

CHAPTER 4

RESULTS

4.0 Introduction

This chapter reports the results of vocabulary learning questionnaires administered to Senior I students and the three teachers' oral interviews. The results of the study will be presented in the following five sections. Section 4.1 presents students' background information. Section 4.2 presents the results of students' vocabulary learning questionnaires. Section 4.3 presents the results of the teachers' oral interviews. Section 4.4 presents the results of the comparison between students' questionnaires and teachers' interviews. Section 4.5 is a conclusion of the results of the study.

4.1 Students' Background Information

This section reports the results of the Senior I students' background information including the following aspects: gender, score on the Basic Competence English Test for junior high school students, English learning hours per day, score on their first mid-term English exam and the extent to which they like English.

Among the 483 participants, 48.9% of them are male students, and 51.1% are female. 83.9% of the participants' scores on the Basic Competence English Test are about 41~60; the full score of the English test is 60. 46.6% of the participants' scores from their first mid-term English exam are 61~80. These scores suggest that in general they are medium-level English learners. 82.6% of the participants' English learning time per day is about 0~1 hour, which implies that they did not

invest much time on self-study. 39.1% of the participants expressed that they “like” English, while 33.1% of the participants showed “no comments” on liking English.

4.2 Results of Students’ Vocabulary Learning Questionnaire

This section reports the results of students’ vocabulary learning questionnaire, including 4.2.1 vocabulary learning difficulties, 4.2.2 teachers’ vocabulary teaching techniques, 4.2.3 vocabulary practices, 4.2.4 vocabulary assessments, and 4.2.5 vocabulary learning strategies.

As mentioned in chapter three, the students’ vocabulary learning questionnaire is a 5-point Likert scale type questionnaire, in which 5=Totally Agree, 4=Agree, 3=No Comments, 2=Disagree, 1=Totally Disagree. This means the higher the score, the more agreement to the questions (in Section 4.2.1). Or 5=Always, 4=Often, 3=Sometimes, 2=Seldom, 1=Never, which means the higher the score, the higher the frequency (in Section 4.2.2~4.2.5). Meanwhile, the responses of the questionnaires are reported in terms of mean and the most frequently selected items.

The purposes of the five major themes of the vocabulary learning questionnaire are indicated in Table 4.1.

Table 4.1 Purposes of the Five Major Themes

Themes	Purpose
1. Senior I Vocabulary Learning Difficulties	To investigate if there is a gap between junior high and Senior I vocabulary learning.
2. Senior I Vocabulary Teaching Techniques	To investigate vocabulary teaching techniques used in class.
3. Senior I Vocabulary Practices	To investigate vocabulary practice activities used in class.
4. Senior I Vocabulary Assessments	To investigate vocabulary assessments used in class.
5. Vocabulary Learning Strategies	To investigate vocabulary learning strategies used by Senior I students.

4.2.1 Vocabulary Learning Difficulties

This section reports the results of vocabulary learning difficulties encountered by Senior I students. As mentioned in chapter two, junior high students are expected to learn 1,000 words, while senior high school students are expected to learn at least 2,800 words (see Section 2.0). Such a gap in vocabulary learning is very obvious; Senior I students encounter a huge amount of vocabulary. Seven questions were therefore developed to investigate vocabulary learning difficulties encountered by Senior I students (see Table 4.2).

Table 4.2 Vocabulary Learning Difficulties

Sub-themes	Purpose
1. In terms of vocabulary learning transition, Junior III to Senior I is more difficult than Junior II to Junior III or Junior I to Junior II.	To see if Senior I students encounter bigger vocabulary learning vocabulary difficulties.
2. Possible reasons for Senior I students' vocabulary learning difficulties:	
(1) increase of vocabulary size	To see if increase of vocabulary size causes Senior I students' vocabulary learning difficulties
(2) long vocabulary items	To see if long vocabulary items cause Senior I students' vocabulary learning difficulties.
(3) more demanding vocabulary practices (e.g. sentence making or composition writing)	To see if relatively more difficult vocabulary practices cause Senior I students' vocabulary learning difficulties.
(4) too many derivations to memorize (e.g. noun, adjective and verb)	To see if too many derivations cause Senior I students' vocabulary learning difficulties.
(5) Senior I vocabulary items are less directly related to everyday life.	To see if it is hard to use Senior I vocabulary in daily life.
(6) Senior I teachers spend less time on vocabulary teaching than junior high teachers.	To see if senior high teachers' insufficient time on vocabulary teaching causes Senior I students' vocabulary learning difficulties.

The first question regarding “In terms of vocabulary learning transition, Junior III to Senior I is more difficult than Junior II to Junior III or Junior I to Junior II” is

used to check if Senior I students encounter bigger vocabulary learning difficulties. As Table 4.3 indicates on a five-point scale, the **mean** is 3.882, and **the most frequently selected item** is 4, with 33.7% agreement rate. Such results indicate that the majority of the participants agree that they have difficulties learning vocabulary, compared with their own junior high vocabulary learning experience. Then we further explore the reasons that account for vocabulary learning difficulties encountered by Senior I students.

The second question is regarding “possible reasons for Senior I students’ vocabulary learning difficulties.” The first sub-question “increase of vocabulary size” under question 2 is used to check if increase of vocabulary size causes Senior I students’ vocabulary learning difficulties. As Table 4.3 indicates on a five-point scale, the **mean** is 3.8799 and **the most frequently selected item** is 5, with 33.5% agreement rate. Such results indicate that the majority of the participants agree that increase of vocabulary size in Senior I cause vocabulary learning difficulties.

The second sub-question regarding “long vocabulary items” under question 2 is designed to see if long vocabulary items cause Senior I students’ vocabulary learning difficulties. As Table 4.3 indicates on a five-point scale, the **mean** is 3.4348 and **the most frequently selected item** is 3, with 33.7% agreement rate. Such results indicate that 33.7% participants show neutral attitudes towards this question.

The third sub-question regarding “more demanding vocabulary practices (e.g. sentence making or composition writing)” under question 2 is used to check if more demanding vocabulary practices cause Senior I students’ vocabulary learning difficulties. As Table 4.3 indicates on a five-point scale, the **mean** is 3.7785 and **the most frequently selected item** is 4, with 35.6% agreement rate. Such results indicate that the majority of the participants agree that relatively more difficult

vocabulary practices cause Senior I students' vocabulary learning difficulties.

The fourth sub-question regarding "too many derivations to memorize" under question 2 is used to check if too many derivations to memorize cause Senior I students' vocabulary learning difficulties. As Table 4.3 indicates on a five-point scale, the **mean** is 3.8944 and **the most frequently selected item** is 5, with 34.2% agreement rate. Such results indicate that the majority of the participants agree that too many derivations to memorize cause Senior I students' vocabulary learning difficulties.

The fifth sub-question regarding "senior I vocabulary is less directly related to everyday life" under question 2 is used to check if it is difficult to use Senior I vocabulary in daily life. As Table 4.3 indicates on a five-point scale, the **mean** is 2.9731 and **the most frequently selected item** is 3, with 35.4% agreement rate. Such results indicate that 35.4% participants show neutral attitudes towards this question.

The sixth sub-question regarding "Senior I teachers spend less time on vocabulary teaching than junior high teachers" under question 2 is used to check if senior high teachers' insufficient time on vocabulary teaching causes Senior I students' vocabulary learning difficulties. As Table 4.3 indicates on a five-point scale, the **mean** is 2.9296 and **the most frequently selected item** is 3, with 32.5% agreement rate. Such results indicate that 32.5% participants show neutral attitudes towards this question.

Table 4.3 Vocabulary Learning Difficulties : Junior High vs. Senior I(data)

Question	Item	1	2	3	4	5	Mean	Mode	SD
Difficulty	%	2.3	6.6	24.2	33.7*	33.1	3.8882	4	1.0164
	(N)	11	32	117	163	160			
Increase	%	1.9	8.7	22.6	33.3	33.5*	3.8799	5	1.0317
	(N)	9	42	109	161	162			
Length	%	5.2	13.5	33.7*	28.0	19.7	3.4348	3	1.1052
	(N)	25	65	163	135	95			
Practices	%	2.3	8.7	25.7	35.6*	27.7	3.7785	4	1.0198
	(N)	11	42	124	172	134			
Derivations	%	2.5	7.0	23.2	33.1	34.2*	3.8944	5	1.0343
	(N)	12	34	112	160	165			
Usefulness	%	8.1	27.3	35.4*	17.6	11.6	2.9731	3	1.1126
	(N)	39	132	171	85	56			
Instruction	%	12.0	25.9	32.5*	16.4	13.3	2.9296	3	1.1961
	(N)	58	125	157	79	64			

Note: 1. N = 483 valid responses

2. * = the highest percentage

3. The responses of the participants are reported in terms of **mean** and **the most frequently selected item**. **Mode** means **the most frequently selected item**.

4. **Item** means degree of agreement; **5**=Totally Agree, **4**=Agree, **3**=No Comments, **2**=Disagree, **1**=Totally Disagree

The above results revealed that most senior I students reported they encounter vocabulary learning difficulties once they become Senior I students. The two main reasons that account for vocabulary learning difficulties encountered by the Senior I students are increase of vocabulary size and too many derivations to memorize.

4.2.2 Senior I Vocabulary Teaching Techniques

This section reports the results of vocabulary teaching techniques employed by the Senior I teachers in class based on the student questionnaire. Research has shown that conventional vocabulary teaching techniques have been widely used by EFL teachers. On the other hand, other important vocabulary teaching techniques have been recommended by lexical researchers (see Section 2.4). Sixteen questions were developed to investigate vocabulary teaching techniques employed in Senior I classroom (see Table 4.4).

Table 4.4 Senior I Vocabulary Teaching Techniques

Sub-themes	Purpose
1. Teachers would use sample sentences when presenting new words.	To see if teachers encourage students to learn words in contexts.
2. Teachers would review related old vocabulary items while teaching new ones.	To see if teachers relate old words with new ones.
3. Teachers would explain vocabulary items through Chinese translation.	To see if teachers use Chinese translation when explaining new words.
4. Teachers would teach new words' derivations.	To see if teachers teach new words' derivations to help students enlarge their vocabulary size.
5. Teachers would teach new words' related idioms or phrases.	To see if teachers teach new words' related idioms or phrases.
6. Teachers would explain cultural knowledge when presenting new words.	To see if teachers make use of related cultural knowledge to teach vocabulary.
7. Teachers would encourage students to guess new words' meanings from context.	To see if teachers encourage students to guess new words from context.
8. Teachers would introduce synonyms or antonyms when presenting new words.	To see if teachers introduce synonyms or antonyms when presenting new words.
9. Teachers would use pictures to teach new words.	To see if teachers make use of pictures to teach new words.
10. Teachers would teach etymology to help students learn new words.	To see if teachers teach prefixes, roots, and suffixes to help students enlarge their vocabulary size.
11. Teachers would use realia to introduce new words.	To see if teachers make use of realia to teach vocabulary.
12. Teachers would use group discussion to introduce new words.	To see if teachers use group work to teach vocabulary.
13. Teachers would use multi-media to teach new words.	To see if teachers make use of related multi-media to teach vocabulary.
14. Teachers would introduce the vocabulary items in a unit in different class periods.	To see if teachers present new words in a unit in one class period or in different class periods.
15. Teachers would assign vocabulary items to students and ask them to explain them in	To see if teachers ask students to get involved in independent vocabulary learning.

class.

16. Teachers would ask students to find out new words' derivations on their own. To see if teachers ask students to check up new words' derivations on their own.

The first sub-question regarding “Teachers would use sample sentences when presenting new words.” is used to check if teachers encourage students to learn words in contexts. As Table 4.5 indicates on a five-point scale, the **mean** is 4.1881 and **the most frequently selected item** is 4, with 45.8% agreement rate. Such results indicate that the majority of the participants agree that their teachers “often” teach vocabulary by using example sentences.

The second sub-question regarding “Teachers would review related old vocabulary items while teaching new ones” is used to check if teachers relate old words with new ones. As Table 4.5 indicates on a five-point scale, the **mean** is 3.9462 and **the most frequently selected item** is 4, with 44.3% agreement rate. Such results indicate that the majority of the participants agree that their teachers “often” relate old words with new ones.

The third sub-question regarding “Teachers would explain vocabulary items through Chinese translation” is used to check if teachers use Chinese translation when explaining new words. As Table 4.5 indicates on a five-point scale, the **mean** is 3.9545 and **the most frequently selected item** is 4, with 40.0% agreement rate. Such results indicate that the majority of the participants agree that their teachers “often” use Chinese translation when explaining new words.

The fourth sub-question regarding “Teachers would teach new words' derivations” is used to check if teachers teach new words' derivations to help students enlarge their vocabulary size. As Table 4.5 indicates on a five-point scale, the **mean**

is 4.1056 and **the most frequently selected item** is 4, with 45.5% agreement rate. Such results indicate that the majority of the participants agree that their teachers “often” teach new words’ derivations to help students enlarge their vocabulary size.

The fifth sub-question regarding “Teachers would teach new word related idioms or phrases” is used to check if teachers teach new word related idioms or phrases. As Table 4.5 indicates on a five-point scale, the **mean** is 3.7764 and **the most frequently selected item** is 4, with 40.0% agreement rate. Such results indicate that the majority of the participants agree that their teachers “often” teach new word related idioms or phrases.

The sixth sub-question regarding “Teachers would explain cultural knowledge when presenting new words” is used to check if teachers make use of related cultural knowledge to teach vocabulary. As Table 4.5 indicates on a five-point scale, the **mean** is 2.6584 and **the most frequently selected item** is 3, with 36.2% agreement rate. Such results indicate that 36.2% of the participants agree that their teachers “sometimes” explain cultural knowledge when presenting new words.

The seventh sub-question regarding “Teachers would encourage students to guess the word’s meanings from context.” is used to check if teachers encourage students to guess the meanings of new words from context. As Table 4.5 indicates on a five-point scale, the **mean** is 3.4161 and **the most frequently selected item** is 3, with 30.2 % agreement rate. Such results indicate that 30.2 % of the participants agree that their teachers “sometimes” encourage student to guess new words from context.

The eighth sub-question regarding “Teachers would introduce synonyms or antonyms when presenting new words” is used to check if teachers introduce

synonyms or antonyms when presenting new words. As Table 4.5 indicates on a five-point scale, the **mean** is 3.5776 and **the most frequently item** is 4, with 39.3% agreement rate. Such results indicate that the majority of the participants agree that their teachers “often” introduce synonyms or antonyms when presenting new words.

The ninth sub-question regarding “Teachers would use pictures to teach new words?” is used to check if teachers make use of pictures to teach new words. As Table 4.5 indicates on a five-point scale, the **mean** is 2.1863 and **the most frequently selected item** is 2, with 38.9% agreement rate. Such results indicate that the majority of the participants agree that their teachers “seldom” use pictures to teach new words.

The tenth sub-question regarding “Teachers would teach etymology to help students learn new words” is used to check if teachers teach prefixes, roots, and suffixes to help students enlarge their vocabulary size. As Table 4.5 indicates on a five-point scale, the **mean** is 3.1470 and **the most frequently selected item** is 3, with 28.4% agreement rate. Such results indicate 28.4% of the participants agree that their teachers “sometimes” teach prefixes, roots, and suffixes to help students enlarge their vocabulary size.

The eleventh sub-question regarding “Teachers would use realia to introduce new words” is used to check if teachers make use of realia to teach vocabulary. As Table 4.5 indicates on a five-point scale, the **mean** is 2.5135 and **the most frequently selected item** is 2, with 35.8% agreement rate. Such results indicate that the majority of the participants agree that their teachers “seldom” use realia to teach vocabulary.

The twelfth sub-question regarding “Teachers would use group discussion to

introduce new words” is used to check if teachers use group work to teach vocabulary. As Table 4.5 indicates on a five-point scale, the **mean** is 2.6522 and **the most frequently selected item** is 2, with 32.3% agreement rate. Such results indicate that the majority of the participants agree that their teachers “seldom” use group work to teach vocabulary.

The thirteenth sub-question regarding “Teachers would use multi-media to teach new words” is used to check if teachers make use of related multi-media to teach vocabulary. As Table 4.5 indicates on a five-point scale, the **mean** is 2.3416 and **the most frequently selected item** is 2, with 32.3% agreement rate. Such results indicate that the majority of the participants agree that their teachers “seldom” make use of related multi-media to teach vocabulary.

The fourteenth sub-question regarding “Teachers would introduce the vocabulary items in a unit in different class periods” is used to check if teachers present new words in a unit in one class period or in different class periods. As Table 4.5 indicates on a five-point scale, the **mean** is 3.6977 and **the most frequently selected item** is 4, with 33.7% agreement rate. Such results indicate that the majority of the participants agree that their teachers “often” present new words in several class periods.

The fifteenth sub-question regarding “Teachers would assign vocabulary items to students and ask them to explain them in class” is used to check if teachers ask students to get involved in independent vocabulary learning. As Table 4.5 indicates on a five-point scale, the **mean** is 1.8427 and **the most frequently selected item** is 1, with 50.7% agreement rate. Such results indicate that the majority of the participants agree that their teacher almost “never” ask students to get involved in independent vocabulary learning.

The sixteenth sub-question regarding “Teachers would ask students to find out new words’ derivations on their own” is used to check if teachers ask students to check up new words’ derivations on their own. As Table 4.5 indicates on a five-point scale, the **mean** is 2.1946 and **the most frequently selected item** is 1, with 34.6% agreement rate. Such results indicate that the majority of the participants agree that their teacher almost “never” ask students to check up new words’ derivations on their own.

The above results manifested that seven vocabulary teaching techniques are often used in Senior I classroom. They are teaching new words from example sentences, teaching new words’ derivations, explaining new words through Chinese translation, relating old words with the new words, teaching idioms and phrases, presenting a unit’s vocabulary items in several class periods, and introducing synonyms or antonyms when presenting new words. Meanwhile, encouraging students to guess the meanings of new words from context, teaching prefixes, roots, and suffixes, and explaining cultural knowledge when presenting new words are sometimes used by their teachers. On the contrary, six vocabulary teaching techniques are seldom or never employed in class. They are using group work, realia, multi-media, asking students to look up derivations on their own, using pictures, and asking students to explain vocabulary in class.

The findings suggest that conventional teacher-centered vocabulary teaching techniques are widely used in Senior I class. By contrast, vocabulary teaching techniques that are student-centered and involve students’ active interaction and independent vocabulary learning such as group work, asking students to look up derivations on their own, and asking students to explain vocabulary in class are not widely used in Senior I class.

Table 4.5 Senior I Vocabulary Teaching Techniques (data)

Question	Item	1	2	3	4	5	Mean	Mode	SD																																																																																																																																																																																																																																												
Example Sentences	%	0.6	1.4	14.3	45.8*	37.9	4.1881	4	0.7755																																																																																																																																																																																																																																												
	(N)	3	7	69	221	183				Relate new with old	%	0.6	4.3	22.8	44.3*	28	3.9462	4	0.8577	(N)	3	21	110	214	135	Translation	%	0.2	6.2	22.6	40*	31.1	3.9545	4	0.896	(N)	1	30	109	193	150	Derivations	%	0.4	3.3	16.1	45.5*	34.6	4.1056	4	0.8169	(N)	2	16	78	220	167	Idioms Phrases	%	0.8	8.3	27.1	40*	23.8	3.7764	4	0.9311	(N)	4	40	131	193	115	Culture	%	10.1	36	36.2*	13	4.6	2.6584	3	0.9818	(N)	49	174	175	63	22	Guessing	%	3.7	18.4	30.2*	28.8	19	3.4161	3	1.1039	(N)	18	89	145	139	92	Synonyms Antonyms	%	2.1	10.6	31.5	39.3*	16.6	3.5776	4	0.9553	(N)	10	51	152	190	80	Pictures	%	29	38.9*	20.7	7.2	4.1	2.1863	2	1.0616	(N)	140	188	100	35	20	Etymology	%	8.7	22.6	28.4*	26.1	14.3	3.147	3	1.1777	(N)	42	109	137	126	69	Realia	%	18	35.8*	27.5	14.1	4.6	2.5135	2	1.0804	(N)	87	173	133	68	22	Group work	%	14.9	32.3*	30.4	17.4	5	2.6522	2	1.0832	(N)	72	156	147	84	24	Multimedia	%	27.7	32.3*	22.6	12.8	4.6	2.3416	2	1.1457	(N)	134	156	109	62	22	Present vocabulary in a unit	%	3.7	13.3	20.9	33.7*	28.4	3.6977	4	1.1267	(N)	18	64	101	163	137	Students' Involvement	%	50.7*	28	10.4	8.3	2.7	1.8427	1	1.0779	(N)	245	135	50	40	13	Students' Checking Derivations	%	34.6*	30.6	20.1	10.1	4.6	2.1946	1	1.152	(N)	167
Relate new with old	%	0.6	4.3	22.8	44.3*	28	3.9462	4	0.8577																																																																																																																																																																																																																																												
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	(N)	1	30	109	193	150				Derivations	%	0.4	3.3	16.1	45.5*	34.6	4.1056	4	0.8169	(N)	2	16	78	220	167	Idioms Phrases	%	0.8	8.3	27.1	40*	23.8	3.7764	4	0.9311	(N)	4	40	131	193	115	Culture	%	10.1	36	36.2*	13	4.6	2.6584	3	0.9818	(N)	49	174	175	63	22	Guessing	%	3.7	18.4	30.2*	28.8	19	3.4161	3	1.1039	(N)	18	89	145	139	92	Synonyms Antonyms	%	2.1	10.6	31.5	39.3*	16.6	3.5776	4	0.9553	(N)	10	51	152	190	80	Pictures	%	29	38.9*	20.7	7.2	4.1	2.1863	2	1.0616	(N)	140	188	100	35	20	Etymology	%	8.7	22.6	28.4*	26.1	14.3	3.147	3	1.1777	(N)	42	109	137	126	69	Realia	%	18	35.8*	27.5	14.1	4.6	2.5135	2	1.0804	(N)	87	173	133	68	22	Group work	%	14.9	32.3*	30.4	17.4	5	2.6522	2	1.0832	(N)	72	156	147	84	24	Multimedia	%	27.7	32.3*	22.6	12.8	4.6	2.3416	2	1.1457	(N)	134	156	109	62	22	Present vocabulary in a unit	%	3.7	13.3	20.9	33.7*	28.4	3.6977	4	1.1267	(N)	18	64	101	163	137	Students' Involvement	%	50.7*	28	10.4	8.3	2.7	1.8427	1	1.0779	(N)	245	135	50	40	13	Students' Checking Derivations	%	34.6*	30.6	20.1	10.1	4.6	2.1946	1	1.152	(N)	167	148	97	49	22																												
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Note: 1. N = 483 valid responses

2. * = the highest percentage

3. The responses of the participants are reported in terms of **mean**, and **the most frequently selected item**. **Mode** means **the most frequently selected item**.

4. **Item** means degree of frequency; **5**=Always, **4**=Often, **3**=Sometimes, **2**=Seldom, **1**=Never

4.2.3 Senior I Vocabulary Practices

This section reports the results of vocabulary practice activities used in Senior I classroom. As mentioned in chapter two, when learning vocabulary, if it is not repeated, forgetting is quite normal and thus practicing and reviewing previously taught vocabulary is very important (see Section 2.5). Thus, seven questions were developed to find out vocabulary practice activities used in Senior I classroom (see Table 4.6).

Table 4.6 Senior I Vocabulary Practices

Sub-themes	Purpose
1. Word chains¹	To use word games to practice and review previously taught vocabulary items.
2. Crossword puzzles	To use word games to practice and review previously taught vocabulary items
3. Synonyms/antonyms	To practice and review previously taught synonyms and antonyms
4. Article reading	To use articles to practice and review previously taught vocabulary items.
5. Story telling	To use story telling to practice and review previously taught vocabulary items.
6. Sentence-making	To use sentence making to practice and review previously taught words.
7. Composition writing	To use composition writing to practice and review previously taught words.

The first sub-question regarding “Word chains” is used to check if teachers use word games to practice and review previously taught vocabulary items. As Table 4.7 indicates on a five-point scale, the **mean** is 1.5714 and **the most frequently selected item** is 1, with 61.1% agreement rate. Such results indicate that the

¹ A word game in which a new word's first letter should be the same as the previous one's letter, e.g. leg girl land dance.

majority of the participants agree their teachers almost “never” use word chains to practice and review previously taught vocabulary items in class.

The second sub-question regarding “Crossword puzzles” is used to check if teachers use word games to practice and review previously taught vocabulary items. As Table 4.7 indicates on a five-point scale, the **mean** is 1.7702 and **the most frequently selected item** is 1, with 53% agreement rate. Such results indicate that the majority of the participants agree that their teachers almost “never” use crossword puzzles to practice and review previously taught vocabulary items in class.

The third sub-question regarding “Practicing synonyms/antonyms” is used to check if teachers practice and review previously taught synonyms and antonyms. As Table 4.7 indicates on a five-point scale, the **mean** is 2.9006 and **the most frequently selected item** is 3, with 33.3% agreement rate. Such results indicate that 33.3% of the participants agree that their teachers “sometimes” practice and review previously taught synonyms and antonyms.

The fourth sub-question regarding “Article reading” is used to check if teachers use articles to practice and review previously taught vocabulary items. As Table 4.7 indicates on a five-point scale, the **mean** is 3.2919 and **the most frequently selected item** is 3, with 35% agreement rate. Such results indicate that 35% of the participants agree that their teachers “sometimes” use articles to practice and review previously taught vocabulary items.

The fifth sub-question regarding “Story telling” is used to check if teachers use story telling to practice and review previously taught vocabulary items. As Table 4.7 indicates on a five-point scale, the **mean** is 1.9462 and **the most frequently selected item** is 1, with 43.9% agreement rate. Such results indicate that the majority of the

participants agree that their teachers almost “never” use story telling to practice and review previously taught vocabulary items.

The sixth sub-question regarding “Sentence-making” is used to check if teachers use sentence making to practice and review previously taught words. As Table 4.7 indicates on a five-point scale, the **mean** is 3.3520 and **the most frequently selected item** is 4, with 34.8% agreement rate. Such results indicate that the majority of the participants agree that their teachers “often” use sentence making to practice and review previously taught vocabulary items.

The seventh sub-question regarding “Composition writing” is used to check if teachers use composition writing to practice and review previously taught words. As Table 4.7 indicates on a five-point scale, the **mean** is 1.5694 and **the most frequently selected item** is 1, with 61.3% agreement rate. Such results indicate that the majority of the participants agree that their teachers almost “never” use composition writing to practice and review previously taught words.

The above results indicated that sentence making is often used as vocabulary practices in class. Article reading and synonym/antonym practices are sometimes used as vocabulary practices in class. However, story telling, crossword puzzles, word chains and composition writing are seldom or never used as vocabulary practice activities. The findings revealed that traditional vocabulary practices are often used in senior I class. In contrast, more interesting or challenging vocabulary practice activities such as word games (e.g. word chains, crossword puzzles) and story telling are seldom or never used in Senior I class.

Table 4.7 Senior I Vocabulary Practices (data)

Question	Item	1	2	3	4	5	Mean	Mode	SD
Word Chains	% (N)	61.1* 295	24.6 119	11.0 53	2.7 13	.6 3	1.5714	1	.8378
Word Puzzles	% (N)	53.0* 256	25.3 122	14.9 72	5.4 26	1.4 7	1.7702	1	.9869
Synonyms Antonyms	% (N)	15.3 74	19.5 94	33.3* 161	23.6 114	8.3 40	2.9006	3	1.1695
Article Reading	% (N)	7.0 34	15.3 74	35.0* 169	26.7 129	15.9 77	3.2919	3	1.1211
Story Telling	% (N)	43.9* 212	29.4 142	17.6 85	6.4 31	2.7 13	1.9462	1	1.0551
Sentence Making	% (N)	8.5 41	14.1 68	26.9 130	34.8* 168	15.7 76	3.3520	4	1.1560
Composition Writing	% (N)	61.3* 296	24.8 120	10.1 49	3.1 15	.6 3	1.5694	1	.8429

Note: 1. N = 483 valid responses

2. * = the highest percentage

3. The responses of the participants are reported in terms of **mean**, and **the most frequently selected item**. **Mode** means **the most frequently selected item**.

4. **Item** means degree of frequency; **5**=Always, **4**=Often, **3**=Sometimes, **2**=Seldom, **1**=Never

4.2.4 Senior I Vocabulary Assessments

This section reports the results of vocabulary assessments used in Senior I classroom. After presenting and practicing vocabulary items, vocabulary assessments are normally used to monitor learners' progress and the effectiveness in vocabulary learning. Thus, eight questions were developed to examine vocabulary assessments adopted by Senior I teachers (see Table 4.8).

Table 4.8 Senior I Vocabulary Assessments

Sub-themes	Purpose
1. Dictation tests: teachers dictate the target words and ask students to write them down.	To use dictation to assess if students can both listen and spell the target words correctly.
2. Dictation-translation tests: teachers give the target words' Chinese meanings and ask students to spell the words.	To use dictation-translation to assess if students know the target words and spell them correctly.
3. Synonym/antonym tests	To assess if students know the synonyms or antonyms of the target words.
4. Blank-filling tests	To assess if students use sentence-level context to figure out the target word and spell it correctly.
5. Reading comprehension tests	To assess if students guess the meaning of unknown words in a reading text.
6. Vocabulary cloze tests	To assess students' knowledge of the deleted target words in a cloze test.
7. Sentence-making tests	To assess if students use the target words correctly and appropriately in sentences.
8. Composition-writing tests	To assess if students use target words productively in composition writing

The first sub-question regarding “Dictation tests” is used to assess if students can both listen and spell the target words correctly. As Table 4.9 indicates on a five-point scale, the **mean** is 3.2195 and **the most frequently selected item** is 5, with 26.9% agreement rate. Such results indicate that the majority of the participants agree that their teachers almost “always” use dictation tests.

The second sub-question regarding “Dictation-translation tests” is used to assess if students know the target words and spell them correctly. As Table 4.9 indicates on a five-point scale, the **mean** is 2.8592 and **the most frequently selected item** is 1, with 23.6% agreement rate. Such results indicate that the majority of the participants agree that their teachers almost “never” use dictation-translation tests.

The third sub-question regarding “Synonym/antonym tests” is used to assess if students know the synonyms or antonyms of the target words. As Table 4.9 indicates on a five-point scale, the **mean** is 2.5217 and **the most frequently selected item** is 2, with 26.9% agreement rate. Such results indicate that the majority of the participants agree that their teachers “seldom” use synonym/antonym tests.

The fourth sub-question regarding “Blank-filling tests” is used to assess if students use sentence-level context to figure out the target word and spell it correctly. As Table 4.9 indicates on a five-point scale, the **mean** is 4.1387 and **the most frequently selected item** is 5, with 45.1% agreement rate. Such results indicate that the majority of the participants agree that their teachers almost “always” use blank-filling tests.

The fifth sub-question regarding “Reading comprehension tests” is used to assess if students guess the meaning of unknown words in a reading text. As Table 4.9 indicates on a five-point scale, the **mean** is 3.4369 and **the most frequently selected item** is 4, with 32.1% agreement rate. Such results indicate that the majority of the participants agree that their teachers “often” use reading comprehension tests.

The sixth sub-question regarding “vocabulary cloze tests” is used to assess students’ knowledge of the deleted target words in a cloze test. As Table 4.9 indicates on a five-point scale, the **mean** is 3.7598 and **the most frequently selected**

item is 4, with 33.7% agreement rate. Such results indicate that the majority of the participants agree that their teachers “often” use vocabulary cloze tests.

The seventh sub-question regarding “Sentence-making tests” is used to assess if students use the target words correctly and appropriately in sentences. As Table 4.9 indicates on a five-point scale, the **mean** is 2.9234 and **the most frequently selected item** is 3, with 27.1% agreement rate. Such results indicate that 27.1% of the participants agree that their teachers “sometimes” use sentence-making tests.

The eighth sub-question regarding “Composition-writing tests” is also used to assess if students use target words productively in composition writing. As Table 4.9 indicates on a five-point scale, the **mean** is 1.5507 and **the most frequently selected item** is 1, with 63.8% agreement rate. Such results indicate that the majority of the participants agree that their teachers almost “never” use composition-writing tests.

The above results showed that blank-filling tests and dictation tests are widely used as vocabulary tests in Senior I class. Reading comprehension tests and cloze tests are often used as vocabulary tests. Sentence-making tests are sometimes used as vocabulary tests. Dictation-translation tests, synonym/antonym tests and composition-writing tests are seldom or almost never used as vocabulary tests in class. The findings revealed that different types of conventional vocabulary tests are used to measure students’ vocabulary learning progress.

Table 4.9 Senior I Vocabulary Assessments (data)

Question	Item	1	2	3	4	5	Mean	Mode	SD
Dictation (English)	%	17.8	16.6	18.4	20.3	26.9*	3.2195	5	1.4538
	(N)	86	80	89	98	130			
Dictation (Chinese)	%	23.6*	20.1	19.7	20.1	16.6	2.8592	1	1.4116
	(N)	114	97	95	97	80			
Synonyms Antonyms	%	25.7	26.9*	24.6	15.1	7.7	2.5217	2	1.2361
	(N)	124	130	119	73	37			
Blank Filling	%	2.9	5.0	12.6	34.4	45.1*	4.1387	5	1.0100
	(N)	14	24	61	166	218			
Reading Test	%	7.7	13.7	26.3	32.1*	20.3	3.4369	4	1.1780
	(N)	37	66	127	155	98			
Cloze Test	%	3.3	9.5	24.2	33.7*	29.2	3.7598	4	1.0761
	(N)	16	46	117	163	141			
Sentence Making	%	17.2	22.2	27.1*	18.2	15.3	2.9234	3	1.3044
	(N)	83	107	131	88	74			
Composition Writing	%	63.8*	23.2	8.5	3.3	1.2	1.5507	1	.8756
	(N)	308	112	41	16	6			

Note: 1. N = 483 valid responses

2. * = the highest percentage

3. The responses of the participants are reported in terms of **mean** and **the most frequently selected item**. **Mode** means **the most frequently selected item**.

4. **Item** means degree of frequency; **5**=Always, **4**=Often, **3**=Sometimes, **2**=Seldom, **1**=Never

4.2.5 Vocabulary Learning Strategies

This section reports the results of vocabulary learning strategies used by the Senior I students. In order to know what vocabulary strategies Senior I students take advantage of to foster their vocabulary learning out of class, seven questions were developed to explore vocabulary learning strategies used by Senior I students after class (see Table10).

Table 4.10 Vocabulary Learning Strategies

Sub-themes	Purpose
1. Previewing new words	To see if students have the study habits of previewing vocabulary.
2. Using flash cards	To see if students use flash cards to memorize vocabulary.
3. Words for production and recognition	To see if students differentiate high frequency and low frequency words.
4. Sentence making	To see if students use new words in sentences.
5. Derivations	To see if students check new words' derivations on their own.
6. Studying English after class	To see if students use different means for self-study to enlarge their vocabulary size.
7. Using mnemonic techniques (e.g. using imagery or sounds)	To see if students use mnemonic techniques to help memorize new words.

The first sub-question regarding “previewing new words” is used to check if students have the study habits of previewing vocabulary. As Table 4.11 indicates on a five-point scale, the **mean** is 2.5631 and **the most frequently selected item** is 2, with 37.7% agreement rate. Such results indicate that the majority of the participants agree that they “seldom” preview new words.

The second sub-question regarding “the use of flash cards” is used to check if students use flash cards to memorize vocabulary. As Table 4.11 indicates on a five-point scale, the **mean** is 2.4969 and **the most frequently selected item** is 2, with 27.5% agreement rate. Such results indicate that the majority of the participants agree that they “seldom” use flash cards to memorize vocabulary.

The third sub-question regarding “words for production and recognition” is used to check if students differentiate high frequency and low frequency words. As Table 4.11 indicates on a five-point scale, the **mean** is 2.2402 and **the most frequently selected item** is 2, with 34.4% agreement rate. Such results indicate that the majority of the participants agree that they “seldom” differentiate high frequency and low frequency words.

The fourth sub-question regarding “sentence making” is to see if students use new words in sentences. As Table 4.11 indicates on a five-point scale, the **mean** is 1.9876 and **the most frequently selected item** is 2, with 41.2 agreement rate. Such results indicate that the majority of the participants agree that they “seldom” make sentences by using new words.

The fifth sub-question regarding “derivations” is used to check if students check new words’ derivations on their own. As Table 4.11 indicates on a five-point scale, the **mean** is 2.1242 and **the most frequently selected item** is 2, with 38.7% agreement rate. Such results indicate that the majority of the participants agree that they “seldom” look up new words’ derivations by themselves.

The sixth sub-question regarding “studying English after class” is used to check if students use different means for self-study to enlarge their vocabulary size. As Table 4.11 indicates on a five-point scale, the **mean** is 3.0104 and **the most frequently selected item** is 3, with 28.2% agreement rate. Such results indicate that 28.2% of the participants agree that they “sometimes” use different means for self-study to enlarge their vocabulary size.

The seventh sub-question regarding “the use of mnemonic techniques” is used to check if students use mnemonic techniques to help memorize new words. As Table

4.11 indicates on a five-point scale, the **mean** is 3.2257 and **the most frequently selected item** is 3, with 27.7% agreement rate. Such results indicate that 27.7% of the participants agree that they “sometimes” use mnemonic techniques to help memorize new words.

The above results indicated that Senior I students sometimes or even seldom use vocabulary learning strategies to help themselves learn vocabulary. The two vocabulary learning strategies sometimes used by the Senior I students are self-study after class like using English-language media and mnemonic techniques. In contrast, five vocabulary learning strategies are seldom used; they are previewing new words, using flash cards, grouping words into production and recognition, using new words in sentences, and checking new words’ derivations.

Table 4.11 Vocabulary Learning Strategies (data)

Question	Item	1	2	3	4	5	Mean	Mode	SD
Preview	%	13.9	37.7*	31.9	11.4	5.2	2.5631	2	1.0315
	(N)	67	182	154	55	25			
Flash Cards	%	25.3	27.5*	25.9	14.9	6.4	2.4969	2	1.2006
	(N)	122	133	125	72	31			
Word Frequency	%	29.8	34.4*	22.6	8.5	4.8	2.2402	2	1.1121
	(N)	144	166	109	41	23			
Sentence-Making	%	34.2	41.2*	18.2	4.6	1.9	1.9876	2	.9356
	(N)	165	199	88	22	9			
Derivations	%	31.7	38.7*	17.8	9.1	2.7	2.1242	2	1.0432
	(N)	153	187	86	44	13			
Self-Study	%	13.5	22.8	28.2*	20.5	15.1	3.0104	3	1.2565
	(N)	65	110	136	99	73			
Mnemonic Techniques	%	8.7	20.5	27.7*	25.7	17.4	3.2257	3	1.2072
	(N)	42	99	134	124	84			

Note: 1. N = 483 valid responses

2. * = the highest percentage

3. The responses of the participants are reported in terms of **mean**, and **the most frequently selected item**. **Mode** means **the most frequently selected item**.

4. Item means degree of frequency; 5=Always, 4=Often, 3=Sometimes, 2=Seldom, 1=Never

4.3 Oral Interview

This section reports the results of oral interviews for the three Senior I teachers. The questions of the oral interviews are similar to students' questionnaires with the five major themes. Semi-structured oral interviews were conducted to elicit teachers' viewpoints about senior I vocabulary teaching and learning focusing on the five major themes of the questionnaire. Accordingly, this section includes 4.3.1 vocabulary learning difficulties, 4.3.2 vocabulary teaching techniques, 4.3.3 vocabulary practice activities, 4.3.4 vocabulary learning strategies, 4.3.5 vocabulary assessments. Table 4.12 lists the results of oral interviews about senior I vocabulary teaching and learning elicited from the three senior I teachers.

4.3.1 Vocabulary Learning Difficulties

This section reports the results of Senior I students' vocabulary learning difficulties elicited from the three teachers' oral interviews. As indicated in Table 4.12, the three teachers all expressed that students have difficulties in learning Senior I vocabulary. All of them claimed that the substantial increase of vocabulary size is the key reason to account for students' vocabulary learning difficulties. Meanwhile, all of them also mentioned that vocabulary practices are relatively difficult for senior I students. These three teachers also considered that vocabulary practices such as sentence making is relatively difficult for Senior I students, since these Senior I students didn't have sentence-making practices when they were in junior high schools. They have difficulties using new words productively in sentences because they are used to knowing words' Chinese meanings only.

Additionally, some reasons are mentioned by two of the three teachers to explain

Senior I students' vocabulary learning difficulties. They are longer vocabulary items, too many derivations, hard to use Senior I vocabulary in daily life, too many abstract words in Senior I and new vocabulary items not only in vocabulary sections but also in other sections in Senior I textbooks. One reason worthy of noticing is that in the Senior I textbook, new words are not just listed in vocabulary sections; others sections also contain new vocabulary items. Students have a heavy learning burden when encountering so many new words in the Senior I textbook.

Furthermore, one of the three teachers mentioned that many Senior I students do not actually possess the required 1,000 words when finishing junior high school. Their inadequate vocabulary causes their vocabulary learning difficulties when they become Senior I students. One of the three teachers mentioned that most new words occur only once in the Senior I textbook. In other words, they do not occur again in other units in the Senior I textbook. As a result, when learning new words occurred in the next unit, Senior I students forget old words learned in previous units. Such lack of repetition also causes Senior I students' vocabulary learning difficulties. As Nation (1990) states that it is important for coursebooks to provide enough repetition for vocabulary learning. Finally, none of the three teachers spend less time on vocabulary teaching in Senior I. Two of them mentioned that they spend lots of time on teaching Senior I vocabulary; one of them mentioned that he usually spends two hours on teaching vocabulary in a unit.

In sum, all of the three teachers expressed that Senior I students encounter difficulties when learning vocabulary. They all mentioned that substantial increase of vocabulary in Senior I is the key reason to account for Senior I students' vocabulary learning difficulties, followed by relatively demanding vocabulary practices.

Table 4.12 Oral Interview with the Three Teachers

Themes	Item	T1	T2	T3
Vocabulary Learning Difficulties (senior I vs. junior high)	1. Students have difficulties learning Senior I vocabulary.	✓	✓	✓
	2. Substantial increase of vocabulary in Senior I.	✓	✓	✓
	3. Longer vocabulary items in Senior I.	-	✓	✓
	4. Relatively difficult vocabulary practices in Senior I	✓	✓	✓
	5. Too many derivations needed to be learned and memorized in Senior I.	-	✓	✓
	6. Hard to utilize Senior I vocabulary in everyday life.	✓	✓	-
	7. Teachers spend less time on vocabulary teaching in Senior I.	-	-	-
	8. Students' inadequate vocabulary size (they did not actually possess 1,000 words when in junior high.)	✓	-	-
	9. Too many abstract words in Senior I.	✓	✓	-
	10. New words occur only once in senior I textbooks.	-	✓	-
	11. In Senior I textbooks, students encounter new words not just in vocabulary sections but also in other sections.	✓	✓	-
Presentation: Vocabulary Input (Vocabulary teaching techniques)	1. Teaching words from sample sentences.	✓	✓	✓
	2. Relating old words with new ones.	✓	✓	✓
	3. Explaining new words mainly in English..	✓	✓	✓
	4. Using Chinese translation when teaching new words.	✓	✓	✓
	5. Teaching derivations.	-	✓	✓
	6. Teaching idioms and phrases.	✓	✓	✓
	7. Teaching cultural knowledge.	✓	✓	✓
	8. Guessing words from context.	✓	✓	-
	9. Teaching synonyms/antonyms.	✓	✓	✓
	10. Using pictures.	-	-	✓
	11. Teaching etymology.	✓	-	✓
	12. Using realia.	-	-	-
	13. Group work.	-	-	-
	14. Using multi-media.	-	✓	-
	15. Presenting a unit's vocabulary in different class periods	-	-	✓
	16. Asking students to explain vocabulary in class.	-	✓	-
	17. Asking students to find derivations on their own.	-	-	-

Table 4.12 Oral Interview with the Three Teachers (Continued)

Themes	Item	T1	T2	T3
Practice: Vocabulary Intake (Vocabulary practices in Class)	1. Word Chains.	✓	-	-
	2. Crossword puzzles.	-	✓	-
	3. Synonyms/antonyms.	✓	✓	✓
	4. Article reading.	✓	✓	-
	5. Story-telling.	-	-	-
	6. Sentence-making.	✓	✓	✓
	7. Composition writing.	-	-	-
	8. Bingo.	✓	✓	-
Practice: Vocabulary Intake (Vocabulary Learning Strategies)	1. Previewing new words.	✓	✓	-
	2. Using flash cards.	-	-	-
	3. Grouping words into production vocabulary and recognition vocabulary.	✓	✓	-
	4. Sentence making by using new words.	-	-	-
	5. Self-study (e.g. listening to English songs).	✓	✓	✓
	6. Mnemonic techniques.	-	✓	✓
	7. Finding out new words' derivations on their own.	✓	-	-
	8. Using prefixes, roots, and suffixes.	-	✓	✓
	9. Using syllabication to memorize new words.	-	-	✓
Performance: Vocabulary Output (Vocabulary Assessments)	1. Dictation tests.	✓	✓	✓
	2. Dictation-translation tests.	-	✓	-
	3. Synonym/antonym tests.	✓	-	✓
	4. Blank-filling tests.	✓	✓	✓
	5. Reading comprehension tests.	✓	-	-
	6. Vocabulary cloze tests.	-	✓	✓
	7. Sentence making tests.	-	-	✓
	8. Composition writing tests.	-	-	-

Note: 1. ✓ means the interviewee agreed with or used this item.

2. - means the interviewee disagreed with or did not use this item.

4.3.2 Vocabulary Teaching techniques

This section reports the results of vocabulary teaching techniques employed by the three interviewed teachers. As indicated in Table 4.12, seven vocabulary teaching techniques are used by all of the three teachers including teaching words from example sentences, reviewing old words with new ones, explaining new words mainly in English, using Chinese translation when teaching new words, teaching idioms and phrases, teaching cultural knowledge, and teaching synonyms or antonyms. Two of the three teachers mentioned that they teach derivations, etymology, and encourage students to guess meaning from context. However, One teacher who did not teach derivations mentioned that teaching derivations is not his priority because his students' vocabulary size is even lower than the 1,000 words they are expected to know after graduating from junior high schools. Two teachers who encourage students to guess words from context also mentioned that they did not use guessing frequently because they do not have time to teach students to guess words from context.

On the other hand, using pictures, multi-media, presenting a unit's vocabulary in different class periods and asking students to explain words in class are used by one of the three teachers. One teacher who did not present a unit's vocabulary in different class periods mentioned that he usually teaches all the vocabulary in a unit first and then teaches reading texts because students are used to such pre-teaching vocabulary technique. One teacher mentioned that it depends on the number of new words in each unit. If there are not too many new words, he will teach all the vocabulary items at one time. If there are too many new words, he will teach them at several different times. Next, one teacher who did not ask students to explain words in class mentioned that he did not have time to do that because of heavy teaching load. One

teacher who did not use multi-media mentioned that it is not convenient for him to use multi-media like televisions or overhead projectors. Another teacher mentioned that he did not think it necessary to use multi-media when teaching vocabulary. In addition, none of the three teachers used realia, group work or asked students to find derivations on their own. One of them mentioned that students are passive vocabulary learners and are lazy to find derivations on their own.

In sum, from the above results, it seems that conventional vocabulary teaching techniques such as teaching words from example sentences and teaching synonyms or antonyms are favored by the three teachers. In contrast, vocabulary teaching techniques which need students' involvement such as group work, multi-media, asking students to explain vocabulary in class and asking students to find derivations on their own are rarely used by the three teachers.

4.3.3 Vocabulary Practices In Class

This section reports the results of vocabulary practices used by the three teachers. As indicated in Table 4.12, the three teachers all mentioned that they used synonyms/antonyms practices and sentence-making practices as vocabulary practice activities. Two of the three teachers mentioned that they used article reading as vocabulary practice activities; however, one of them mentioned that he seldom used article reading as vocabulary practice activities because of heavy teaching load. Also, two of the three teachers mentioned that they used Bingo as vocabulary practice activities. Word chains and crossword puzzles are used by only one of the three teachers as vocabulary practice activities. One teacher mentioned that he used crossword puzzles for only once or twice. In contrast, none of the three teachers used story telling and composition writing as vocabulary practices. Two of the three teachers mentioned that composition writing is beyond senior I students' English

proficiency; therefore, composition writing is not used as vocabulary practices.

The above results suggest that Senior I teachers did not use a wider range of vocabulary practice activities to promote Senior I students' vocabulary learning. They tend to use conventional vocabulary practice activities such as sentence making and synonyms/antonyms practices. On the other hand, vocabulary games such as word chains, Bingo, and crossword puzzles which are more interesting and can attract students' attention are not often used as vocabulary practice activities to help Senior I students learn vocabulary.

4.3.4 Vocabulary Learning Strategies

This section reports the results of vocabulary learning strategies suggested by the three teachers. As indicated in Table 4.12, the three teachers all mentioned that they suggest Senior I students find different means as vocabulary learning strategies for self-study after class. For instance, one of them suggests students listen to English radio programs to increase their vocabulary size. One of them suggests students read English magazines and listen to English songs. Previewing, grouping words into production and recognition, and using mnemonic techniques are suggested by two of the three teachers. One teacher mentioned that although he stresses the importance of previewing new vocabulary items, students rarely used it as vocabulary learning strategy. One teacher mentioned that despite that he suggests students group words into production and recognition vocabulary, in reality, he asks students to memorize all of the new words. Also, one teacher who suggests students use mnemonic techniques mentioned that he suggests students use word association when they encounter difficult words so as to help them retain difficult vocabulary items. Another important vocabulary learning strategy mentioned by two of the three teachers is using prefixes, roots and suffixes to learn vocabulary.

On the contrary, only one of the three teachers suggested students look up new words' derivations on their own as vocabulary learning strategy. The teacher who suggests students find derivations on their own, however, mentioned that students are passive and lazy to find derivations by themselves; they expect their teachers to offer words' derivations for them. Another vocabulary learning strategy elicited by one of the three teachers is using syllabication to help students to memorize new words through syllables. Next, none of the three teachers suggested using flash cards and sentence making as vocabulary learning strategies. They all mentioned that students already know how to use flash cards to memorize new words so it is not necessary for them to suggest using flash cards. Also, one teacher mentioned that he did not particularly suggest students use sentence making as vocabulary learning strategy after class since most Senior I teachers usually teach or practice using new words in sentences in classroom.

The above results suggest that the three teachers did not offer students a wide variety of useful and effective vocabulary learning strategies to improve their vocabulary learning. The vocabulary learning strategies the three teachers recommend most are metacognitive learning strategies such as listening to English songs, reading English magazines, followed by memory strategies.

4.3.5 Vocabulary Assessments

This section reports the results of vocabulary assessments used by the three teachers. As indicated in Table 4.12, the three teachers all mentioned that they used dictation tests and blank-filling tests as vocabulary tests. One teacher mentioned that he used dictation tests to have his students memorize the new words' sounds instead of their forms only. Synonyms/antonyms tests and cloze tests are used by two of the three teachers as vocabulary tests. One teacher mentioned that he used synonyms or

antonyms as vocabulary quizzes. One teacher mentioned that he did not often use cloze tests as vocabulary tests because it takes time to prepare such cloze tests.

By contrast, reading comprehension tests, dictation-translation tests and sentence-making tests are used as vocabulary tests by only one of the three teachers. One teacher mentioned that he did not particularly use vocabulary embedded reading comprehension tests to measure his students' vocabulary guessing ability. Instead, general reading comprehension tests are often used to measure students' overall reading ability. One teacher mentioned that he did not use sentence-making tests in Senior I classroom. They are used in Senior II classroom. Another teacher mentioned that he used sentence making as vocabulary practices rather than vocabulary tests. On the other hand, none of the three teachers used composition writing tests as Senior I students are not yet capable of writing compositions.

In sum, the above results indicated that dictation tests and blank-filling tests are commonly used as vocabulary tests to monitor students' vocabulary learning progress by the three teachers. By contrast, contextualized vocabulary tests such as reading comprehension tests, cloze tests and sentence-making tests are seldom used as vocabulary tests by the three teachers.

4.4 The Questionnaires vs. the Oral Interviews

This section reports the results of the comparison of the five major themes between the Senior I students' questionnaires and the three teachers' oral interviews. Students' responses are compared with teachers' views to examine the similarities or differences between them in vocabulary teaching and learning. By doing so, it is hoped to get a more comprehensive and authentic interpretation of Senior I

vocabulary teaching and learning. The results of the comparison will be reported as follows: section 4.4.1 vocabulary learning difficulties, section 4.4.2 vocabulary teaching techniques, section 4.4.3 vocabulary practices, section 4.4.4 vocabulary learning strategies, and section 4.4.5 vocabulary assessments.

4.4.1 Vocabulary Learning Difficulties

This section reports the results of the comparison of vocabulary learning difficulties between the Senior I students' questionnaires and the three teachers' oral interviews. According to Tables 4.3 and Table 4.12, three major similarities are found regarding vocabulary learning difficulties reported by the majority of the Senior I students and all the three teachers. First, Senior I students encounter bigger vocabulary learning difficulties. Second, substantial increase of vocabulary size is the key reason to account for Senior I students' vocabulary learning difficulties. Third, more demanding vocabulary practices like sentence making are also major reasons to account for Senior I students' vocabulary learning difficulties.

One major difference, regarding derivations to memorization, is found regarding vocabulary learning difficulties between the students' questionnaires and the three teachers' oral interviews. Despite the fact that the majority of the Senior I students expressed in the questionnaire that too many derivations to memorize cause their vocabulary learning difficulties, one of the three teachers mentioned that he did not ask Senior I students to memorize them because many Senior I students' vocabulary size is still below the 1,000-word level.

4.4.2 Vocabulary Teaching Techniques

This section reports the results of the comparison of vocabulary teaching techniques between the Senior I students' questionnaires and the three teachers' oral

interviews. According to Tables 4.5 and Table 4.12, two major similarities are found regarding vocabulary teaching techniques reported by the majority of the senior I students and all the three teachers. First, teaching words from example sentences, reviewing related old words first while teaching new ones, explaining new words mainly in English, using Chinese translation when teaching new words, teaching idioms and phrases, and teaching new words' synonyms or antonyms are often employed. Second, six vocabulary teaching techniques are seldom or never used. They are using pictures, realia, group work, multi-media, asking students to find out derivations on their own and asking students to explain vocabulary in class.

On the other hand, a number of major differences are found regarding vocabulary teaching techniques between the students' questionnaires and the three teachers' oral interviews. They are teaching derivations and presenting a unit's vocabulary in different class periods. With respect to teaching derivations, although the majority of the Senior I students reported that teachers teach derivations, one of the three teachers mentioned that he did not offer and teach additional derivations that are not listed in the Senior I textbook. Similarly, in terms of presenting a unit's vocabulary in different class periods, although the majority of the Senior I students reported that teachers present a unit's vocabulary in different class periods, only one of the three teachers mentioned that he teaches a unit's new words in different class periods. Another teacher mentioned that he usually teaches all of the new words in a unit first rather than presenting them in different class periods.

4.4.3. Vocabulary Practices in Class

This section reports the results of the comparison of vocabulary practices between the Senior I students' questionnaires and the three teachers' oral interviews.

According to Tables 4.7 and Table 4.12, in terms of vocabulary practices, the results of the Senior I students' questionnaires are quite similar to the results of the three teachers' oral interviews. Three major similarities are reported as follows. First, The majority of the Senior I students and the three teachers mentioned that sentence-making practices are often used as vocabulary practices. In addition, the majority of the Senior I students and the three teachers reported that synonyms and antonyms are sometimes practiced when necessary. Third, the majority of the Senior I students and the three teachers reported that teachers seldom or never used word chains, crossword puzzles, story telling and composition writing as vocabulary practices. One major difference was article reading. Senior I students reported that teachers sometimes used article reading as vocabulary practices, while two of the three teachers mentioned that they seldom used or did not use article reading as vocabulary practices. This might be due to the fact that students and teachers have different perceptions of "article reading".

4.4.4. Vocabulary Learning Strategies

This section reports the results of the comparison of vocabulary learning strategies between the Senior I students' questionnaires and the three teachers' oral interviews. According to Tables 4.11 and Table 4.12, some major similarities are found. First, the three teachers all suggest students find different means as vocabulary learning strategies for self-study after class and the Senior I students reported that they sometimes used them as vocabulary learning strategies. Second, two teachers suggest students use mnemonic techniques as vocabulary learning strategies and the Senior I students reported that they sometimes used them. Third, only one teacher suggests students look up derivations on their own and the Senior I students seldom find derivations on their own. Also, none of the three teachers

suggest sentence making as vocabulary learning strategy and the Senior I students seldom used sentence making after class.

Three major differences are found. The first difference is using flash cards. The three teachers did not suggest Senior I students use flash cards as vocabulary learning strategy since the three teachers mentioned that Senior I students have already used flash cards. However, the Senior I students reported that they seldom used flash cards to learn and memorize new words. The other two differences are that two teachers suggest using previewing new words and grouping words into words for production and recognition as vocabulary learning strategies; however, the Senior I students reported that they seldom used them.

4.4.5 Vocabulary Assessments

This section reports the results of the comparison of vocabulary assessments between the senior I students' questionnaires and the three teachers' oral interviews. According to Tables 4.9 and Table 4.12, two major similarities are found regarding vocabulary assessments reported by the majority of the Senior I students and all the three teachers. First, dictation tests and blank-filling tests are widely used as vocabulary tests. Second, composition writing is not used as vocabulary tests.

On the other hand, a number of major differences are found regarding vocabulary assessments between the students' questionnaires and the three teachers' oral interviews. First, the Senior I students reported that reading comprehension tests and cloze tests were often used as vocabulary tests. However, two of the three teachers mentioned that they seldom used reading comprehension tests and cloze tests as vocabulary tests. Second, the Senior I students reported that teachers sometimes used sentence making as vocabulary tests, while only one of the three teachers

mentioned that he used sentence making as vocabulary tests.

4.5 Conclusion

The results of the present study are summarized in the following five major themes: Senior I vocabulary learning difficulties, vocabulary teaching techniques, vocabulary practices, vocabulary assessments and vocabulary learning strategies.

First, Senior I students encounter bigger vocabulary learning difficulties. There are two major reasons to account for vocabulary learning difficulties encountered by Senior I students. (A) substantial increase of vocabulary size is the key reason to account for Senior I students' vocabulary learning difficulties. (B) more demanding vocabulary practices like sentence making are the other major reason to account for Senior I students' vocabulary learning difficulties.

Second, the most widely used vocabulary teaching techniques are conventional teacher-centered ways of presenting new words, including teaching words from example sentences, reviewing related old words first while teaching new words, explaining new words mainly in English, using Chinese translation when teaching new words, teaching idioms and phrases, and teaching new words' synonyms or antonyms. In contrast, six vocabulary teaching techniques are seldom or never used. They are using pictures, realia, group work, multi-media, asking students to find out derivations on their own and asking students to explain vocabulary in class.

Third, sentence making is often used as vocabulary practices in Senior I classroom, followed by synonyms or antonyms practices. However, word chains, crossword puzzles, article reading, story telling and composition writing are seldom used as vocabulary practices.

Fourth, in general, the Senior I students sometimes or even seldom employed vocabulary learning strategies to help their vocabulary learning. The two vocabulary learning strategies sometimes used by the Senior I students are self-study after class like using English-language media to increase vocabulary and mnemonic techniques. In contrast, five vocabulary learning strategies are seldom used. They are previewing new words, using flash cards, grouping words into words for production and recognition, using new words in sentences, and checking new words' derivations

Finally, dictation tests and blank-filling tests are widely used as vocabulary tests in Senior I classroom. By contrast, reading comprehension tests, cloze tests, sentence-making tests, synonyms/antonyms tests and dictation-translation tests are seldom used as vocabulary tests to measure Senior I students' vocabulary learning progress. Composition writing is almost never used as vocabulary tests.