CHAPTER II

REVIEW OF RELATED LITERATURE

This part presents the review of related literature. It covers seven major sections. They are previous studies, definition of vocabulary, kinds of vocabulary, vocabulary learning strategies, vocabulary size, the differences between vocabulary size and vocabulary mastery.

A. Previous Studies

The researcher find some studies which is almost similar that discussed about vocabulary learning strategies and vocabulary size. First, the study entitled "Vocabulary Learning Strategies and Vocabulary Size of ELT Students at EMU in Northern Cyprus" was written by Seyed Ali Rezvani Kalajahi.[1] The major findings of this study were as follows. First, the findings indicated that most of the ELT students adequately operated the psycholinguistic strategies, whereas somewhat adequately the metacognitive strategies. Next, the ELT students reportedly had somewhat average vocabulary size to cope with advanced studies at the university level. Finally, this study found no relationship between the psycholinguistic strategy and the vocabulary size of the participants, and the relationships between the metacognitive strategy and the vocabulary size, as well as the vocabulary learning strategy questionnaire and the vocabulary size of the participants were negligible.

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[1]Seyed Ali Rezvani Kalajahi, *Vocabulary Learning Strategies and Vocabulary Size of ELT Students at EMU in Northern Cyprus*, 2012.

The findings also revealed that students did not operate certain strategies, rather a variety of strategies.

Second, study entitled "The Relationships between Vocabulary Learning Strategies and Vocabulary Size among Adult Spanish Foreign Language Learners" written by Dieter A. Waldvogel.[2] Analyses of the data suggest that a significant relationship exists between the use of certain types of learning strategies and vocabulary size among advanced, more experienced learners, but not among beginning or intermediate level students. It is clear that for most FL students, learning vocabulary is the most common activity in the language learning process and perhaps the most frustrating one as well. There is little doubt that FL learners want to have greater control over their own vocabulary development.

Third, study entitled "Vocabulary Learning Strategies Employed by Undergraduate Students and its Relationship to their Vocabulary Knowledge" written by Tinutda Komol.[3] The current study reported the English vocabulary learning strategies used by second year university students at Prince of Songkla University. The purpose of this study was to identify the use of vocabulary learning strategies of the research subjects, to look at the differences in vocabulary learning strategy used by the students with high and low vocabulary size, and to find out the vocabulary learning strategies use in relation to vocabulary size. Statistical analysis revealed that

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[2]Dieter A. Waldvogel, *The Relationships between Vocabulary Learning Strategies and Vocabulary Size among Adult Spanish Foreign Language Learners*, 2013.

[3]Tinutda Komol, *Vocabulary Learning Strategies Employed by Undergraduate Students and its Relationship to their Vocabulary Knowledge*.

determination strategies was the most frequently used strategies whereas social strategies were less often used by all subjects. A series of *t*-tests revealed a significant difference at the 0.01 level between the students with high and low vocabulary size and frequency of use of vocabulary learning strategies. Correlation analysis showed that the relationship exist between vocabulary learning strategy use and vocabulary size score.

There are many differences between the present studies with the previous studies above. Seyed Ali Rezvani Kalajahi aimed at exploring the relationship between vocabulary learning strategies and vocabulary size of undergraduate English Language Teaching students at Eastern Mediterranean University. Whereas, Dieter A. Waldvogel wanted to investigate the relationships between the type of vocabulary learning strategies adult Spanish foreign language students use at different levels of proficiency and their vocabulary size. And Tinutda Komol wanted to find out the vocabulary learning strategies use in relation to vocabulary size. In this study the writer focused to find out the correlation between the students' vocabulary learning strategies and their vocabulary size.

B.   Definition of Vocabulary

In this chapter the writer wants to explain definition of vocabulary in order to understand a language, the learners have to understand the definition of vocabulary first. When we talk about learning vocabulary in another language, we immediately envision a list of words. It is difficult to make one definition of vocabulary. So, the writer tries to take it from some references. Vocabulary is knowledge of words and

word meanings.[4] Vocabulary is "An alphabetical list of words with their meaning: the words of a language: an individual's command or use of particular words.[5] Vocabulary is the total number in a language: all the words known to a person or used in a particular book, subject, etc. Vocabulary is a list of words with their meaning, especially one that accompanies a textbook.[6] Vocabulary is word in general: (the stock of) words known and used e.g. by one person, pr within a particular trade or profession: a list of words in alphabetical order with meanings e.g. added as a supplement to a book dealing with a particular subject.[7]

Based on the definitions above, it can be concluded that vocabulary is the total numbers of words, a list or set of words in a particular language that a person knows or uses and needed to communicate ideas and express the speaker's means. That is the reason why it is important to learn vocabulary. So, vocabulary can be defined as the words of a language, including single items and phrases or chunks of several words which covey a particular meaning, the way individual words do. Vocabulary addresses single lexical items words with specific meaning but it also includes lexical phrases or chunks.

To many learners, mastering the meaning of a word means to master the definition of the word in dictionaries. Schmitt says that word meaning consists of the link of the word and its referent, and the latter means the person, thing, action, and

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[4]Fran Lehr, MA, Jean Osborn, Med, Dr. Elfrieda H. Hiebert, *a focus on vocabulary*, P. 5
[5]Webster's English dictionary, Karisma Publishing Group, 2006. P. 454
[6]A.S. Hornby, *Oxford Advanced Learner's Dictionary,* Oxford University Press. P. 1331
[7]Lionel Kernerman, *password kamus bahasa inggris untuk pelajar*, Kesaint Blanc. P. 573

situation. The meaning of a word in dictionaries is the basic meaning elements. However, a word can have different meanings in different contexts. This phenomenon involves the register. It is used in people's daily life popularly, and it means the denotation of a word meaning from the basic meaning in different contexts. It is the relationship between the content, sender, receiver, situation and purpose. For example: the word *pet*, its basic meaning in a dictionary means "a domesticated animal kept for companionship or amusement".[8] However, when in informal situation it is used to address the person you like or love.

On the aspect of association, it means that words are related to others in different ways and any word can belong to a certain word family. There are four main categories in association. The first one is coordination: words cluster together on the same level of detail, e.g. *apple* and *orange*. Moreover, opposites also belong to this kind, e.g. *full* and *hungry*. The second one is superordination. It means that some words cover other words which are subordinate to the upper ones, e.g. when people mention the word *animal*, others can easily associate to *tiger* and *lion*. The third one is synonymy, which means words having the same or similar meanings are stored together, e.g. *happy* and *glad*. The last one is collocation, which means some words are usually stored together to collocate each other, e.g. *salt water*.[9]

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[8] McCarthy,*Vocabulary*. Oxford: Oxford University Press, 1990. P. 61.
[9] Aitchison, *Words in the Mind*. Oxford: Blackwell, 2003. P. 86.

Nation defines collocation as the tendency of two or more words to co-occur in discourse. There are two basic types of collocations: semantic collocations and grammatical collocations. Semantic collocations mean that the type consists of two equal words both with meaning to produce a new meaning, e.g. *air balloon*. The other ones refer to the type in which a core word goes with a functional word, e.g. *in devote to*, devote is the core word, and to is the functional word having no meaning.[10]

Concerning the grammatical behavior, it means the pattern in which it typically occurs. Two of the most important aspects of lexis are word class and morphology. There are four major parts in word class: noun, verb, adjective and adverb. Morphology involves affixes including prefix such as *un-* and suffix such as *–ment*. The morphology is also about how these affixes are attached to the basic forms of words.[11]

On the aspect of form of a word, Nation states there are two kinds of a word form. They are written form and spoken form. The written form of a word refers to the spelling and the spoken form means the sound or pronunciation. The last aspect is always referring to how often any particular word occurs in usage.

According to the above aspects of a word, both teachers and learners should hold a broad view of mastering a word and adopt different strategies to gain a full command of a word. How many words should a learner of English as a second

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[10] Benson, Collocations and Idioms. In R, Ilson (Ed.), *Dictionaries, Lexicography and Language Learning*. Oxford: Pergamon,.1985. P. 61-68.

[11] Laufer, What Is in a Word That Makes It Hard to Easy: Some Intralexical Factors That Affect the Learning of Words. In N. Schmitt and M. McCarthy (Eds.), *Vocabulary: Description, Acquisition, and Pedagogy*. Cambridge: Cambridge University Press. 1997. P. 140.

language or as foreign language learn? Many scholars have done research into this aspects. Some scholars think that 2000 key words are the least requirement. But if one wants to learn English better 5000 words are needed. Other think that 3000 words are the least requirement and if one wants to learn English well, 8000 words should be needed.

How many words a student should know? A study conducted to 1.776 students in Indonesia show that the average vocabulary size of graduate students' are 2.861 words, while the average vocabulary size of S2 students are the 2671 words and S3 students are 3211 words. Learning foreign language vocabulary demand students making the right connections between the form and the meaning of the words fist when they are trying for understanding the language, including differentiating the meaning of words that are inextricably linked. Second, when producing language, using the correct form of a word for the meaning you want. A student of foreign languages should know about words and word formation in order to be able to understand the form and meaning of words, and use the correct form of the word.

C.   Kinds of Vocabulary

Vocabulary varies in the four skills of language, listening, writing, reading and speaking. Generally, a student will absorb listening and speaking vocabulary before coming to the reading and writing vocabulary. But in real situation, the process may change, especially in foreign language teaching. Reading vocabulary may become the first stage before processing the speaking and listening vocabulary. Vocabulary is

knowledge of words and word meanings. However, vocabulary is more complex than this definition suggests. First, words come in two forms: oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize and use in reading and writing. Second, word knowledge also comes in two forms, receptive and productive. Receptive vocabulary includes words that we recognize when we hear or see them. Productive vocabulary includes words that we use when we speak or write. Receptive vocabulary is typically larger than productive vocabulary, and may include many words to which we assign some meaning, even if we don't know their full definitions and connotations or ever use them ourselves as we speak and write.[12] Vocabulary refers to words we use to communicate in oral and print language. Receptive vocabulary refers to the words we understand through reading and listening. Productive vocabulary refers to the words we use to communicate through writing and speaking. In order to communicate effectively using oral and print language, we must be able to flexibly use words that we recognize and understand.[13]

D.   The Importance of Vocabulary

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Schmitt states that "Without grammar very little can be conveyed, without vocabulary nothing

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[12]Fran Lehr, MA, Jean Osborn, Med, Dr. Elfrieda H. Hiebert, *a focus on vocabulary*, P. 5

[13]Susan Hanson and Jennifer F.M. Padua, *Teaching Vocabulary Explicitly*, P. 5

can be conveyed."[14] This point reflects my experience with different languages; even without grammar, with some useful words and expressions, I can often manage to communicate. Particularly as students develop greater fluency and expression in English, it is significant for them to acquire more productive vocabulary knowledge and to develop their own personal vocabulary learning strategies. Students often instinctively recognize the importance of vocabulary to their language learning. As Schmitt noted, "learners carry around dictionaries and not grammar books". Teaching vocabulary helps students understand and communicate with others in English.

Of all the language skills, it is widely acknowledged that vocabulary is a very important part in English language learning, and as mentioned earlier in that no one can communicate in any meaningful way without vocabulary. McCarthy indicated that the single, biggest component of any language course is vocabulary. This is consistent with Nation who affirms that learners also see vocabulary as being a very, if not the most, important element in language learning. Learners feel that many of their difficulties, in both receptive and productive language use, result from the lack of vocabulary knowledge. However, many scholars in the fields of vocabulary learning and teaching indicate that vocabulary has long been neglected in the language classroom. Consequently, the main purpose of this section is to study and review the importance of vocabulary in language learning so as to look at what we know about English vocabulary as well as to reflect on how this has been applied in

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[14] Nobert Schmitt, *Researching Vocabulary 'A vocabulary research manual',* 2010. P.3

language teaching and learning. Words are the tools learners use to think, to express ideas and feelings, as well as to explore and analyse the world around them. A limited vocabulary keeps them from expressing their thoughts and feelings. On the other hand, a large, rich vocabulary gives them the right words to use at the right time. Kitajima affirms that without words that label objects, actions, and concepts, one cannot express intended meanings. "The more words one is able to use correctly, the better one will be able to express oneself easily and with self-confidence and to understand the world one lives in."

There is no question that in a good language learning classroom, both vocabulary and grammar are essential, but when compared vocabulary with grammar, vocabulary is much more important and should receive more attention than grammar. Allen indicates that in the best classes, neither grammar nor vocabulary is neglected, but vocabulary is more essential and should be taught before grammar. Likewise, Flower states, "Words are the most important things students must learn. Grammar is important, but vocabulary is much more important". This is consistent with Lewis who also views the importance of vocabulary as the centre of language teaching and learning since language consists of 'grammaticalised lexis, not lexicalised grammar' and 'grammar, as structure, is subordinate to lexis'. That is to say, these scholars see that the words are preceded by the grammar. This confirms what we know from our own experience that one can understand others even if they pronounce words badly, and make grammatical mistakes, but without the mediation of words, any meaningful way of communication is rather impossible. To be precise, vocabulary seems to be

the key to language learning, and thus, is accepted to be more important than grammar. This is consistent with Ellis who affirms that lexical errors tend to obstruct comprehension more than grammatical errors. Besides, Harmer asserts that choosing words carefully in certain situations is more important than choosing grammatical structures because language learners cannot use structures correctly if they do not have enough vocabulary knowledge. This means that vocabulary is more important than grammar, and it is vital for comprehension in language skill in any situation. Regarding vocabulary in communication, it is apparent that vocabulary is basic in learning to communicate effectively while listening, speaking, reading, and writing. This is asserted by many scholars. For example, Lewis views the importance of vocabulary as being a basic for daily communication. He indicates that if language learners do not recognise the meanings of the key words used by those who address them, they will be unable to participate in the conversation, even if they know the morphology and syntax. Krashen and Terrell indicate that if language learners wish to express some idea or ask for information, they must be able to produce lexical items to convey their meaning. Besides, Richards' preface in Schmitt's "Vocabulary in Language Teaching" indicates that vocabulary is central to communicative competence and to the acquisition of a second language. Vocabulary and lexical items are at the core of learning and communication. No amount of grammatical or other type of linguistic knowledge can be employed in communication or discourse without the mediation of vocabulary because vocabulary is shown to focus much more than knowledge of single words.

In communication situations, Davies and Pearse also point out that vocabulary is often more important than grammar. It is frustrating for language learners when they discover that they cannot communicate effectively because they do not know many of words they need. This is also affirmed by McCarthy who points out the importance of vocabulary that, "No matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful ways". Since learners not only communicate in words but also they do most of their thinking in words because words are the tools they use to think, to express ideas and feelings, as well as to explore and analyze the world around them; therefore, wrong vocabulary frequently interferes with communication, and communication breaks down when learners do not use the right words.

To summarize, we can see the importance of vocabulary in that language learners with vocabulary knowledge can achieve a great deal of success in their classroom, their social life, and in their continuing acquisition of the target language. A large, rich vocabulary gives language learners the right words to use at the right time, and also enables them to express their real thoughts, ideas, and feelings. From the scholars' statements mentioned, we can see that vocabulary plays a dominant role in learning and understanding a language as well as in communication situations.

E. Vocabulary Learning Strategies

1. Definition of Vocabulary Learning Strategy

Vocabulary cannot be taught. It can be presented, explained, included in all kinds of activities, and experienced in all manners of associations. But ultimately it is learned by the individual.[15] Vocabulary learning is the process in which information is obtained, stored, retrieved and used. Vocabulary learning strategies are steps taken by the language learners to acquire new English words.[16] Vocabulary learning strategy is a process or technique that students use to help them succeed in vocabulary learning.[17] Vocabulary learning strategies are a part of language learning strategies which in turn are a part of general learning strategies. Schmitt provides a very useful overview of the rise in importance of strategy use in second language learning, noting that it grew out of an interest in learners' active role in the learning process.[18] Vocabulary learning strategy refer to any set of techniques or learning behaviours which language learners reported using in order to discover the meaning of a new word, to retain the knowledge of newly-learned words, and to expand one's vocabulary.[19] Vocabulary learning strategies can be considered a subset of general learning strategies in second language acquisition. Interest in learning strategies first

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[15]A. Nazila Hossein Ahari, B. Aylar Poorabdollahi Sheshkelani, C. Nader Assadi Aidinlou, *The Effect of Explicit Metacognitive Strategies Instruction on the Lexical Knowledge Development of Iranian EFL Learners*, p. 133.

[16]Azadeh Asgari, *Ghazali Bin Mustapha, The Type of Vocabulary Learning Strategies Used by ESL Students in University Putra Malaysia*, 2010. P. 85

[17]Natpassorn Riankamol, *A Survey Study of Vocabulary Learning Strategies of Gifted Students at Triam Udomsuksa school in the First Semester of Academic Year 2008,* P. 4

[18]I.S.P. Nation, *Learning Vocabulary In Another Language*, 2000. P. 352

[19]Tinutda Komol, *Vocabulary Learning Strategies Employed by Undergraduate Students and its Relationship to their Vocabulary Knowledge.*P. 4

developed in the 1970s with research to identify the characteristics of good language learners.[20] While a variety of definitions of the vocabulary learning strategies have been suggested, this study has applied the definition that is suggested by Schmitt who saw it as two main groups of strategies:

1). Discovery strategies: Strategies that are used by learners to discover learning of words;

2). Consolidation strategies: a word is consolidated once it has been encountered.

He categorized vocabulary learning strategies into five sub-categories:

1) .Determination strategies: they are individual learning strategies.

2). Social strategies: they are learners learn new words through interaction with others.

3). Memory strategies: they are strategies, whereby learners link their learning of new words to mental processing by associating their existing or background knowledge with the new words.

4). Cognitive strategies: they are strategies that do not engage learners in mental processing but is more mechanical means and

5). Metacognitive strategies: they are strategies related to processes involved in monitoring, decision-making, and evaluation of one's progress.

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[20]A. Nazila Hossein Ahari, B. Aylar Poorabdollahi Sheshkelani, C. Nader Assadi Aidinlou, *The Effect of Explicit Metacognitive Strategies Instruction on the Lexical Knowledge Development of Iranian EFL Learners*, p. 133.

2. The important of Vocabulary Learning Strategies

Vocabulary plays a central role in language learning. McCarthy points out that vocabulary constitutes the largest part of the meaning of the languages, and that vocabulary also becomes the problems for most language learners. Thus vocabulary learning is at the heart of learning a second or foreign language. In addition, vocabulary also makes a contribution to achieve meaningful communication. Meara argues that vocabulary competence plays the most essential role in communication. This is particularly true, because however good at grammar or pronunciation, learners will not have a meaningful communication with others if they lack a certain command of vocabulary. Communication can be frequently interfered with, and moreover, it will be easily broken down when people do not use words properly or lack key words in their expressions.

Furthermore, McCarthy even remarks that the comparatively successful language learners are those who have developed techniques as well as disciplines for vocabulary learning, for example, keeping a notebook, using a dictionary frequently and properly or keeping reading much out of class. Therefore, this indicates that it is of vital importance for students to enlarge their vocabularies on their own, because it is understandable that the students cannot acquire all the vocabulary they need all at once in the classroom. However, in other words, it is the teachers' current task to aid students to acquire vocabulary on their own.

Thus, the need for the teacher to teach vocabulary learning strategies in the classroom again evidently reflects the importance of vocabulary knowledge in language learning. The vocabulary is so essential that it will become of great significance for us to continuely explore its learning strategies.[21]

In vocabulary learning, the main goals should be focused on why language learners particularly learn vocabulary both in isolation and in context. For example, students need to hear a new word in isolation as well as in context, so that they can notice the sounds at the beginning and end, the stress pattern of the word, and the syllables that make up the word. They will need to hear the word spoken in isolation several times to catch all this information.

Additionally, the method of vocabulary instruction, both in isolation and in context, is normally based on learners' educational level: beginner, intermediate or advanced. To begin with, teachers must clarify their main goals of what they want their students to obtain for learning vocabulary items.

To summarize, vocabulary can be taught or learned effectively both in context and isolation. Some language teachers have focused on teaching their students to discriminate words. Some encourage their students to be advanced learners or independent learners. Some focus on teaching their students an extensive vocabulary stocked with a very large number of unfamiliar words. However, teaching students vocabulary all share some common goals, i.e. assist and guide students in how to learn, retain, and use words. In terms of word form, students have to focus on how to

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[21] Hu Xu, *Exploring Students' Adoption of Vocabulary Learning Strategies*, 2011. P. 6.

pronounce and spell words correctly and clearly. For word meaning, they need to learn how to discover and retain word meanings. Based on word use, students need to know how to practice or use them to express their real thoughts, ideas and feelings in a wide range of appropriate situations. They need to learn how to expand their vocabulary so that they can improve their language skills.

Without vocabulary, skills of language learning including listening, speaking, reading and writing cannot be successfully achieved. So we cannot deny that vocabulary learning plays a very important role in second language learning and a large vocabulary will help learners improve their language proficiency. Carthy stated "no matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meaning, communication in an L2 just cannot happen in any meaningful way."[22] In a word, the basic role of vocabulary in SLA has been established. It is also recognized that the mastery of vocabulary is an essential component of SLA. Therefore, in order to become proficient in an L2, a learner must master a large vocabulary.

3. Classification of Vocabulary Learning Strategies

There have been a few attempts to develop a taxonomy of vocabulary learning strategies, usually as a part of a piece of research into learners' strategy use. Schmitt developed an extensive taxonomy organised around Oxford's social, memory, cognitive, and metacognitive categories. Gu and Johnson also developed a substantial list divided into beliefs about vocabulary learning, metacognitive regulation, guessing

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[22] McCarthy,*Vocabulary*. Oxford: Oxford University Press, 1990. P. 265.

strategies, dictionary strategies, note-taking strategies, memory strategies, memory strategies, and activation strategies.

There are several different ways to classify L2 vocabulary learning strategies. Sökmen summarises that the main categories of vocabulary learning strategies are implicit and explicit teaching of words. Implicit teaching includes only word inferring from context. Explicit teaching is consists of several elements such as building a large sight of vocabulary, integrating new words with the old ones, providing adequate amount of encounters with a word, promoting deep level processing, facilitating imaging and concreteness, using different techniques and encouraging independent learner strategies.

In recent years these explicit methods have attained sustainable position in vocabulary teaching. In addition, Sökmen also points out that in the 1970s and 1980s vocabulary learning was seen as an implicit and incidental and it was not seen as important as, for instance, grammar. However, currently the use of explicit vocabulary teaching is growing. Vocabulary learning strategies can also be divided into two groups the first being the group concentrating on understanding the meaning of words and the other including the strategies for acquiring words. Strategies for understanding the meaning of words.[23]

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[23]Marika Marttinen, *Vocabulary Learning Strategies Used By Upper Secondary School Students Studying English As a Second Language*, 2008. P. 33-34.

Williams identifies five potentially trainable strategies for working out the meaning of unfamiliar words in written text. These include inferring from context, identifying lexical familiarisation, unchaining nominal compounds, synonym search, and word analysis. Williams suggests that these become the focus of deliberate, intensive teaching. What is interesting in several of these, particularly lexical familiarisation and unchaining nominal compounds is how they involve reinterpreting known words. That is, a known word like snap may be used in the phrase snap election. Thus, they offer a different kind of challenge to a second language learner who might not know any meaning for the words than for a native speaker who has to extend the reference of known words.

The following taxonomy tries to separate aspects of vocabulary knowledge from sources of vocabulary knowledge, and learning processes. The taxonomy is best viewed as a matrix with the aspects of what is involved in knowing a word listed along one side, and the sources and processes along the other. Let us look at a few examples to make this clear. One of the sources of information about a word is the contexts in which it occurs, for example in a reading text. The context can be a source of information for the various aspects of what is involved in knowing a word - its written form, its spoken form, its word parts, its meaning, what it refers to, its grammar, its collocations, and constraints on its use. Similarly, the learning process

of retrieval can be used to establish the written form of the word, its spoken form, its word parts and so on.[24]

I. Gu and Johnson's

Gu and Johnson note L2 vocabulary learning strategies as metacognitive, cognitive, memory and activation strategies. Metacognitive strategies consist of selective awareness and self-initiation strategies. L2 learners who employ selective awareness strategies know which words are important for them to learn and are essential for adequate comprehension of a passage. Learners employing selfinitiation strategies use a variety of means to make the meaning of vocabulary items clear.

Cognitive strategies in Gu and Johnson's taxonomy involve guessing strategies, skilful use of dictionaries and note-taking strategies. Learners using guessing strategies draw upon their background knowledge and use linguistic clues like grammatical structures of a sentence to guess the meaning of a word. Memory strategies are classified into practicing and encoding categories. Word lists and repetition are instances of practicing strategies. Instructing strategies include such strategies as association, imagery, visual, auditory, semantic, and contextual encoding as well as word-structure. The activation strategies include those strategies in which the learners actually use new words in different contexts. For example, learners may set sentences using the words they have just learned.[25]

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[24]I.S.P. Nation, *Learning Vocabulary In Another Language*, 2000. P. 352-353.
[25]Natpassorn Riankamol, *A Survey Study of Vocabulary Learning Strategies of Gifted Students at Triam Udomsuksa school in the First Semester of Academic Year 2008,* P. 11-12

II. Nation's Taxonomy

Nation suggests taxonomy of various vocabulary learning strategies. The strategies in the taxonomy are divided into three general classes of 'planning', 'source' and 'processes', each of which is divided into a subset of key strategies. The taxonomy separates different aspects of vocabulary knowledge. The first category involves deciding on where, how and how often to focus attention on the vocabulary item. The strategies in this category are choosing words, choosing aspects of word knowledge and choosing strategies as well as planning repetition.

The second category in Nation's taxonomy involves getting information about the word. This information may include all the aspects involved in knowing a word. It can come from the word form itself, from the context, from a reference source like dictionaries or glossaries and from analogies and connections with other languages.

In Nation's taxonomy, process is the last category of vocabulary learning strategies. It includes establishing word knowledge through noticing, retrieving and generating strategies. To Nation, noticing involves seeing the word item to be learned. Strategies at this level include putting the word in a vocabulary notebook or list; putting the word onto a word card and orally and visually repeating the word. He argues that although these strategies are all of recording type, they are useful steps resulting in deeper processing of words. Retrieval involves recalling the items met before. It contains recalling knowledge in the same way it was originally stored. Nation also finds that generating strategies include "attaching new aspects of knowledge to what is known through instantiation, word analysis, semantic mapping

and using scales and grids. Generating strategies include rule-driven generation as well, such as creating context, collocations, and sentences containing the new word.

Besides, the mnemonic strategies and using the word in different context through four skills are also defined as generating strategies. Generally, even though the taxonomies cited above may slightly differ in terms of strategies they categorize, they all provide a list of widely applicable vocabulary learning strategies. There are many words on which teachers may not be able to spend time within the class time limits. Thus, if students are equipped with a number of the strategies mentioned in the taxonomies, they can deal with these words on their own and as a result have access to a large number of target language words.[26]

According to Nation, once learners have gained a vocabulary total of about two or three thousand words, they can use their reading skills in guessing the meanings of unfamiliar words based on the context they are represented. Nation continues that clues, such as grammar, punctuation and the learner's experience and common sense are used to infer the meanings of unknown words. Even though inferring meanings from the context is used often as a vocabulary learning strategy it has also been criticised. For example, Sökmen emphasises that inferring word meaning from texts was considered to be the primary vocabulary skill, even though it is very slow process. It is prone to errors and individuals even have different styles in learning. In addition, guessing words from context is not necessarily an effective way to learn

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[26]Natpassorn Riankamol, *A Survey Study of Vocabulary Learning Strategies of Gifted Students at Triam Udomsuksa school in the First Semester of Academic Year 2008,* P. 17

words. Besides, learners' comprehension of the language may not be high enough to learn words efficiently merely by inferring them from context.[27]

Another vocabulary learning strategy mentioned by Nation is using memory strategies which are also known as mnemonic techniques. Basically they consist of the process of making an effort to remember the word later made by the learner. The learners create associations between the word form and its meaning. According to Nation, finding a keyword from one's first language and associate it with the new word and its meaning is a very useful method. Nation sums up that studies have proved the keyword technique to be very effective and in addition, it is not restricted to adults or children and it can be used with all words. Also knowledge of prefixes, roots and suffixes can help to learn words and their meanings. Nation points out that it is useful for the learners to study lists of prefixes and roots. With the knowledge of prefixes and roots one can check whether an unfamiliar word has been successfully guessed from the context. In addition to Nation's classifications, other well-known and studied vocabulary learning techniques are key words, making notes of the words, identifying words into groups, making own vocabulary exercises and using the new word in one's communication.[28]

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[27]Marika Marttinen, *Vocabulary Learning Strategies Used By Upper Secondary School Students Studying English As a Second Language*, 2008. P. 35.

[28]Ibid. P. 35-36.

III. Schmitt's taxonomy of vocabulary learning strategies

Schmitt's taxonomy of vocabulary learning strategies is based on Oxford's taxonomy of learning strategies. However, it has been revised in order to function as a useful tool especially when categorizing vocabulary learning strategies since initially Oxford has created it for describing learning strategies in general.

According to Schmitt's taxonomy, there are two main groups of strategies: discovery strategies and consolidation strategies. Discovery strategies are the strategies which are used in discovering the meaning of a new word whereas consolidating strategies deal with the consolidation a word once it has been encountered. The former consists of determination strategies and social strategies whereas the latter includes social strategies, memory strategies, cognitive strategies and metacognitive strategies. Schmitt's taxonomy includes vocabulary learning strategies divided into five sub-groups; determination strategies, social strategies, memory strategies, cognitive strategies and metacognitive strategies.[29]

Schmitt's taxonomy includes vocabulary learning strategies divided into five sub-groups; determination strategies, social strategies, memory strategies, cognitive strategies and metacognitive strategies. However, Schmitt notes that it is extremely difficult to draw the line between different strategies and their variations. For example, some strategies, such as interacting with native speakers, can be identified as a social strategy as well as metacognitive strategy if it is seen as a part of overall

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[29]Marika Marttinen, *Vocabulary Learning Strategies Used By Upper Secondary School Students Studying English As a Second Language*, 2008. P. 36.

language learning. When encountering an unfamiliar word, learners must discover the meaning of the new word. According to Schmitt, determination strategies which are a part of discovery strategies consist of strategies such as guessing the meaning based on structural knowledge, guessing from L1 cognate, guessing from context or using reference material. Also social strategies can function as discovery strategies since the learner can ask help from someone in finding out the meaning of a new word.

Consolidating strategies include several different strategy types. In Schmitt's taxonomy they include social strategies, which are essential in learning the language since input can be seen as a key element in language acquisition. For example, group learning promotes active processing as well as team working abilities and since there is less instructor intervention, the learners have more time for use the language in the classroom.[30]

Schmitt includes social strategies in both categories since they can be used for both purposes. To Schmitt, determination strategies are used when "learners are faced with discovering a new word's meaning without recourse to another person's experience". Accordingly, learners try to discover the meaning of a new word by guessing it with the help of context, structural knowledge of language, and reference materials.

For Schmitt, another way to discover a new meaning is through employing the social strategies of asking someone for help with the unknown words. By the initial

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[30]Marika Marttinen, *Vocabulary Learning Strategies Used By Upper Secondary School Students Studying English As a Second Language*, 2008. P. 36-37.

discovery of a word, learners need to employ a variety of strategies to practice and retain vocabulary. Learners, thus, use a variety of social, memory, cognitive and metacognitive strategies to combine their vocabulary knowledge. Cooperative group learning through which learners study and practice the meaning of new words in a group is an instance of social strategies for consolidating a word.[31]

Schmitt mentions also that memory strategy, traditionally known as mnemonics, are one type of consolidation strategies. Usually they involve relating the word to some previous knowledge, for example, using pictures of the meaning of it instead of definitions or linking it to some L2 words already familiar to the learner. Besides, using unrelated words or grouping the words according to some categories such as synonyms or common themes are examples of memory strategies. In addition, word's orthographical of phonological form can used as a mnemonic strategy. One can study the spelling or pronunciation of the word in order to produce a lasting imprint of it into memory. Furthermore, using word's affixes, roots and word classes can prove to be useful in consolidating it meaning.[32]

According to Schmitt, cognitive strategies of his taxonomy are similar to memory strategies but they do not concentrate on manipulative mental processing but rather on repetition and mechanical means to study vocabulary. They include repetition and using mechanical means such as word lists, flash cards, and vocabulary

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[31]Natpassorn Riankamol, *A Survey Study of Vocabulary Learning Strategies of Gifted Students at Triam Udomsuksa school in the First Semester of Academic Year 2008*, P. 12.
[32]Marika Marttinen*, Vocabulary Learning Strategies Used By Upper Secondary School Students Studying English As a Second Language*, 2008. P. 37.

notebooks to study words.[33] The traditional and popular examples of these are written and verbal repetition; writing or saying a word over and over again. Word lists flash cards and taking notes as well as using study aids such as language textbooks are also classified as cognitive strategies.[34]

Finally, metacognitive strategies in Schmitt's taxonomy are defined as strategies used by learners to control and evaluate their own learning, by having an overview of the learning process in general. Testing oneself is an instance of metacognitive strategies which provides "input to the effectiveness of one's choice of learning strategies, providing positive reinforcement if progress is being made or a signal to switch strategies if it is not".[35] As mentioned before, metacognitive strategies are strategies used by the learners to control and evaluate their learning and this applies also to Schmitt's taxonomy. Schmitt mentions that effective metacognitive strategies are getting maximum exposure to L2, for example, by reading books, watching movies and interacting with native speakers. Also efficient use of time and knowing when to actively study a new word are useful metacognitive strategies.[36]

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[33]Natpassorn Riankamol, *A Survey Study of Vocabulary Learning Strategies of Gifted Students at Triam Udomsuksa school in the First Semester of Academic Year 2008*, P. 13.

[34]Marika Marttinen*, Vocabulary Learning Strategies Used By Upper Secondary School Students Studying English As a Second Language*, 2008. P. 38.

[35]Natpassorn Riankamol, *A Survey Study of Vocabulary Learning Strategies of Gifted Students at Triam Udomsuksa school in the First Semester of Academic Year 2008*, P. 12-13.

[36]Marika Marttinen*, Vocabulary Learning Strategies Used By Upper Secondary School Students Studying English As a Second Language*, 2008. P. 38.

All these suggested strategies can be summarized in a table as follows:

Taxonomy of Vocabulary Learning Strategies

Strategy Group	
Strategies for the discovery of a new word's meaning	
DET	Analyze part of speech
DET	Analyze affixes and roots
DET	Check for L1 cognate
DET	Analyze any available pictures or gestures
DET	Guess from textual context
DET	Bilingual dictionary (e.g. English-Thai dictionary)
DET	Monolingual dictionary (e.g. English-English dictionary)
DET	Word lists
DET	Flash cards
SOC (Discovery)	Ask teacher for an L1 translation
SOC (Discovery)	Ask teacher for paraphrase or synonym of new word
SOC (Discovery)	Ask teacher for a sentence including the new word
SOC (Discovery)	Ask teacher for meaning
SOC (Discovery)	Discover new meaning through group work activity

Strategy Group	
Strategies for consolidating a word once it has been encountered	
SOC (Consolidation)	Study and practice meaning in a group
SOC (Consolidation)	Teacher checks students' word lists for accuracy
SOC (Consolidation)	Interact with native speakers
MEM	Study word with a pictorial representation of its meaning
MEM	Imagine word's meaning
MEM	Connect word to a personal experience
MEM	Associate the word with its coordinates
MEM	Connect the word to its synonyms and antonyms
MEM	Use semantic maps
MEM	Use "scales" for gradable adjectives
MEM	Peg Method1
MEM	Logic Method2
MEM	Group words together to study them
MEM	Group words together spatially on a page
MEM	Use new word in sentence
MEM	Group words together of a word
MEM	Study the spelling of a word
MEM	Study the sound of a word

Strategy Group Strategies for consolidating a word once it has been encountered	
MEM	Say new word aloud when studying
MEM	Imagine word form
MEM	Underline initial letter of the word
MEM	Configuration
MEM	Use keyword Method
MEM	Affixes and roots (remembering)
MEM	Part of speech (remembering)
MEM	Paraphrase the word's meaning
MEM	Use cognates in study
MEM	Learn the words of an idiom together
MEM	Use physical action when learning a word
MEM	Use semantic feature grids
COG	Verbal repetition
COG	Written repetition
COG	Word lists
COG	Flash cards
COG	Take notes in class
COG	Use the vocabulary section in your textbook
COG	Listen to tape of word lists
COG	Put English labels on physical objects
COG	Keep a vocabulary notebook
MET	Use English-language media (songs, movies, newspaper, etc)
MET	Testing oneself with word tests
MET	Use spaced word practice
MET	Skip or pass new word
MET	Continue to study word over time

Note:

1. Memorizing lists of facts by linking them to familiar words or numbers by means of an image.

2. Remembering lists by picturing them in specific location.

F.   Vocabulary size

The importance of vocabulary in language acquisition goes uncontested. It is evident that vocabulary is indispensable for successful communication in any language. However, the key role vocabulary plays in language learning has not always been reflected in the amount of attention that has been given to it by language teachers and researchers in applied linguistics.

Vocabulary size is defined as the number of words that a person knows.[37] Vocabulary size refers to the number of words a learner has in mental lexicon. [38]Vocabulary acquisition is incremental in nature and this means that words are not learned instantaneously but they are learned over a period of time. The number of words learned depends on numerous exposures to a particular word.[39]

G.   Vocabulary Size of the Language Learners

Vocabulary size refers to the number of words a learner has in mental lexicon. Nation analyzed one text for young native speakers and another for native speakers at the secondary level, and found that about 87% of the words in the text were all in the most frequent 2,000 headwords (base words) of English. The university words which occur frequently in most kinds of academic texts, technical words and low-frequency words account for the remaining 8%, 3% and 2% of the text, respectively. Nation also concluded that figures for collections of long texts also supported their findings from

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[37]Zhifa Shen, *The Roles of Depth and Breadth of Vocabulary Knowledge in EFL Reading Performance*, 2008. P. 136

[38]Seyed Ali Rezvani Kalajahi, *Vocabulary Learning Strategies and Vocabulary Size of ELT Students at EMU in Northern Cyprus*, 2012. P. 141

[39]Ibid. P. 19

short texts. According to Nation, all learners need to know about 2,000 to 3,000 word level in order to function effectively in English.

For instance, it is difficult for learners to read complicated texts unless they know high frequency words. These words occur often in the material read or listened to, and they occur in many different kinds of material on many different topics. Similarly, drawing on the previous studies, Laufer suggested that the threshold vocabulary size essential for reading comprehension is about 3,000 word level. It was shown that learners below the 3,000-word vocabulary level did poorly on the reading test regardless of how high their academic ability was. In terms of text coverage, the 3,000 word families were reported to provide coverage of between 90% and 95% of any text.

Furthermore, it is necessary to have good knowledge of at least 5,000 words if someone aims to read advanced, authentic, academic texts. In short, these studies suggest a threshold size of around 2,000 high-frequency words for effective basic language use and a vocabulary size of 3,000 to 5,000 words for successful text comprehension. On the other hand, a question emerges that how many words should a learner of English as a second or a foreign language learn? Many scholars have done research in this respect. Some scholars think that 2,000 key words are the least requirements. But if one wants to learn English better, 5,000 words are needed. Other think 3,000 words are the least requirement, and if one wants to learn English well, 8,000 words are necessary. It is reported that vocabulary size for Japanese high school students is 5,000 words while it is 10,000 words for Japanese university

students. It is also reported that the vocabulary size for Russian high School students is 9,000 words while it is 15,000 words for Russian university students. Hazenburg states that vocabulary size of Dutch university students is 10,000 word levels.[40]

H.   Measuring Vocabulary Size

One longstanding area of research and development in second language vocabulary assessment is the estimation of vocabulary size (often referred to as breadth of vocabulary knowledge). There are several purposes for making such estimates, both for native speakers and for learners. For instance, since vocabulary size is closely associated with reading comprehension ability, vocabulary tests have traditionally had a significant role in research on reading development and in literacy programmes. For second language learners, vocabulary assessment can reveal the extent of the lexical gap they face in coping with authentic reading materials and undertaking other communicative tasks in the target language. Vocabulary size measures typically require a relatively large sample of words that represent a defined frequency range, together with a simple response task to indicate whether each word is known or not. Let us look at each of these aspects in turn.[41]

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[40]Seyed Ali Rezvani Kalajahi, *Vocabulary Learning Strategies and Vocabulary Size of ELT Students at EMU in Northern Cyprus*, 2012. P. 141.

[41] John Read, *Second Language Vocabulary Assessment:`Current Practices and New Directions, 2007*. P. 107

I.   The Differences Between Vocabulary Size and Vocabulary Mastery

Based on the explanations above, vocabulary is the total number of words in a particular language that a person knows or uses, while mastery means as comprehensive knowledge. Then, vocabulary mastery means as a comprehensive knowledge of vocabulary that one knows or uses. In brief, vocabulary mastery can be defined as a number of vocabularies in a language which contains information about its meaning, form, and usage in context of communication.

Vocabulary size is the quantity of the words that a person knows. It shows of how many English words that a person knows. Whereas, vocabulary mastery is the quality of the words that a person knows. It shows how well a person knows English words not only the meaning but also it is part of speech and how to use it in sentences well.

The vocabulary mastery is not a spontaneous process which is easy to be done. The process of vocabulary mastery begins when someone is still an infant. Basically, the baby's first language comes from the mother tongue. They will master the vocabulary through the simple words by listening the words which are uttered by someone else. It is known that English vocabulary learning cannot run successfully without English ability (English skills) because both of them are very important in English teaching and learning process.