translate words by using Traditional Vocabulary Teaching.

Procedures:

1. Teacher shows the parallel words on the whiteboard; moving and paying.
2. Teacher shows the picture of each word and asks students what the picture refers to.
3. Teacher describes the definition of the whole word in Thai and writes it down on the whiteboard.
4. Students pronounce the words and its definitions.
5. Students study the target words by using the same method as above (do 1-4 by yourself and the rest with the partners).

Content:

Language Focus

moving and paying

Target Words

- | | |
|--------------|---------------------------|
| 1. Marketing | ขาย (การ, กำล้าง) |
| 2. Mowing | ตัดหญ้า (การ, กำล้าง) |
| 3. Playing | เล่น (การ, กำล้าง) |
| 4. Rafting | ล่องแพ (การ, กำล้าง) |
| 5. Reading | อ่าน (การ, กำล้าง) |
| 6. Seeing | เห็น (การ, กำล้าง) |
| 7. Shopping | ซื้อของ (การ, กำล้าง) |
| 8. Taking | นำมา ถือ (การ, กำล้าง) |
| 9. Trekking | เดินทางซ้าๆ (การ, กำล้าง) |
| 10. Visiting | มาเยี่ยม (การ, กำล้าง) |
| 11. Watching | ดู (การ, กำล้าง) |

Material:

Pictures and Cards

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

Lesson Plan 8

Time: 1 hour

Objectives:

1. Students understand the steps of Traditional Vocabulary Teaching.
2. Students can translate words by using Traditional Vocabulary Teaching.

Procedures:

1. Teacher shows the parallel words on the whiteboard; visitor and seller.
2. Teacher shows the picture of each word and asks students what the picture refers to.
3. Teacher describes the definition of the whole word in Thai and writes it down on the whiteboard.
4. Students pronounce the words and its definitions.
5. Students study the target words by using the same method as above (do 1-4 by yourself and the rest with the partners).

Content:

Language Focus

visitor and seller

Target Words

- | | |
|--------------|-------------------------|
| 1. Actor | นักแสดง |
| 2. Auditor | ผู้ตรวจสอบบัญชี |
| 3. Operator | ผู้ควบคุม (เครื่องจักร) |
| 4. Professor | อาจารย์มหาวิทยาลัย |
| 5. Announcer | ผู้ประกาศ |
| 6. Barber | ช่างตัดผม |
| 7. Cashier | พนักงานรับจ่ายเงิน |
| 8. Engineer | วิศวกร |
| 9. Farmer | ชาวนา |

Material:

Pictures and Cards

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

Lesson Plan 9

Time: 1 hour

Objectives:

1. Students understand the steps of Traditional Vocabulary Teaching.
2. Students can translate words by using Traditional Vocabulary Teaching.

Procedures:

1. Teacher shows the parallel words on the whiteboard; driver and player.
2. Teacher shows the picture of each word and asks students what the picture refers to.
3. Teacher describes the definition of the whole word in Thai and writes it down on the whiteboard.
4. Students pronounce the words and its definitions.
5. Students study the target words by using the same method as above (do 1-4 by yourself and the rest with the partners).

Content:

Language Focus

driver and player

Target Words

- | | |
|------------|--------------------|
| 1. Lawyer | ทนายความ |
| 2. Manager | ผู้จัดการ |
| 3. Officer | พนักงาน |
| 4. Painter | จิตรกร |
| 5. Server | ผู้รับใช้ |
| 6. Singer | นักร้อง |
| 7. Teacher | ผู้สอน |
| 8. Teller | เครื่องฝาก-ถอนเงิน |

Material:

Pictures and Cards

Lesson Plan 10

Time: 1 hour

Objectives:

1. Students understand the steps of Traditional Vocabulary Teaching.
2. Students can translate words by using Traditional Vocabulary Teaching.

Procedures:

1. Teacher shows the parallel words on the whiteboard; pianist and Russian.
2. Teacher shows the picture of each word and asks students what the picture refers to.
3. Teacher describes the definition of the whole word in Thai and writes it down on the whiteboard.
4. Students pronounce the words and its definitions.
5. Students study the target words by using the same method as above (do 1-4 by yourself and the rest with the partners).

Content:

Language Focus

pianist and Russian

Target Words

- | | |
|-----------------|---|
| 1. Artist | ศิลปิน |
| 2. Dentist | ทันตแพทย์ |
| 3. Receptionist | พนักงานต้อนรับ |
| 4. Brazilian | ชาวบราซิล (http://www.google.co.th) |
| 5. Canadian | ชาวแคนาดา |
| 6. Korean | ชาวเกาหลี |
| 7. Librarian | บรรณารักษ์ |
| 8. Musician | นักดนตรี |
| 9. Technician | นายช่าง ผู้ที่ทำงานในห้องปฏิบัติการ |
| 10. Assistant | ผู้ช่วย |

Material:

Pictures and Cards

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

Lesson Plan 11

Time: 1 hour

Objectives:

1. Students understand the steps of Traditional Vocabulary Teaching.
2. Students can translate words by using Traditional Vocabulary Teaching.

Procedures:

1. Teacher shows the parallel words on the whiteboard; pencils and saved.
2. Teacher shows the picture of each word and asks students what the picture refers to.
3. Teacher describes the definition of the whole word in Thai and writes it down on the whiteboard.
4. Students pronounce the words and its definitions.
5. Students study the target words by using the same method as above (do 1-4 by yourself and the rest with the partners).

Content:

Language Focus

pencils and saved

Target Words

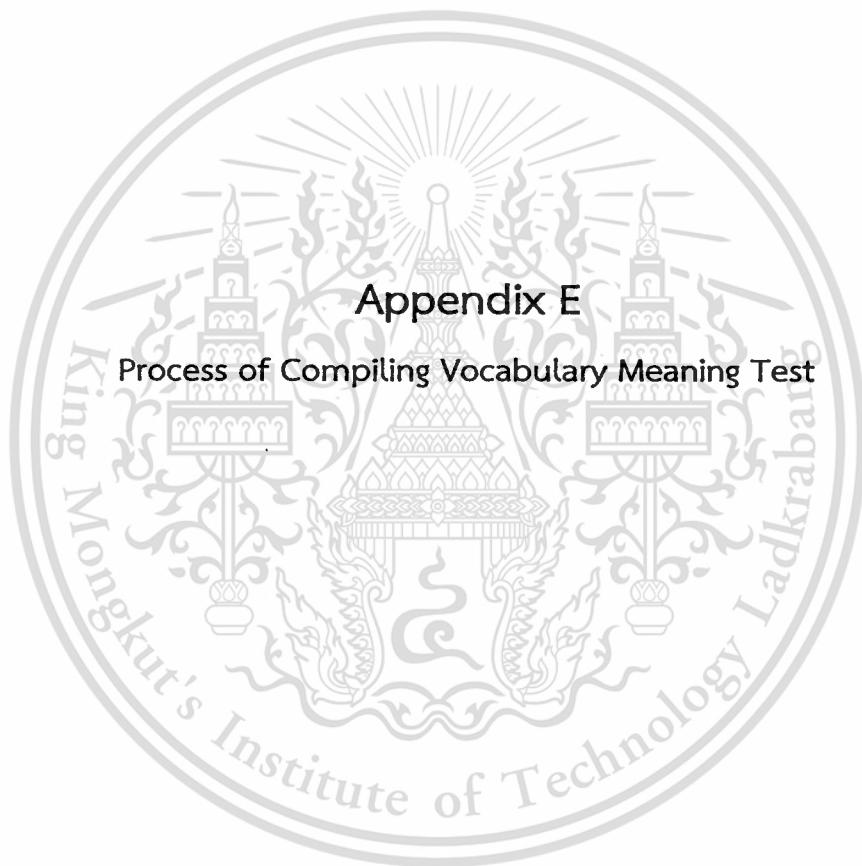
- | | |
|--------------------------|------------|
| 1. Books | หนังสือ |
| 2. Flowers | ดอกไม้ |
| 3. Friends | มิตร |
| 4. Parents | พ่อหรือแม่ |
| 5. Trains | รถไฟ |
| 6. Divorced | การหย่า |
| 7. Married | แต่งงาน |
| 8. Separated | แยกทาง |
| 9. Widowed | เป็นม่าย |
| 10. Personal (assistant) | ส่วนตัว |

Material:

Pictures and Cards

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.



This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

Appendix E

Process of Compiling Vocabulary Meaning Test

30 items of Vocabulary Meaning Test were compiled by using systematic random.

The numbers of items were calculated from the numbers of words in each type of vocabulary.

Table: Types of Vocabulary

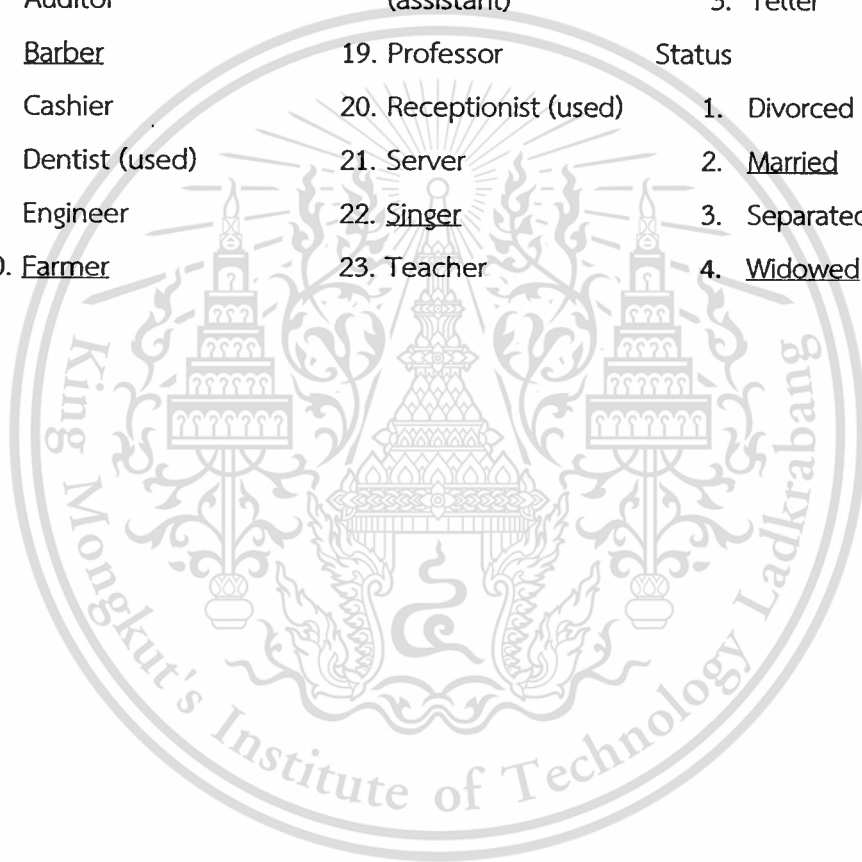
Number	Types of Vocabulary	Numbers of words	Score	Numbers of Questions
1	Family and Friend	16	6.315	6
2	Transportation	4	1.578	2
3	Activity and Verb	22	8.684	9
4	Career	24	9.473	9
5	Nationality	3	1.184	1
6	Thing and Plant	3	1.184	1
7	Status	4	1.578	2
	Total	76	-	30

- | | | |
|------------------------|-----------------------------|----------------------|
| Family and Friend | 14. Grandson | 6. <u>Growing</u> |
| 1. Godchild | 15. Friends | 7. Having |
| 2. <u>Goddaughter</u> | 16. Parents | 8. <u>Jogging</u> |
| 3. Godfather | Transportation | 9. Joining |
| 4. <u>Godmother</u> | 1. Minibus | 10. <u>Listening</u> |
| 5. Godson | 2. <u>Subway</u> | 11. Making |
| 6. <u>Stepdaughter</u> | 3. Underground | 12. Marketing (used) |
| 7. Stepfather | 4. <u>Trains</u> | 13. Mowing |
| 8. <u>Stepmother</u> | Activity and Verb | 14. <u>Playing</u> |
| 9. Stepson | 1. <u>Camping</u> (recount) | 15. Rafting |
| 10. <u>Grandchild</u> | 2. <u>Doing</u> | 16. Reading (used) |
| 11. Granddaughter | 3. <u>Driving</u> (recount) | 17. Seeing |
| 12. <u>Grandfather</u> | 4. Fishing (used) | 18. <u>Shopping</u> |
| 13. Grandmother | 5. Going | 19. Taking |

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

20. Trekking (used)	11. Lawyer	24. <u>Technician</u>
21. Visiting	12. Librarian (used)	Nationality
22. <u>Watching</u>	13. Manager	1. Brazilian
Career	14. <u>Musician</u>	2. <u>Canadian</u>
1. <u>Actor</u> (recount)	15. Officer	3. Korean
2. <u>Announcer</u>	16. Operator (used)	Thing and Plant
3. <u>Artist</u> (recount)	17. Painter	1. Books
4. Assistant (used)	18. <u>Personal</u>	2. <u>Flowers</u>
5. Auditor	(assistant)	3. Teller
6. <u>Barber</u>	19. Professor	Status
7. Cashier	20. Receptionist (used)	1. Divorced
8. Dentist (used)	21. Server	2. <u>Married</u>
9. Engineer	22. <u>Singer</u>	3. Separated
10. <u>Farmer</u>	23. Teacher	4. <u>Widowed</u>





This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

Appendix F

The Teaching Plan for the Vocabulary List

Lesson Plan		Test		Time
Word Mapping	Traditional	<input checked="" type="checkbox"/> Word Mapping	<input checked="" type="checkbox"/> Word Mapping	Monday –Friday (11 hours)
		<input checked="" type="checkbox"/> Traditional	<input checked="" type="checkbox"/> Traditional	
		Root and Affixes Test (Test 1) (30 items)	Meaning Test (Test 2) (30 items)	
Lesson 1: Basic Concepts about Prefixes	Lesson 1 Asking words' Meanings by using pictures	–	–	1 hours
Lesson 2: Basic Concepts about Suffixes	Lesson 2 Spelling and pronouncing words	–	–	1 hours
Lesson 3: Word Mapping Strategy	Lesson 3 Traditional Teaching	–	–	1 hours
Lesson 4 1. Godchild 2. Goddaughter 3. Godfather 4. Godmother 5. Godson 6. Stepdaughter 7. Stepfather 8. Stepmother 9. Stepson	Lesson 4 1. Godchild 2. Goddaughter 3. Godfather 4. Godmother 5. Godson 6. Stepdaughter 7. Stepfather 8. Stepmother 9. Stepson	Lesson 4 1. God- 2. Step- 3. Child	Lesson 4 1. Goddaughter 2. Godmother 3. Stepdaughter 4. Stepmother	1 hours
Lesson 5 1. Grandchild 2. Granddaughter 3. Grandfather	Lesson 5 1. Grandchild 2. Granddaughter 3. Grandfather	Lesson 5 1. Grand- 2. Mini- 3. Sub-	Lesson 5 1. Grandchild 2. Grandfather 3. Subway	1 hours

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

4. Grandmother 5. Grandson 6. Minibus 7. Subway 8. Underground	4. Grandmother 5. Grandson 6. Minibus 7. Subway 8. Underground	4. Under- 5. Bus		
Lesson 6 1. Camping 2. Doing 3. Driving 4. Fishing 5. Going 6. Growing 7. Having 8. Jogging 9. Joining 10. Visiting 11. Making	Lesson 6 1. Camping 2. Doing 3. Driving 4. Fishing 5. Going 6. Growing 7. Having 8. Jogging 9. Joining 10. Visiting 11. Making	Lesson 6 1. -ing 2. Fish 3. Jog	Lesson 6 1. Camping 2. Doing 3. Driving 4. Growing 5. Jogging	1 hours
Lesson 7 1. Marketing 2. Mowing 3. Playing 4. Rafting 5. Reading 6. Seeing 7. Shopping 8. Taking 9. Trekking 10. Listening 11. Watching	Lesson 7 1. Marketing 2. Mowing 3. Playing 4. Rafting 5. Reading 6. Seeing 7. Shopping 8. Taking 9. Trekking 10. Listening 11. Watching	Lesson 7 1. Market 2. Read 3. Trek	Lesson 7 1. Playing 2. Shopping 3. Watching 4. Listening	1 hours
Lesson 8 1. Actor 2. Auditor	Lesson 8 1. Actor 2. Auditor	Lesson 8 1. -or	Lesson 8 1. Actor 2. Announcer	1 hours

3. Operator 4. Professor 5. Announcer 6. Barber 7. Cashier 8. Engineer 9. Officer	3. Operator 4. Professor 5. Announcer 6. Barber 7. Cashier 8. Engineer 9. Officer		3. Barber	
Lesson 9 1. Lawyer 2. Manager 3. Farmer 4. Painter 5. Server 6. Singer 7. Teacher 8. Teller	Lesson 9 1. Lawyer 2. Manager 3. Farmer 4. Painter 5. Server 6. Singer 7. Teacher 8. Teller	Lesson 9 1. -er	Lesson 9 1. Singer 2. Farmer	1 hours
Lesson 10 1. Artist 2. Dentist 3. Receptionist 4. Brazilian 5. Canadian 6. Korean 7. Librarian 8. Musician 9. Technician 10. Assistant	Lesson 10 1. Artist 2. Dentist 3. Receptionist 4. Brazilian 5. Canadian 6. Korean 7. Librarian 8. Musician 9. Technician 10. Assistant	Lesson 10 1. -ist 2. -ian 3. Assist 4. Dent 5. Library 6. Reception 7. Brazil	Lesson 10 1. Artist 2. Musician 3. Technician 4. Canadian	1 hours
Lesson 11 1. Books 2. Flowers 3. Friends 4. Parents 5. Trains	Lesson 11 1. Books 2. Flowers 3. Friends 4. Parents 5. Trains	Lesson 11 1. -s 2. -ed 3. -al 4. Book 5. Divorce	Lesson 11 1. Trains 2. Personal 3. Flowers 4. Married 5. Widowed	1 hours

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

6. Divorced	6. Divorced			
7. Married	7. Married			
8. Separated	8. Separated			
9. Widowed	9. Widowed			
10. Personal (assistant)	10. Personal (assistant			



This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.



This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

Appendix G

Findings Used in the Research

Findings in Traditional Teaching Group

The Mean, Median, and Standard Deviations of Pre-test and Post-tests

		pre-test	post-test1	post-test2
N	Valid	35	35	35
	Missing	0	0	0
Mean		3.6571	8.6429	15.5143
Median		3.0000	7.0000	14.0000
Std. Deviation		4.15822	6.94047	6.52088
Variance		17.29076	48.17017	42.52185

The Students' Satisfaction and Attitude Questionnaire

		number 1	number 2	number 3	number 4	number 5	number 6	number 7	number 8	number 9
N	Valid	35	35	35	35	35	35	35	35	35
	Missing	0	0	0	0	0	0	0	0	0
Mean		3.8571	3.3143	3.5429	3.2571	3.9429	3.6000	3.5143	3.7143	4.0286
Std. Deviation		.64820	.90005	.81684	1.03875	.96841	1.00587	.91944	.89349	.74698

The Frequency and Percent of Pre-test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-10	33	94.3	94.3	94.3
	11-20	2	5.7	5.7	100.0
Total		35	100.0	100.0	

The Frequency and Percent of Post-test 1

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-10	22	62.9	62.9	62.9
	11-20	10	28.6	28.6	91.4
	21-30	3	8.6	8.6	100.0
	Total	35	100.0	100.0	

The Frequency and Percent of Post-test 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-10	6	17.1	17.1	17.1
	11-20	19	54.3	54.3	71.4
	21-30	10	28.6	28.6	100.0
	Total	35	100.0	100.0	

Reliability of Pre-Test and Post-tests of the TT Group

***** Method 2 (covariance matrix) will be used for this analysis *****

RELIABILITY ANALYSIS - SCALE (ALPHA)

N of Cases = 35.0

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
Pre-test	24.1571	169.2319	.7944	.7222	.9282
Post-test1	19.1714	97.0139	.9310	.8703	.7669
Post-test2	12.3000	114.2088	.8304	.7605	.8537

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

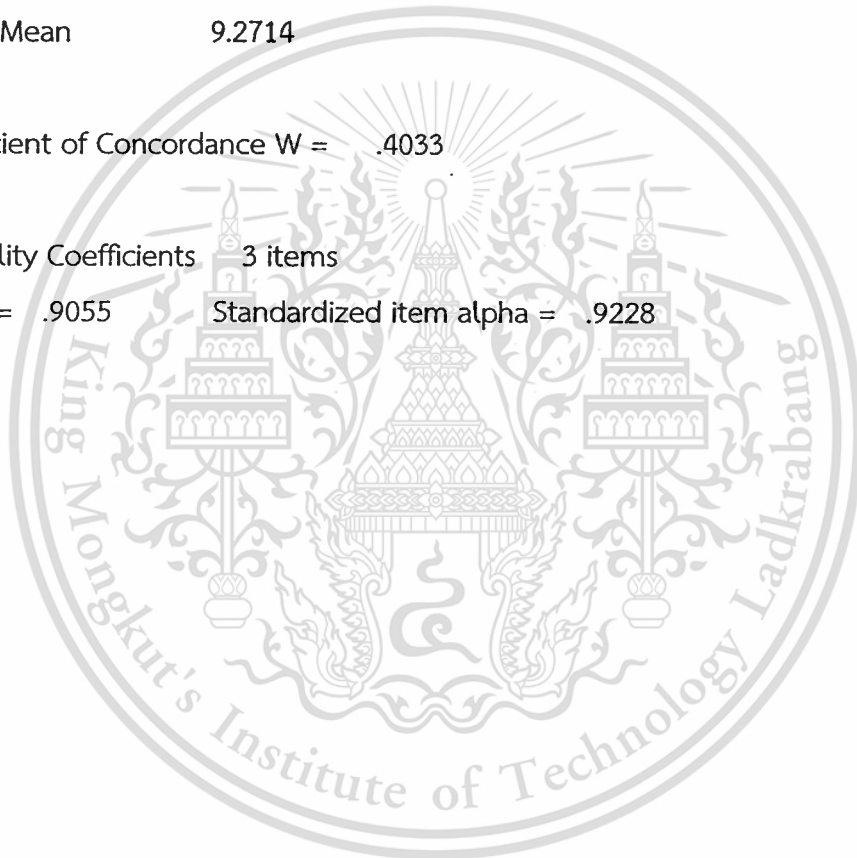
Analysis of Variance

Source of Variation	Sum of Sq.	DF	Mean Square	Chi-square	Prob.
Between People	3088.0143	34	90.8239		
Within People	3064.5000	70	43.7786		
Between Measures	2481.1000	2	1240.5500	56.6738	.0000
Residual	583.4000	68	8.5794		
Total	6152.5143	104	59.1588		
Grand Mean	9.2714				

Coefficient of Concordance $W = .4033$

Reliability Coefficients 3 items

Alpha = .9055 Standardized item alpha = .9228



Findings in Word Mapping Group

The Mean, Median, and Standard Deviations of Pre-test and Post-tests

		pre-test	post-test1	post-test2
N	Valid	38	38	38
	Missing	0	0	0
Mean		4.6711	12.7237	19.4211
Median		3.7500	12.0000	22.0000
Std. Deviation		4.34380	8.25906	8.16843
Variance		18.86860	68.21213	66.72333

The Students' Satisfaction and Attitude Questionnaire

		number 1	number 2	number 3	number 4	number 5	number 6	number 7	number 8	number 9	TOTAL
N	Valid	38	38	38	38	38	38	38	38	38	38
	Missing	0	0	0	0	0	0	0	0	0	0
Mean		3.7368	3.7368	3.5263	3.5263	3.8421	3.7895	3.6316	4.0000	3.6053	3.7105
Std. Deviation		.64449	.68514	.64669	.68721	.75431	.81067	.71361	.56949	.85549	.49861

The Frequency and Percent of Pre-test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-10	32	84.2	84.2	84.2
	11-20	6	15.8	15.8	100.0
Total		38	100.0	100.0	

The Frequency and Percent of Post-test 1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-10	15	39.5	39.5	39.5
	11-20	13	34.2	34.2	73.7
	21-30	10	26.3	26.3	100.0
	Total	38	100.0	100.0	

The Frequency and Percent of Post-test 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-10	5	13.2	13.2	13.2
	11-20	13	34.2	34.2	47.4
	21-30	20	52.6	52.6	100.0
	Total	38	100.0	100.0	

Independent Samples Test of Post-test 1

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
post-test1	Equal variances assumed	2.239	.139	-2.275	71	.026	-4.081	1.7937	-7.6573	-.5044
	Equal variances not assumed			-2.292	70.431	.025	-4.081	1.7808	-7.6322	-.5295

Independent Samples Test of Post-test 2

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
post-test2	Equal variances assumed	3.221	.077	-2.246	71	.028	-3.907	1.7396	-7.3754	-.4381
	Equal variances not assumed			-2.267	69.636	.027	-3.907	1.7236	-7.3447	-.4688

Reliability of Pre-Test and Post-tests of the WM Group

***** Method 2 (covariance matrix) will be used for this analysis *****

RELIABILITY ANALYSIS - SCALE (ALPHA)

N of Cases = 38.0

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
TESTW	32.1447	250.7690	.7631	.6273	.9238
TEST1W	24.0921	133.7548	.9038	.8183	.7202

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

TEST2W 17.3947 143.9075 .8368 .7370 .7898

Analysis of Variance

Source of Variation	Sum of Sq.	DF	Mean Square	Chi-square	Prob.
Between People	4620.4035	37	124.8758		
Within People	5215.6667	76	68.6272		
Between Measures	4145.3202	2	2072.6601	60.4035	.0000
Residual	1070.3465	74	14.4641		
Total	9836.0702	113	87.0449		

Grand Mean 12.2719

Coefficient of Concordance W = .4214

Reliability Coefficients 3 items

Alpha = .8842 Standardized item alpha = .9124

Reliability (Cronbach-SPSS) of the Pilot Group

RELIABILITY ANALYSIS - SCALE (ALPHA)

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
Q1	4.4706	18.2870	.0000	.8929
Q2	4.4118	17.8859	.2075	.8921

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

Q3	4.4412	17.9055	.3633	.8906
Q4	4.4265	17.6232	.3948	.8896
Q5	4.3971	17.5876	.4425	.8891
Q6	4.0882	15.4465	.6698	.8829
Q7	4.4412	18.0116	.1690	.8924
Q8	4.3088	16.2426	.6991	.8823
Q9	4.2941	16.7745	.5324	.8864
Q10	4.0735	15.7444	.6174	.8845
Q11	4.3824	17.1827	.4804	.8878
Q12	4.4559	18.1419	.1885	.8921
Q13	4.2941	17.1078	.4414	.8884
Q14	4.3676	16.9592	.5664	.8861
Q15	3.9412	16.3146	.5214	.8871
Q16	4.2941	17.2897	.4082	.8891
Q17	4.3676	16.8835	.6019	.8854
Q18	4.3676	16.9441	.5735	.8860
Q19	4.4706	18.2870	.0000	.8929
Q20	4.3824	17.2736	.3888	.8894
Q21	4.0588	15.6025	.6664	.8828
Q22	3.9853	15.1437	.7439	.8803
Q23	4.2794	16.0332	.7153	.8816
Q24	4.4706	18.2870	.0000	.8929
Q25	4.2353	16.8217	.4056	.8900
Q26	4.4118	17.5526	.3385	.8902
Q27	4.4559	18.3086	-.0395	.8934
Q28	4.1912	16.9548	.5428	.8864
Q29	4.4118	17.6738	.2770	.8912
Q30	4.4706	18.2870	.0000	.8929

Reliability Coefficients

N of Cases = 34.0

N of Items = 30

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

Alpha = .8918

Reliability of the Questionnaire

***** Method 2 (covariance matrix) will be used for this analysis *****

RELIABILITY ANALYSIS - SCALE (ALPHA)

Correlation Matrix

	ITEM1T	ITEM2T	ITEM3T	ITEM4T	ITEM5T
ITEM1T	1.0000				
ITEM2T	.3313	1.0000			
ITEM3T	.0952	.4812	1.0000		
ITEM4T	.0562	.0369	.2813	1.0000	
ITEM5T	.0335	.3924	.4494	.1905	1.0000
ITEM6T	.0000	.1105	.5226	.2139	.1872
ITEM7T	-.1692	.1543	.5181	.5658	.4634
ITEM8T	-.0218	.0418	.3397	.2716	.2525
ITEM9T	.2517	.2487	.5041	.0282	.2056

	ITEM6T	ITEM7T	ITEM8T	ITEM9T
ITEM6T	1.0000			
ITEM7T	.5152	1.0000		
ITEM8T	.3273	.4347	1.0000	
ITEM9T	.2505	.1493	.2329	1.0000

N of Cases = 35.0

Inter-item

Correlations	Mean	Minimum	Maximum	Range	Max/Min	Variance
	.2485	-.1692	.5658	.7350	-3.3437	.0339

Item-total Statistics

This material is reserved for educational use only, not allowed for commercial use.

Forbidden to modify the content, and cite the document when use.

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
ITEM1T	28.9143	20.4924	.1060	.2617	.7688
ITEM2T	29.4571	18.0202	.3539	.3992	.7422
ITEM3T	29.2286	16.1227	.7233	.6191	.6849
ITEM4T	29.5143	17.3748	.3558	.3889	.7450
ITEM5T	28.8286	16.8521	.4710	.3560	.7231
ITEM6T	29.1714	16.7345	.4603	.4077	.7252
ITEM7T	29.2571	16.0790	.6252	.6421	.6963
ITEM8T	29.0571	17.6437	.4120	.2406	.7329
ITEM9T	28.7429	18.5496	.3772	.3290	.7381

RELIABILITY ANALYSIS - SCALE (ALPHA)

Reliability Coefficients 9 items

Alpha = .7526 Standardized item alpha = .7485

AUTHOR BIOGRAPHY

Name:	Mr. Pracha Thadapisit
Date of Birth	21 December 1978
Place of Birth	Bangkok, Thailand
Education	
1996 – 2000	Bachelor's degree in Humanity and Social Science, majoring in English, minoring in English Literature from Khon Kaen University
Work Experience	
2002 – 2008	English Teacher at Ongkharak Industrial and Community Education College
2008 – present	English Teacher at Ongkharak Industrial and Community Education College

