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Learning Strategies in Japanese Vocabulary of Thai-Nichi Institute of Technology Students in JPN Courses

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ABSTRACT

The purposes of this research were 1) to study learning strategies in Japanese vocabulary of Thai-Nichi Institute of Technology students in four aspects: Knowledge of Japanese Vocabulary, Memorization of Japanese vocabulary, Using Japanese Vocabulary, and Social interaction 2) to compare Japanese vocabulary learning strategies of Thai-Nichi Institute of Technology Business Japanese students on the four aspects according to students' genders, academic years and faculties, and 3) to compile additional opinions and suggestion. Research samples were 291 TNI students in second semester of 2014 academic year, derived through simple random sampling technique. The instruments used for gathering the data were the rating-scale and open-ended questionnaire. The statistics used for analyzing the data were frequency, percentage, mean, standard deviation, t-test, F-test, and content analysis. The research findings were as follows: Learning strategies in Japanese vocabulary of TNI students in overall were at moderate level ($\bar{X}=3.33$). When considered in each aspect, it was found that their learning strategies were at moderate level in Knowledge of Japanese Vocabulary, Memorization of Japanese vocabulary, Using Japanese Vocabulary, and Social interaction ($\bar{X}=3.34$, $\bar{X}=3.24$, $\bar{X}=3.32$, $\bar{X}=3.50$ respectively). 2. The students with different genders showed no significant differences in overall. When considered in each aspect, it was found that there were statistically significant differences at .05 level on Using Japanese Vocabulary. The students with different academic year showed no significant differences in overall. When considered in each aspect, it was found that there were statistically significant differences at .05 level on Knowledge of Japanese Vocabulary. The students with different faculty showed no significant differences in overall. When considered in each aspect, it was found that there were statistically significant differences at .05 level on Memorization of Japanese vocabulary and Social interaction. TNI students had supplemental suggestions as following: Teacher should teach by using various activities. Teacher should repeat difficult vocabularies as often as possible. An activity that enhanced listening and writing skills was important for the students. It was important to motivate the students to use Japanese vocabularies learned in classroom in different situations.

Keywords: Teaching Japanese Vocabulary, Japanese Teaching-Learning Technique, Japanese Teaching-Learning Process

Introduction

Vocabulary plays a vital role in the language classroom. Whereas a considerable amount of research has examined effective language vocabulary teaching and learning, there are less study that provides examples of how to put various researches into practice that is, apply them to real texts including target vocabulary items. In the language context, vocabulary not only supports the four language skills, listening, speaking, reading, and writing, but also mediates between language students and content-area classes in that these students often find that lack of vocabulary knowledge is an obstacle to learning. Therefore, it follows that language vocabulary teaching and learning are often emphasized. If language teachers are attuned to effective strategies for teaching vocabulary, they could facilitate students' proficiently in four skills- listening, speaking, reading, and writing. Thus, it is important to highlight how to bridge the gap between research and practice.

The important of vocabulary can be defined as “the word we must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)” (Neuman & Dwyer, 2009, p.385). An extensive body of research exists on teaching and learning vocabulary. Educators have long recognized the importance because a word is an instrument for thinking about the meaning which it expresses. At times, interest in vocabulary has been high and intense, and at other times low and neglected, alternating back and forth over time (Berne & Blanchowicz, 2008). Learning vocabulary is fundamentally about learning definition of words. Many teachers believe that defining words before reading a text is an effective instructional technique to support vocabulary growth and enhance reading comprehension. This is similar to Allen (1999) who identifies three reasons why strategies that focus on word definitions are not effective: (1) a word can have multiple definitions and meaning depending on the geographic location in which person lives, (2) a word can have definition that may not be correct in a particular context, and (3) definitions of word often lack adequate information for students to use them correctly.

In Japanese context, it consists of three types of scripts: Hiragana, Katakana, and Kanji. The first two are called “syllabaries” because each symbol is a syllabic unit, while Kanji characters are ideographic symbols. Japanese children have to memorize the two syllabaries, with each set made of the basic 46 syllabics units and 61 extensions before mastering over 2,000 Kanji characters in order to master all three sets of Japanese script. This is, therefore, difficult task for learning (Kat&Frost, 1992).

According to the ‘standards for Japanese Language Learning’ (National Standards in Foreign Language Education Project, 1999), there is an orthographic barrier between English and Japanese: “In order to be able to read Japanese materials written for adult native speakers, student must learn two different syllabic writing systems and approximately 2,000 Chinese characters (Kanji), most of which have multiple meaning and readings” (p.332).

College of General Education and Languages, Thai-Nichi Institute of Technology has focused on the significance of Japanese language as TNI students have to learn five compulsory Japanese courses. Consequently, this is a great challenge of TNI students to learn Japanese as a foreign language (JFL) especially at the beginning level. This study, therefore, was to investigate learning strategies in Japanese vocabulary of TNI students based on the students' knowledge of Japanese vocabulary, memorization of Japanese vocabulary, using of Japanese

vocabulary and social interaction to create positive effects on TNI students' vocabulary growth.

Research Purposes

1. to study learning strategies in Japanese vocabulary of Thai-Nichi Institute of Technology students in four aspects: Knowledge of Japanese Vocabulary, Memorization of Japanese vocabulary, Using Japanese Vocabulary, and Social interaction,
2. to compare Japanese vocabulary learning strategies of Thai-Nichi Institute of Technology students on the four aspects according to students' genders, academic years and faculties, and
3. to compile additional opinions and suggestion.

Methodology

Population and Samples

This research was to study the learning Japanese vocabulary of Thai-Nichi Institute of Technology Business Japanese students in four aspects: Knowledge of Japanese Vocabulary, Memorization of Japanese vocabulary, Using Japanese Vocabulary, and Social interaction which consisted of population and samples as follows:

Research samples were 291 TNI students in second semester of 2014 academic year, derived through simple random sampling technique. The instruments used for gathering the data were the rating-scale and open-ended questionnaire. The statistics used for analyzing the data were frequency, percentage, mean, standard deviation, t-test, F-test, and content analysis.

Instrumentation

The instrument used in this study is a questionnaire. The questionnaire was conducted by the researcher, based on learning strategies in Japanese vocabulary of TNI students. This research questionnaire was used to identify learning strategies in Japanese vocabulary of the undergraduate students at Thai-Nichi Institute of Technology. In addition, this questionnaire was employed as a research instrument for data collection based on an ordinal-scale measurement of effects of learning strategies in Japanese vocabulary of Thai-Nichi Institute of Technology students.

The first part (Part 1) of this questionnaire asks for the demographic information on their genders, academic years and faculties. Part 2 deals with learning strategies in Japanese vocabulary of Thai-Nichi Institute of Technology students.

The participants were asked to report their information by ticking in only one box. The second part (Part 2) concerns learning strategies in Japanese vocabulary of Thai-Nichi Institute of Technology students. This part comprises 34 items of using effective Learning strategies in Japanese vocabulary in 3 major areas: 9 items of Knowledge of Japanese Vocabulary, 10 items of Memorization of Japanese vocabulary, 10 items of Learning Using Japanese Vocabulary, and 5 items of Social interaction. The participants were asked to check in only one box under the five levels of importance on each item in Part 2 to indicate their learning strategies in Japanese vocabulary using in each area listed in the questionnaire.

The five levels of opinions used in the questionnaire are "The highest level", "High level", "Moderate level", "Low level", and "the lowest level". Responses from the student questionnaires were subsequently coded. The data of the students' coded responses were statistically calculated and analyzed. The

computation of Cronbach's Alpha as a measure of reliability was employed to indicate how reliable the research questionnaire results are. Reliability is defined as the proportion of the students' responses to each item in the questionnaire and the reliability coefficient or calculated alpha is a lower bound of the true reliability of the research instrument, or the questionnaire. The descriptive statistics is also used to determine the individual summary statistics for each of the 34 items in the questionnaire.

The third part (Part 3) asks for more additional suggestions and opinions of TNI undergraduate students about learning strategies in Japanese vocabulary which based on open-ended questions.

Data Collection

Learning strategies in Japanese vocabulary of Thai-Nichi Institute of Technology students was accessed through the questionnaire in second semester of 2014 academic year.

The administration of the research questionnaire was conducted at TNI. Part 1 concerns the demographic variables about their genders, academic years, and faculties. The 34 items of Part 2 cover learning strategies in Japanese vocabulary. Therefore, the participants were asked to consider each item carefully and indicate how important each item was for their study. The analyses of the research data were conducted by means of descriptive statistics. The descriptive statistical analyses of the frequencies and percentages of the students' responses were employed to report their demographic variables and to indicate the rank order of the items in each area of learning strategies in Japanese vocabulary listed in the questionnaire. The frequency distributions were analyzed to determine the proportions of the students' responses to the five levels of importance on the 34 items in 3 majors area: 9 items of Knowledge of Japanese Vocabulary, 10 items of Memorization of Japanese vocabulary, 10 items of Learning Using Japanese Vocabulary, and 5 items of Social interaction. Process analysis was conducted with the second research question in determining the associations of the participants' using learning strategies in Japanese vocabulary to each of these demographic variables: genders, academic years and faculties.

Data Analysis from Questionnaire

Data analysis from questionnaire both single item and whole questionnaire which presented a form of rating scale. These rating scales were calculated to find out mean and standard deviation and then translated based on criteria developed by Best (1981) as follows:

- 1.00 $\leq \bar{x} < 1.50$ refers to students used of Japanese vocabulary at the lowest level
- 1.50 $\leq \bar{x} < 2.50$ refers to students used of Japanese vocabulary at low level
- 2.50 $\leq \bar{x} < 3.50$ refers to students used of Japanese vocabulary at moderate level
- 3.50 $\leq \bar{x} < 4.50$ refers to students used of Japanese vocabulary at high level
- 4.50 $\leq \bar{x} < 5.00$ refers to students used of Japanese vocabulary at the highest level

The Statistics Used for Analyzing the Data

The collected data was analyzed using computer program. The statistics used for analyzing the data were frequency, percentage, mean, standard deviation, t-test, f-test, and content analysis.

Results of Data Analysis

Phase 1 The results of demographic variable of TNI undergraduate students

The analysis of the data from the students' questionnaire reported by TNI undergraduate students in the 2014 academic year is presented in the first section deals with the demographic variables from the students' responses to Part 1 of the questionnaire: genders and majors as following table.

Table 1

Table of the Results of Demographic Data of Respondents

Demographic data of respondents	N=291	Percentage
1. Gender		
1.1 Male	171	58.40
1.2 Female	120	41.60
Total	291	100
2. Academic Year		
1st Year	146	50.2
2nd Year	132	45.4
3rd Year	11	3.8
4th Year	2	0.7
Total	291	100
3. Faculty		
Engineering	127	43.6
Information Technology	105	36.1
Business Administration	59	20.3
Total	291	100

Table showed that percentages of TNI undergraduate respondents in genders ranged from 58.40% for male and 41.60% for female; in academic years ranged from 50.2% for 1st year, 45.4% for 2nd year, 3.8% for 3rd year and 0.7% for 4th year; in faculties ranged from 43.6% for Engineering, 36.1% for Information Technology, 20.3% for Business Administration.

Phase 2 Learning Strategies in Japanese Vocabulary of Thai-Nichi Institute of Technology Students

Table 2

Table of Mean and Standard Deviation of Learning Strategies in Japanese Vocabulary of Thai-Nichi Institute of Technology Students in Total

Components	\bar{x}	S.D.	Level
Knowledge of Japanese Vocabulary	3.34	0.56	Moderate
Memorization of Japanese vocabulary	3.24	0.60	Moderate
Using Japanese Vocabulary	3.32	0.62	Moderate
Social interaction	3.50	0.70	Moderate
Total	3.33	0.62	Moderate

The table above indicated that TNI students had a moderate level of Learning Strategies in Japanese Vocabulary in overall (\bar{x} =3.33). When considered in each aspect, it was found that they were at moderate levels as follows: Knowledge Japanese Vocabulary (\bar{x} =3.34); Memorization of Japanese vocabulary (\bar{x} =3.24); Using Japanese Vocabulary (\bar{x} =3.32); and Social interaction (\bar{x} =3.50).

Table 3

Table of Mean and Standard Deviation of Learning Strategies in Japanese

Components	N	\bar{x}	S.D.	Level
1. To find out meanings and how to use new Japanese vocabularies from Japanese-Thai dictionary.	291	3.51	1.06	High
2. To find out meanings and how to use new Japanese vocabularies from Thai-Japanese dictionary.	291	3.44	1.08	Moderate
3. To find out meanings and how to use new Japanese vocabularies from Japanese-Japanese dictionary.	291	2.52	1.26	Moderate
4. To guess meanings of new Japanese vocabularies from surrounded sentences.	291	3.59	0.96	High
5. To guess meanings of new Japanese vocabularies from speaker's gestures.	291	3.73	0.93	High
6. To guess meanings of new Japanese vocabularies by vocabulary composition such as vocabulary root and meaning of Kanji.	291	3.11	1.23	Moderate
7. To learn meanings of new Japanese vocabularies from CALL program.	291	3.22	1.18	Moderate
8. To compare between Japanese vocabularies and English vocabularies.	291	3.52	0.94	High
9. To learn new Japanese vocabularies on their own.	291	3.39	1.03	Moderate
Total	291	3.34	0.56	Moderate

Vocabulary in Knowledge of Japanese Vocabulary of Thai-Nichi Institute of Technology Students

The table showed that Knowledge of Japanese Vocabulary in overall was at moderate level (\bar{x} =3.34). The item which ranked the highest mean score at high level was item 5 *To guess meanings of new Japanese vocabularies from speaker's gestures* (\bar{x} =3.73), followed by item 4 *To guess meanings of new Japanese vocabularies from surrounded sentences* (\bar{x} =3.59). However, the lowest mean score at moderate level was item 3 *To find out meanings and how to use new Japanese vocabularies from Japanese-Japanese dictionary* (\bar{x} =2.52).

Table 4

Table of Mean and Standard Deviation of Learning Strategies in Japanese Vocabulary in Memorizing of Japanese Vocabulary of Thai-Nichi Institute of Technology Students

Component	N	\bar{x}	S.D.	Level
1. To underline or make a colorful sign a new vocabulary in a notebook.	291	3.26	1.24	Moderate
2. To memorize vocabulary by forming them into a sentences.	291	3.04	1.08	Moderate
3. To organize vocabulary into a same group such as clothing or food.	291	2.97	1.06	Moderate
4. To arrange vocabulary followed by their alphabet.	291	2.81	1.25	Moderate
5. To revise vocabulary of the last lesson.	291	3.32	0.97	Moderate
6. To memorize vocabulary by speaking loudly with meanings.	291	3.68	0.99	High
7. To memorize vocabulary that are verb with helping word.	291	3.34	1.03	Moderate
8. To create vocabulary card for easier remembering.	291	2.65	1.30	Moderate
9. To repeat vocabulary by writing them many times.	291	3.60	1.12	High
10. To have self-assessment of vocabulary.	291	3.75	0.98	High
Total	291	3.24	0.60	Moderate

The table showed that Memorizing of Japanese Vocabulary in overall was at moderate level (\bar{x} =3.24). The item which ranked the highest mean score at high level was item 10 *To have self-assessment of vocabulary* (\bar{x} =3.75), followed by item 6 *To memorize vocabulary by speaking loudly with meanings* (\bar{x} =3.68). However, the lowest mean score at moderate level was item 8 *To create vocabulary card for easier remembering* (\bar{x} =2.65).

Table 5
Table of Mean and Standard Deviation of Learning Strategies in Japanese Vocabulary in Using Japanese Vocabulary of Thai-Nichi Institute of Technology Students

Component	N	\bar{x}	S.D.	Level
1. To use vocabulary learnt in listening or speaking in Japanese.	291	3.65	0.94	High
2. To use vocabulary learnt in reading or writing in Japanese.	291	3.69	0.91	High
3. To have well communication with Japanese teachers by using vocabulary learnt.	291	3.19	1.03	Moderate
4. To think of Japanese vocabulary when seeing things.	291	3.52	1.01	High
5. To use Japanese vocabulary in speaking or writing in class.	291	3.32	1.05	Moderate
6. To use Japanese vocabulary in speaking or writing outside classroom or other places.	291	3.23	1.02	Moderate
7. To explain meaning of Japanese vocabulary by describing a situation with simple sentences.	291	3.12	1.08	Moderate
8. To use Japanese vocabulary learnt in the workplace.	291	3.05	1.10	Moderate
9. To integrate Japanese vocabulary in listening, speaking, reading and writing.	291	3.13	1.06	Moderate
10. To check other's reaction when using Japanese vocabulary.	291	3.27	1.06	Moderate
Total	291	3.32	0.62	Moderate

The table showed that Using Japanese Vocabulary in overall was at moderate level (\bar{x} =3.32). The item which ranked the highest mean score at high level was item 2 *To use vocabulary learnt in reading or writing in Japanese* (\bar{x} =3.69), followed by item 1 *To use vocabulary learnt in listening or speaking in Japanese* (\bar{x} =3.65). However, the lowest mean score at moderate level was item 8 *To use Japanese vocabulary learnt in the workplace* (\bar{x} =3.05).

Table 6
Table of Mean and Standard Deviation of Learning Strategies in Japanese Vocabulary in Social Interaction of Thai-Nichi Institute of Technology Students

Component	N	\bar{x}	S.D.	Level
1. To ask Japanese teachers to get the meaning in Thai.	291	3.62	1.03	High
2. To ask Japanese teachers for the synonym.	291	3.38	0.97	Moderate
Component	N	\bar{x}	S.D.	Level
3. To ask Japanese teachers to get new vocabulary to make a	291	3.44	1.00	Moderate

sentence.

4. To ask friends to get the meaning of new vocabulary.	291	3.66	1.07	High
5. To find out the meaning of new vocabulary from a group activity.	291	3.43	1.01	Moderate
Total	291	3.50	0.70	Moderate

The table showed that Social Interaction in overall was at moderate level ($\bar{x}=3.50$). The item which ranked the highest mean score at high level was item 4 *To ask friends to get the meaning of new vocabulary* ($\bar{x}=3.66$), followed by item 1 *To ask Japanese teachers to get the meaning in Thai* ($\bar{x}=3.62$). However, the lowest mean score at moderate level was item 2 *To ask Japanese teachers for the synonym* ($\bar{x}=3.38$).

Phase 3 The results of the comparison of learning strategies in Japanese vocabulary of Thai-Nichi Institute of Technology students

Table 7

Table of Mean and Standard Deviation of Learning Strategies in Japanese Vocabulary According to Genders of Thai-Nichi Institute of Technology Students

Components	Male (M) n=171		Female (F) n=120		T	p
	\bar{x}	S.D.	\bar{x}	S.D.		
Knowledge of Japanese Vocabulary	3.39	0.68	3.25	0.63	1.718	1.44
Memorization of Japanese Vocabulary	3.22	0.73	3.26	0.76	-4.10	.979
Using Japanese Vocabulary	3.41	0.80	3.18	0.78	2.371	.446
Social interaction	3.58	0.79	3.39	0.77	1.962	.594
Total	3.38	0.62	3.26	0.62	1.602	.976

The table showed that students with different genders no differences in learning strategies in Japanese vocabulary in total at 0.05 level when considered in each aspect, it was found that there were no differences as well.

Table 8

Table of Comparison of Learning Strategies in Japanese Vocabulary According to Academic Years of Thai-Nichi Institute of Technology Students

Components	DF	F	P	Sheffe'
Knowledge of Japanese Vocabulary				
Between groups	2	1.570	.211	
Within groups	288			
Total	290			
Memorization of Japanese vocabulary				
Between groups	2	.007	.935	1 st -2 nd
Within groups	288			
Total	290			
Using Japanese Vocabulary				
Between groups	2	.119	.731	
Within groups	288			
Total	290			
Social interaction				
Between groups	2	.073	.787	
Within groups	288			
Total	290			
Total				
Between groups	2	.146	.702	
Within groups	288			
Total	290			

* Statistical significance at 0.05 level

The table showed that students with different academic years had no differences in Learning strategies in Japanese vocabulary in total at 0.05 level when considered in each aspects, it was found that there were statistically significant differences at 0.05 level in Memorization of Japanese vocabulary of 1st year students and 2nd students.

Table 9

Table of Comparison of Learning Strategies in Japanese Vocabulary According to Faculty of Thai-Nichi Institute of Technology Students

Components	SS	DF	MS	F	P	Sheffe'
Knowledge of Japanese Vocabulary						
Between groups	1.284	2	.642	1.444	.238	
Within groups	127.999	288	.444			
Total	129.282	290				
Memorization of Japanese vocabulary						
Between groups	4.077	2	2.039	3.720	.025*	BA-IT
Within groups	157.840	288	.548			
Total	161.918	290				
Using Japanese Vocabulary						
Between groups	1.496	2	.748	1.158	.316	
Within groups	186.057	288	.646			
Total	187.553	290				
Social interaction						

ENG-IT

Components	SS	DF	MS	F	P	Sheffe'
Between groups	3.983	2	1.992	3.222	.041*	IT-BA
Within groups	178.037	288	.618			BA-IT
Total	182.020	290				
All Respects						
Between groups	2.034	2	1.017	2.644	.073	
Within groups	110.751	288	.385			
Total	112.785	290				

* Statistical significance at 0.05 level

The table showed that students with different faculties had no differences in Learning strategies in Japanese vocabulary in total at 0.05 level when considered in each aspects, it was found that there were statistically significant differences at 0.05 level in Memorization of Japanese vocabulary of Business Administration students and Information Technology students. Moreover, there were statistically significant differences at 0.05 level in Social interaction of Engineering students and Information Technology students; Information Technology students and Business Administration students; and Business Administration students and Information Technology students.

Phase 4 The results of Learning strategies in Japanese vocabulary of Thai-Nichi Institute of Technology students

TNI students had supplemental suggestions as following:

1. Teacher should teach by using various activities because it would be a good opportunity for the students to remember new vocabularies as well as enable to use these vocabularies.
2. Teacher should repeat difficult vocabularies as often as possible because this helped the students to be familiar with these difficult vocabularies.
3. An activity that enhanced listening and writing skills was important for the students because it supported how to listen and write Japanese vocabularies at the same time.
4. It was important to motivate the students to use Japanese vocabularies learned in classroom in different situations.

Conclusions

According to the study and data analysis, the results of this study were concluded as follows:

Phase 1 The results of demographic variable of TNI undergraduate students

The percentages of TNI undergraduate respondents in genders ranged from 58.40% for male and 41.60% for female; in Academic year ranged from 50.2% for 1st year, 45.4% for 2nd year, 3.8% for 3rd year and 0.7% for 4th year ; in Faculty ranged from 43.6% for Engineering, 36.1% for Information Technology, 20.3% for Business Administration.

Phase 2 Learning Strategies in Japanese Vocabulary of Thai-Nichi Institute of Technology Students in JPN Courses

TNI students had a moderate level of Learning Strategies in Japanese Vocabulary in overall (\bar{x} =3.33). When considered in each aspect, it was found that

they were at moderate levels as follows: Knowledge of Japanese Vocabulary (\bar{x} = 3.34); Memorization of Japanese vocabulary (\bar{x} = 3.24); Using Japanese Vocabulary (\bar{x} = 3.32); and Social interaction (\bar{x} = 3.50).

Phase 3 The results of the comparison of learning strategies in Japanese vocabulary of Thai-Nichi Institute of Technology students according to genders, academic years, and faculties

1. Students with different genders no differences in learning strategies in Japanese vocabulary in total at 0.05 level when considered in each aspects, it was found that there were no differences as well.
2. Students with different academic years had no differences in learning strategies in Japanese vocabulary in total at 0.05 level when considered in each aspects, it was found that there were statistically significant differences at 0.05 level in Memorization of Japanese vocabulary of 1st year students and 2nd students.
3. Students with different faculties had no differences in learning strategies in Japanese vocabulary in total at 0.05 level when considered in each aspects, it was found that there were statistically significant differences at 0.05 level in Memorization of Japanese vocabulary of Business Administration students and Information Technology students. Moreover, there were statistically significant differences at 0.05 level in Social interaction of Engineering students and Information Technology students; Information Technology students and Business Administration students; and Business Administration students and Information Technology students.

Phase 4 The results of study opinions and suggestions about learning strategies in Japanese vocabulary of Thai-Nichi Institute of Technology students

TNI students had supplemental suggestions as following:

1. Teacher should teach by using various activities because it would be a good opportunity for the students to remember new vocabularies as well as enable to use these vocabularies.
2. Teacher should repeat difficult vocabularies as often as possible because this helped the students to be familiar with these difficult vocabularies.
3. An activity that enhanced listening and writing skills was important for the students because it supported how to listen and write Japanese vocabularies at the same time.
4. It was important to motivate the students to use Japanese vocabularies learned in classroom in different situations.

Discussions

1. Learning strategies in Japanese vocabulary in Knowledge of Japanese Vocabulary was at moderate level. This might be because 90 percent of TNI students have never learned Japanese before. This is relevant to Harmon et al. (2009) who state that vocabulary learning is a continual process of encountering new words in meaningful and comprehensible contexts.

2. Learning strategies in Japanese vocabulary in Memorizing of Japanese Vocabulary was at moderate level. This might be because TNI students lack of

revision of Japanese vocabulary outside classroom. This is related to Anderson et al. (1986)'s statement as time spent memorizing Japanese vocabulary both inside and outside classroom is important. It is needed to produce vocabulary growth in more reading.

3. Learning strategies in Japanese vocabulary in Using Japanese Vocabulary was at moderate level. This might be because TNI students are not familiar with using Japanese vocabulary in daily life which is similar to Dewey (1910)'s study as vocabulary using is critically important because a word is an instrument for thinking about the meaning which it expresses.

4. Learning strategies in Japanese vocabulary in Social Interaction was at moderate level. This might be because TNI students are afraid of asking Japanese teachers when they do not understand. This is relevant to Allen (1999) who indicates that this can be a problem because the students lack adequate information to use Japanese vocabulary correctly.

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