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# **Problems of Student Translators in Translating Business Texts from Thai to English**

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## **Abstract**

The main purpose of this study was to examine student translators' problems and their opinions in translating Business texts from Thai to English. The data were collected with 23 students who were third year Business English major students enrolled in a Business English Translation course. The student translators were given a business text written in Thai and were asked to translate the text into English. The text contained approximately 250 words, and they had one hour to complete the text. While translating the text, they were allowed to use two dictionaries (English to Thai and Thai to English dictionaries). A content analysis was adopted in this study by developing a coding scheme to classify the student translators' translation problems into different categories. The preliminary results reveal that the five major translation problems the student translators produced while translating the business text from Thai to English include word-for-word translation, sentence fragments, nouns, technical terms, and tenses, respectively. The main causes perceived to cause translation problems are differences in sentence structure and grammatical systems between the source text and the target text. Some other factors include the lack of knowledge in the writing style of the source text, technical terms, and translation practice.

## 1. Introduction

In a more globalized world, business translation has played a more important role due to the increase in international trade. People involved in this trading need information in order to communicate and complete in the international market. Translation is increasingly significant in the economy world because there are greater needs in the translation of product information to make them localized, and translation “lie(s) at the very heart of the global economy today” (House, 2016, p.4). Translation is not an activity that translators transfer a message from one language to another language, but it is closely related to contexts and culture (Dingwaney & Maier, 1995). Translation is not a word-to-word translation. It requires high language and translation skills in order to produce good translation because high quality translation involves word meaning, sentence meaning, and coherence of the whole message. Translators are mediating agents who facilitate the understanding of two linguistic communities (Katan, 2004). Translators must have a good understanding of and a high language ability of the source language and the target language in order to be able to choose equivalent words, sentence structure, and styles to convey the concept and culture that may not exist in the target language (Nida, 1964). In addition, the translator must be able to create a translated version of the text that is not marked pragmatically inappropriate. In other words, the translation version should be equivalent to the source text and sounds natural, and it should not read like a translation at all (Tytler, 1977). Moreover, it must achieve the purpose the writer of the source text aims to achieve (Douglas, 2003). As such, translation needs to be carefully created with specific knowledge of the area and high translation skills of translators.

Business translation is different from other types of translation since business texts contain a large number of technical terms. Many common words may mean differently when used in business contexts. Translators with no specific knowledge in the content and technical words may use inappropriate words that may distort the meaning of the source text (Supon, 1998). Besides, sentence structure and expressions are quite specific to the area. In addition, as we know that there are no two languages that share identical linguistic systems. For example, the use of passive voice between the Thai and the English language is very much different because English is an inflectional language, but Thai is not (ถัญญรัตน์ ปาณะกุล (2537: 17ข้างถึงในจักรวาลไต้ศัตุฎุโกล 2542).). Also, Thai is a pro-drop language, while English is a non-prodrop language (Aksornjarung, 1997; Hoonchamlong, 1991). The differences between the linguistic systems of two languages can remarkably cause problem when translating from one language to another.

Based on the review of the previous studies, to the best of my knowledge, there are no research studies that examine problems in translating from the first language to the second language, in other words from Thai business texts to English ones. Only two studies were found to examine translation problems in business texts (Phocasamrit, 2010; Tongpoon-Patanasorn, 2010), but both of them examined translation strategies and problems in translating business texts from English to Thai. The rest translation studies concern translation strategies and problems in translating literary works (e.g., Yuttiwat, 2000; Jampathip, 2003), documentaries (e.g., Jaika, 2002; Lochingchai, 2003), cartoon, music, or movie (e.g., Surangsri, 2003; Yaisomanang, 2001). Only two studies were found to examine problems in translating general texts from Thai to English, i.e., Panakun (2006) and Bunyawanitch (2003). Panakun analyzed the translation of applicants applying to study in an MA program in Translation and found the applicants mainly had problems with the translation of passive voice, transliteration, omissions of words or phrases, selection of words appropriate to contexts, dummy *it*, and word-to-word translation. Bunyawanitch found that the participants made most translation mistakes when they come to translate tenses, followed by singular and plural nouns, and prepositions. While shedding some

light into problems in Thai-English translation, these two studies examined the translation at a sentential level, not at a paragraph or multiple sentence level, and they did not focus on specialized texts that as mentioned contained specific features to their professional areas.

The purpose of this study is, therefore, twofold: to examine student translators' problems in translating business texts from Thai to English and to examine their perceptions on problems when translating specialized texts. It is expected that the results of this study will shed light onto translation problems from Thai to English focusing on specialized texts of business English. The findings of the study will be beneficial to curriculum and material developers as well as translation teachers to plan their activities for more effective translation activities. Also, the findings can be useful translators to improve the quality of their own translation.

## **2. Research methodology**

### *Participants*

The participants of the study included 23 students majoring in Business English. They were enrolled in Business Translation which was a compulsory course for this major.

### *Data collection*

The participants were given a translation test which is approximately 250 words. The participants were allowed to use a bilingual dictionary and a mono lingual dictionary (i.e., Thai-English and English-English dictionaries) to look up for unknown or difficult words. The participants were given one and a half hours to complete the translation task. The translation text was taken and modified from an introduction part of a business plan which gives facts about tourism. Upon their completion of the test, they were given a questionnaire containing one open-ended questions – Is translation of Thai to English difficult? Why? – to elicit their perceptions concerning Thai-English business translation.

### *Data analysis*

This research adopted a content analysis method to analyze the data. The student translators' translation were carefully examined and coded for problems they produced, and the codes were then categorized into groups and the theme for each group was assigned (Paltridge & Phakiti, 2015). The data from the questionnaire were examined and grouped to reveal the participants' opinions on the difficulty of Thai to English translation.

## **3. Results and Discussion**

Based on the data analysis, the preliminary results of the study reveal that student translators made a number of translation problems when translating a business text from Thai to English.

The first major problem is word-for-word translation. Word-for-word translation, or literal translation or direct translation, is the translation when a translator substitute words in the source language with the target language using the structure of the source text with or without conveying the sense of the source text. As can be seen in the translation of Student Translator Numbers 8 and 16, the two translation samples show that the student translator substitute words in the source texts with the words of the target words, word by word. It is noticed that low level of awareness was given to the differences between the linguistic systems of the two languages, impacting the overall quality of the translation, both in terms of meaning and accuracy. Moreover, since the Thai language allows the drop of pronouns when the meaning of the noun is understandable through context, while the English language does not, the adoption of word-for-word translation can lead to the translation of texts containing problems of the use of pronoun

such as *because had demand* and *has an affect*. In Thai, both clauses are perfectly correct since Thai does not need pronouns when it is understood what the subjects are.

สาเหตุที่การท่องเที่ยวไทยได้รับการสนับสนุนมากขึ้นในปี .ศ.2503 นั้นเพราะมีความมั่นคงทางการเมืองและมีการพัฒนากรุงเทพมหานครในเรื่องของการคมนาคมทางอากาศทำให้ธุรกิจโรงแรมและการค้าปลีกขยายตัวอย่างรวดเร็วเพราะมีความต้องการจากนักท่องเที่ยวและยังได้รับการส่งเสริมจากทหารอเมริกันที่เข้ามาพักผ่อนในช่วงสงครามเวียดนาม

*Translation of Student Translator No.8:*

The reason that Thai tourism was more supported in 1960 because it has political stability and Bangkok evolution that is about the air transport so hotel industry and retail expanded rapidly *because had demand* from tourists and was supported from American's soldier who come to relax in Vietnam War.

*Translation of Student Translator No.16*

The result of Thailand's Tourism has more support in 1960 is politics' stability Bangkok's air transportation developing *has an affect* on hotel and retailer expanded increasingly, because *has more satisfy* from tourism and support from the American soldiers that rest on Vietnam war.

The second main problem found in the Thai-to-English translation of the student translators are sentence fragments. A sentence fragment, or a dependent clause, is a group of words that looks like a sentence such as subordinate clauses, participial phrase, and noun clauses. However, it is an incomplete sentence and cannot stand alone as a sentence since it needs an independent clause to convey a complete thought. As can be seen from samples of the student translators' translation, they used different types of sentence fragments in their translation. Using fragments in translation can reveal that the student translators do not have concept of the complete thought of a sentence in English. Fragments are not used in academic writing because it is evidence of poor sentence structure, and the poor sentence structure often diminish the importance of the content as well as the understanding of the text on the reader's part.

*Translation of Student Translator No.2:*

As there was a visitor demand including the encouragement from American soldiers who came to Thailand for recreation during the Vietnam War. (*subordinate clause*)

*Translation of Student Translator No.4*

because there is requirement from traveller, and getting a support from American soldier who came for resting in a period of Vietnam War as well. (*subordinate clause*)

*Translation of Student Translator No.6*

The reason why the tourism in Thailand was given more supporting in 1960. (*noun clause*)

*Translation of Student Translator No.22*

Which made hotel business and retail rapidly expand with demand from tourist.(*relative clause*)

*Translation of Student Translator No.23*

Giving a jolt in burgeoning of hotel and retail store business due to the needs from tourist.(*participial clause*)

The third major translation problem of the student translators is the use of nouns. In English, nouns may take a singular or plural form. This property of nouns is called grammatical number and is important when nouns are used in sentences. The results reveal that the student translators used incorrect forms of nouns by mainly using singular forms when plural forms are more appropriate. For example, as can be seen in the translation of Student Translator No.4, similar to Student Translator Numbers 6 and 8, he/she tended to mainly use singular form of nouns, even when the plural forms are required. This incorrect use of the number of nouns may be due to the differences in the forms of nouns in the two languages. As mentioned, in English, nouns may take singular or plural forms, while in Thai, only one form, i.e., singular form, is used.

*Translation of Student Translator No.4*

...because there is requirement from traveller and getting a support from American soldier.

*Translation of Student Translator No.6*

Most Asians would travel in Bangkok, old building place, nature place for travelling, and culture in nearby province.

*Translation of Student Translator No.8*

Most of Asian tourists liked to travel in Bangkok, for example, historical place, natural and cultural place in urban.

The next main problem of the Student Translators' problems in translating from Thai to English is technical terms. As mentioned, Business English is one discipline of English for Specific Purposes (ESP). One of the main characteristics of ESP is the use of specialized vocabulary. Translators need to carefully select right words commonly used to refer to the same thing in the target language. Choosing the wrong word may cause difficulty in understanding, which in turn impacting the quality of the translation in terms of technical terms use. Ability to use words that are precisely and commonly used in the specialized context by other writers in the same community is one important and challenging skill for translators. As seen in the samples below, the translations the student translators produce are ranged from the use of incorrect words, the words that have close meaning but not used by the writer/speaker in the field, and incorrect forms of words.

Terms	Student translators' translation
ตำรวจท่องเที่ยว (tourist police)	touristic police travel police tourism police police of travelling a separate tourism police touring police
ความต้องการของนักท่องเที่ยว (tourist needs)	Travelers' desires satisfy desire
การเดินป่า (bush walking, trekking, hiking)	nature walking forest trek strolling
รายได้จากการท่องเที่ยวภายในประเทศ (Domestic Tourism Revenue)	travel domestic incomes The domestic travelling incomes tourism income touring domestic revenue
การท่องเที่ยวระหว่างประเทศ (international tourism)	international travel business international travelling National Tourism international travel cross - country tourism international touring
การคมนาคมทางอากาศ (air transportation)	air transport air traffic Airline transportation
การท่องเที่ยวภายในประเทศ (domestic tourism)	travelling within country domestic flight domestic travelling Thailand's tourism Thailand touring
การค้าปลีก (retail)	trade retailer business

The next major translation problem is writing style. The business writing style, or professional writing, is different from academic writing. The professional writing such as a business plan of the text used in this study is full of facts and information about the tourism. The sentences should be clear and precise to convey the meaning, and appropriate words and correct language as well as business writing style should be adopted. As seen in the examples below, the student translators' translations did not quite follow the business writing style when facts are presented, and informal words and expressions were also used. Also, it seems they were struggled with sentence structure and word selection. This may be due to the differences in the linguistic systems of the two languages. Thai is a proposition language and there is no mark of the end of a sentence, while English uses a period or full stop to signal the end of the sentence.



การท่องเที่ยวในประเทศไทยเติบโตขึ้นอย่างมากในทศวรรษที่ผ่านมา รายได้จากการท่องเที่ยวภายในประเทศได้เพิ่มขึ้นจาก 187,898 ล้านบาทในพ.ศ.2541 เป็น380,417 ล้านบาทใน พ.ศ.2550

*Translation of Student Translator No.9*

Travelling in Thailand was largely grew up on last ten years. The domestic travelling incomes were up from 187,898 million baht to 380,417 million baht in 2007.

*Translation of Student TranslatorNo. 19*

Tourism in Thailand grew up a lot last decade, and the revenue from the Demestic Tourism increased from B187,898 mn to B 380,417 mn in 2007.

พร้อมกันนั้นการท่องเที่ยวระหว่างประเทศก็ได้เพิ่มขึ้นอย่างรวดเร็ว เนื่องจากการดำรงชีวิตของผู้คนที่มีเวลาว่างมากขึ้น และเทคโนโลยีสมัยใหม่ที่ทำให้สามารถเดินทางได้เร็วกว่า ราคาถูกกว่า และดีกว่า ด้วยโบอิง 747 ซึ่งให้บริการเป็นครั้งแรกใน พ.ศ. 2513

*Translation of Student Translator No. 1*

In addition, international tourism increase rapidly due to the livelihood of people which have more free times and the modern technology that can help to travel faster, cheaper and better with Boeing 747 which provided first service in 1970.

*Translation of Student Translator No. 4*

Moreover, international tourism increases rapidly because of human existence that there are more free time and high technology which can help people faster, cheaper and better by Boeing 747, first service in 1970.

*Translation of Student Translator No. 12*

Moreover international tourism was rapidly increased because of people had many free time and new technology that could helped transportation had faster, cheaper and better via Boing 747 that has first service in 1970.

The last major problem found in the student translator is the use of tenses. Based on the preliminary results, it seemed the student translators were confused how to use tenses appropriately. This may be due to the fact that there are differences between how tenses are constructed in the source and target languages. English is an inflectional language, and the form of verb is marked when they are in different tenses. Thai, however, uses the same form of a verb in any tenses with the use of adverb of time as time references. The student translators preferred using the simple present tense with a few instances of incorrect use of present perfect. When different time references were required, they were confused and incorrectly mixed the use of tenses. This clearly shows that they have not yet master the use of tenses in the target language.



*Translation of Student Translator No.5*

The Thai political stability and improvement of Bangkok city by developing air transportation in 1960 support Thai tourism.

*Translation of Student Translator No.9*

The reason that Thai tourism was more supported in 1960 because it has political stability and Bangkok evolution that is about the air transport so hotel industry and retail was expanded rapidly because it has demand from tourist and was supported from American's soldier who came to relax in Vietnam War.

*Translation of Student Translator No.16*

The reason that Thai tourism has been more support in 1960 is because of the stability of politics and development of Bangkok in the area of air transportation which cause the hotel and retail store's business to increasingly expand due to the demand of tourists,

*Translation of Student Translator No.18*

The reasons that travelling Thailand has more support in 1990 are because of political stability and the development of air transportation in Bangkok.

In regards to the student translators' opinions on the translation of a business text from Thai to English, most of them mentioned that the translation of Thai to English is very difficult. The main reasons include the differences in sentence structure between the source text and the target texts, technical terms, tenses, active and passive voice, and writing style. Interestingly, two student translators mentioned that Thai-to-English translation was easier than English-to-Thai translation because they understood the source text, but they realized that it was more difficult when constructing English sentences. All students perceived the need for more practice for better quality translation.

#### **4. Conclusion**

The findings from the preliminary results reveal that the main problems in translation from Thai to English of the student translators include word-for-word translation, sentence fragment, nouns, technical terms, writing style, and tenses. It seems most of the problems can be traced back to the differences in sentence structure and grammatical systems between the source text and the target text. Some other factors may include the lack of knowledge in the writing style and technical terms of the source text and the lack of translation practice. This may also be due to their low level of writing ability in producing correct sentences in the target language. With more practices in the area of Business English translation and higher exposure to the writing style in this area, they will be more aware of the differences between the systems of the two languages, technical terms, and the writing style of this area, which will enable the student translators to produce better quality translation.

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# A Corpus-Based Study on the Use of Reporting Verbs in Applied Linguistics Articles

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## Abstract

Reporting verbs is one of the most important issues in writing academic paper because they are used to express process and reliability of claim to support author's writing. Therefore, the current study aimed at investigating (1) the most frequently used categories of reporting verbs in applied linguistic articles and (2) how the categories used in citation process. Fifty-two articles from three applied linguistic journals were analyzed using Antconc software's concordance function. This study focused on reporting verbs used in the literature review section since it consists of more reporting verbs than other sections in articles. The reporting verbs in the articles were analyzed into concordance line and then were classified into Hyland's Framework of reporting verbs (2002). The results of the study showed that the use of reporting verbs were classified into research acts, which was the most frequently use of reporting verbs, discourse acts, and cognition acts respectively. The study also presented the frequently used of reporting verbs in different subcategories of the research, discourse, and cognition acts. Additionally, reporting verbs were examined to investigate the verb forms and voices used in applied linguistic articles. The use of reporting verbs according to Hyland's (2002) framework, verb forms, and voices are also discussed.

**Keywords:** Corpus-based method, applied linguistic articles, reporting verbs, concordance

# Students' Perception on Teacher-Student Writing Conference

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## Abstract

Teacher-student writing conferences have been viewed as an effective instrument to help improve students' writing skills. During the conference, students visit the teacher, and are provided feedback on their writing (McAndrew&Reigstad, 2001; Sperling, 1991). This study aims to examine students' perceptions on the adoption of teacher-student writing conferences in a writing course. The participants were 18 third year English major students. They were required to write three different types of paragraphs, and asked to meet with their teacher after the first draft of each assignment was completed. Each teacher-student writing conference lasted about 30 minutes to one hour. The total of 54 teacher-student writing conferences was conducted throughout the semester. The results reveal that the participants viewed the teacher-student conference as useful, and most of them preferred this type of feedback compared to other types of feedback (e.g., peer feedback and feedback for the whole class) because the feedback was tailored to their writing errors and problems. With regards to their expectations in the teacher-student writing conference, they expected to receive suggestions to improve and revise their writing, to improve their vocabulary, grammar, and concepts for writing, and to improve their writing assignments. In addition, they mentioned that through the teacher-student conferences, they learned to solve their own writing mistakes, they had opportunities to discuss with the teacher concepts and methods for writing, and they had opportunities to receive feedback individually from the teacher. Despite some initial stress when having the teacher-student writing conference, all the participants viewed that the method was effective and helped improve their writing.

# A Geography of Objects in Wallace Stevens' *Harmonium*

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## Abstract

A major figure of Modernist poetry in the U.S., Wallace Stevens has puzzled and pleased generations of readers with his first book, *Harmonium*, first published in 1923. Like all of Stevens' work, this famously difficult book challenges readers by presenting imaginative accounts that are intended to "push back against the pressures of reality." That imaginative counterforce to reality is the source of some of the difficulty of the poems, and readers are gratified to locate anything that seems to offer a firm grip on meaning. Within these poems, this paper argues, geography is such a grip, for it links the imagination to reality; place-names, mostly American—Oklahoma, the Carolinas, Florida, Tennessee, Connecticut, Appalachia, the Yucatan, Havana, the Andes—anchor objects to geographical locations in a way that evokes mutual signification, the place-name lending significance to the object as the object lends significance to the place-name. The poems depict places as sources of objects that bring those places to bear on the lives of the participants of the poems. Stevens thus accomplishes a kind of productive geography of objects that is a particularly extreme example of the paradox of literary geography: geography can be seen as a function of literature even as literature itself is a product of geography. *Harmonium*, I argue, differs in imaginative extremity but not in kind from more mainstream efforts of geography, all of which seek to establish the significance of features of place.

# Relationship Between Language And Architecture Meaning In China Travel Guidebook : A Critical Discourse Analysis\*

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## Abstract

This article aims to analyze the relationship between language and architecture meaning by applying Critical Discourse Analysis approach. The data is collected from the China travel guidebooks published by Thai publishing houses during 2014 - 2016. The result of study shows 2 kinds of linguistic strategies: 1)verbal language, consisting of modification, presupposition, metaphor, intertextuality and narrative; 2)non-verbal language, consisting of photos and maps. These books convey the meaning of Chinese buildings, which are huge, tall and historical. People emphasize geomancy on old buildings while prefer modernity and multifunction on modern buildings.

**Keywords:** Architecture meaning, Critical Discourse Analysis, China travel guide book

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\* This article is part of thesis for M.A of Thai Language, Faculty of Humanities and Social Sciences, Khon Kaen university.

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## 1. Introduction

Nowadays, there is a huge number of Thai people who travel abroad and the number keeps growing year by year. Mr. Tos Jiratiwat, CEO of Central Group, said in 2016 when interviewed by Thai News Agency that, there were more than 6 millions people, from 68 millions of Thai national population, who went abroad last year. That is to say, in every 34 people, 3 Thais have been abroad in 2015. According to the statistics from The Department of Tourism, Thailand, it shows from January to June, 2016, there were 2,687,398 Thai citizens who went out the Kingdom from 5 airports (Suvarnabhumi, Don Mueang, Chiang Mai, Phuket, Hat Yai), almost reaching half of 6 millions, which is the total number of people who went abroad in 2015, let alone the second half of 2016 and by other means of transportation.

A survey, *China Inbound Tourism in 2015*, shows that 641,500 Thai tourists came to China. For 5 years before 2015, it looks as following: 2014 — 613,100; 2013 — 651,700; 2012 — 647,600; 2011 — 608,100 and 2010 — 635,500. It's obvious from the statistics above that more than 6 millions of Thai tourists travel to China every year and that China, as a tourist country, is quite popular among Thai people. Another supporting statistics from Visa Global Travel Intentions Study also shows that Japan, Singapore, China, HongKong and South Korea are the most-favoured countries by Thai tourists, since most of them would like to travel to countries which are not so far away from Thailand. Moreover, Japan, Singapore, Korea, HongKong and Taiwan are the most-searched countries by Thai tourists for travel information, according to a survey lead by Skyscanner ( an international search engine for tourists). While in fact, Top 5 countries that most of Thai tourists go to in 2015 are Malaysia: 1,972,758; Laos: 985,751; Singapore: 490,663; Japan: 432,386 and China: 399,108. Anyway, it's safe to draw a conclusion that China is one of the popular tourist countries for Thai people and many them travel to China every year. These kinds of social phenomena can be parts of the answer why there are many travel agencies and companies providing numerous information and advertisement both online and offline about traveling abroad, and why there are many travel guidebooks about Japan, China and Korea, which are in various editions, published by various presses and best sellers always.

In all those travel guidebooks, architecture is considered to be one of the main part introduced to readers, such as temples, museums, monuments and modern buildings. As it all known to us, architecture with unique and distinguishing features conveys information about what it is and why it is. By introducing the tourist spots for attracting people to pay a visit, travel guidebooks must play a role in explaining what it is and why it is worth going. That is to say, travel guidebooks, as a kind of powerful discourse, provide text about architecture, constructing the concept and cognition by the perspective of the guidebooks themselves about what the building is, which can profoundly influence their readers.



Therefore, it's interesting to explore what kinds of linguistic strategies are mainly used to introduce architecture in the travel guidebooks and to reveal the meanings behind by applying Critical Discourse Analysis as conceptual framework initiated by Fairclough.

## **2. Objective**

To study the relationship between language and architecture meaning in travel guidebook discourse.

## **3. Scope of study**

Researcher choose Beijing, HongKong and Taiwan as the example travel areas and find out the latest editions of travel guidebooks about those 3 places in bookstores in KhonKaen city by the end of June, 2016. The qualified books are as following: 1. Beijing, 2014, Dplus; 2. HongKong, March, 2016, Tibbook; 3. Taiwan, March, 2016, Dplus.

## **4. Definitions**

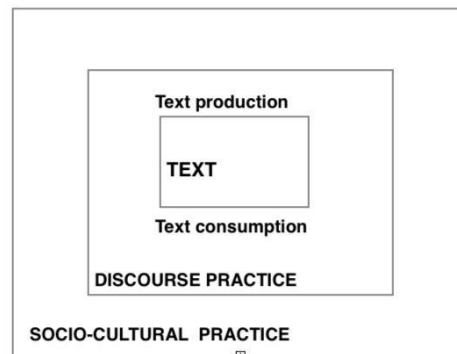
1. Architecture meaning: characteristic, belief and some other cultural aspects revealed in houses, buildings and all other kinds of architecture.

2. Travel guide book: a kind of reference work providing tourists information about travel, such as: traffic, transportation, hotel, restaurant, tourist attractions, souvenirs and so on.

## **5. Conceptual framework**

Critical Discourse Analysis (CDA), is a branch of critical social analysis, which contributes to the latter a focus on discourse and on relations between discourse and other social elements (e.g. on how discourse figures in ideologies and power relations). (Fairclough, 2012) In other words, as Fairclough (1995) defined CDA in this way: By CDA I mean discourse analysis which aims to systematically explore often opaque relationships of causality and determination between (a) discursive practices, events and texts, and (b) wider social and cultural structures, relations, and processes; to investigate how such practices, events and texts arise out of and are ideologically shaped by relations of power and struggles over power; and to explore how the opacity of these relationships between discourse and society is itself a factor securing power and hegemony.

A framework of critical discourse analysis of a communicative event can be explained by



Fairclough 1995b:59

กรอบมิติทั้งสามของวาทกรรมของแฟร์คล็อฟ

the chart as following:

According to Fairclough, Text analysis involves linguistic analysis in terms of vocabulary, grammar, semantics, the sound system, and cohesion-organization above the sentence level (1995b, p.57); Discourse practice straddles the division between society and culture on the one hand, and discourse, language and text on the other (p.60); and Sociocultural practice pertains to 3 aspects of the sociocultural context of a communicative event: economic ( i.e. economy of the media), political ( i.e.power and ideology of the media) and cultural( i.e.issues of values) (P.62).

In this research, the travel guidebooks play a role as text, which is produced by the Thai press. When the books reach to their readers, ideologies and concepts involving architecture convey from Thai press to the masses. Obviously, the press is the side with more social power. It's outlook or attitude on a specific thing can set, control or even change the cognition of others. By applying CDA approach to analyze the relationship between language and architecture meaning, some ideologies or identities lying in the architecture and the process of construction these ideologies can be revealed.

## 6. Conceptual framework Travel guidebook discourse and text production

Surely, Thai presses who publish those travel guidebooks are looking forward to making money. Their profit comes from the sales of books, or advertisements in the books, or from sponsors, etc. However, in order to get more profit, the presses must try to get more readers. That is to say, by the nature of the travel guidebook, the press must produce the most wanted, useful and attractive "text" for their customers, which is quite different from what people get from internet, because in the guidebook, most of the content are about good things a tourist can meet, while on internet, especially on some free chat board, people often get negative information. All in all, due to the efforts of the press, there are still many people using travel guidebooks. The ideology of a more-powered social class still play a role and spread its influence to people.

## 7. Text analysis: Linguistic strategies used in the travel guidebooks

Result of research shows there are 2 kinds of linguistic strategies used in travel guidebooks, namely, non-verbal language and verbal language. The former consists of photos and maps and the latter mainly consists of 4 language usages. There are details and examples as following:

### 1. Non-verbal language

Photos are there on almost every page of the guidebook. The architecture showed in the photos like: skyscraper, temples, malls, museums, stadiums, bridges, houses, statues, historical heritages and so on. For the modern buildings, like malls and stadiums, they are tall, huge, equipped with colourful lights and designed in various styles. For the traditional buildings, like temples, they are in same kind of design and constructed mainly by wood with golden ceiling, red pillars and fence or brick wall around; located near hills, with trees and water; colour red is widely used as decoration. Maps show the big modern buildings are located in the central of the areas, together with convenient traffic conditions, while the temples mostly are located near hills or rivers. Anyway, both modern and traditional buildings show the richness and grandness.

### 2. Verbal language

#### Modification

Modification means using words, phrases or clauses to modify something to be more specific or to highlight its special point. Modification works like adjectives, adverbs or attributive clauses. In travel guidebooks, words like huge, historical, tall are often found in describing the Chinese buildings.

Example 1: หูอินเตอร์เนชันแนลไฟแนนซ์เซ็นเตอร์อาคารสูงสุดในย่านเซ็นทรัลและสูงเป็นอันดับ 17 ของโลก (สูง 420 เมตร 88 ชั้น)

Two International Finance Centre is the tallest building in central zone, ranking 17th tallest building in the world.( 420m, 88F)

— Hong Kong, 63

Example 2 : ถัดจากหอนาฬิกาคือพิพิธภัณฑ์จัดแสดงงานศิลปวัฒนธรรมที่ทันสมัยแห่งหนึ่งของโลก

Next to the clock tower, there is Hong Kong Cultural Centre, which is one of the modern piece in the world.

— Hong Kong, 147

Example 3: พระราชวังอันยิ่งใหญ่และมีชื่อเสียงที่สุดแห่งหนึ่งของจีนคนไทยอาจจะคุ้นในนามพระราชวังต้องห้ามหรือพระราชวังโบราณ

China's one of grand and the most famous palace, which Thai may be familiar with its name: Forbidden City or Ancient Palace.

— Beijing, 51

Example 4: วัดเก่าแก่อายุราวๆ 300 ปีแห่งนี้ไม่เพียงเป็นวัดที่มีสถาปัตยกรรมวิจิตรงดงามควรค่าแก่การเที่ยวชมแต่ยังเป็น.....

This ancient temple is about 300 years old, not only being a temple worthy of appreciating its exquisite architecture beauty, but also being.....

— Taiwan, 66

### Presupposition

Presupposition helps to implicitly understand what happened before or get to know the hidden information by interpreting the text.

Example 5: อาคารนี้มีฮวงจุ้ยดีที่สุดในฮ่องกงเพราะที่ตั้งของอาคารเป็นจุดบรรจบของเส้นมังกรทั้งห้า และการที่อาคารหันหน้าไปทางอ่าววิกตอเรียโดยไม่มีสิ่งก่อสร้างใดกีดขวางก็หมายถึงความเจริญรุ่งเรืองที่ไม่มีอุปสรรคใดๆมาขัดขวางนั่นเอง

This building has the best geomancy in Hong Kong, because it bases on the joint point of the 5 dragons and there is no any other buildings in front blocking the way facing to the Victoria bay, which means progress without any obstacles.

— Hong Kong, 62

By the key words: geomancy, dragons and progress, it shows when people designed and built this building, factors including its location, direction and height were taken into account. Focusing on geomancy when constructing a building, people must have the best expectation for a better future.

Example 6: สำหรับการสร้างเขาจิงซานก็เพื่อเป็นหลักฮวงจุ้ยคือภูเขาตั้งอยู่ทางด้านทิศเหนือส่วนตัวบ้าน (พระราชวัง) ตั้งอยู่ทางด้านทิศใต้ดังนั้นเขาภูนี้บางครั้งก็เลยถูกเรียกชื่อว่าเขาฮวงจุ้ย

As for the construction of mountain Jingshan, geomancy is the main reason. That is to say, the artificial mountain was constructed to the north of the palace, so it's called the geomancy mountain.

— Beijing, 62

Geomancy not only appears on a individual building, but it also shows on groups of buildings. The best location for a Chinese building is a place where there are mountains and rivers. Even though there is a long distance from the palace to Jingshan mountain, the royal must have that kind geomancy mountain, which, they believe, can provide them with stableness and safety.

### Metaphor

Metaphor is a figure of the speech comparing one thing to another, which helps readers to have a better understanding of what the writer is going to say.

Example 7: สนามกีฬาพองน้ำสนามแข่งกีฬาทางน้ำแห่งชาติที่โดดเด่นเพราะภายนอกของตัวอาคารดูแปลกตาเหมือนกับพองสบู่มาติดอยู่ที่ตัวอาคารสี่เหลี่ยม..... แนวคิดการออกแบบจะเปรียบอาคารทรงเหลี่ยมเป็นตั่ง“โลก” พองสบู่หรือลูกกลมๆเป็นตั่ง“สวรรค์”

The water cube, national aquatics centre, is famous for its unique design that it looks like attaching soap bubbles to a square building ..... the idea of design comes from comparing the square building to “world” and soap bubbles, or the circles, to “heaven”.

— Beijing, 135

The water cube looks like a blue square world made of water bubbles, perfectly matching its function as aquatics centre. This kind of design makes the centre attractive and astonishing to people. By using metaphor in introduction, it helps readers to form a picture about what it looks like and understand what it stands for. Moreover, it also shows the outstanding design of the modern aquatics centre.

Example 8: เมื่อเข้ามาภายในเราสังเกตได้ว่ามีกำแพงถึง 2 ชั้นซึ่งกำแพง 2 ชั้นนี้ออกแบบตามความเชื่อว่าแผ่นดินโค้งผืนดินเหลี่ยมและฟ้าสูงแผ่นดินต่ำจึงทำให้กำแพงด้านทิศเหนือสูงกว่าด้านใต้และมีลักษณะเป็นรูปครึ่งวงกลมส่วนด้านใต้จะต่ำกว่าและเป็นรูปเหลี่ยมมุมฉากซึ่งถูกเรียกว่า“กำแพงฟ้าดิน”

When walk inside, we can see there is wall with 2 layers, which is designed according to the belief that sky is curve while land is facet and the belief sky is high while land is low. So the north wall is higher and looks like a half circle while the south wall is lower facet with right angle. That’s why the wall is called “Sky and Land Wall”.

—Beijing, 197

Higher curve wall means “sky” while lower facet piece represents “land”. No matter how they come from, according to believes or just by imitating the nature, it’s obvious that buildings do bear and convey some meanings.

### **Intertextuality**

Intertextuality acknowledges the circulation and interplay of meaning across numerous signifying practices (music, literature, film, the visual arts and so on). (Scott 2009: 10) In other words, Intertextuality is a interrelationship between texts, by applying one text into another, shaping the meaning of a text as reference.

Example 9: จุดเด่นดึงดูดนักท่องเที่ยวคือจุดชมวิวเมืองไทเปเคาน์เตอร์ขายตั๋วอยู่ที่ชั้น 5 ซื่อตัวแล้วเดินไปเข้าคิวรอลิฟท์ซึ่งถูกบันทึกโดยหนังสือบันทึกสถิติโลกกินเนสส์ว่าเป็นลิฟท์ที่เร็วที่สุดในโลกด้วยความเร็ว 1,010 เมตรต่อนาที

The attracting point for tourists is Taipei 101 Observatory. Get your ticket at counter on the 5th floor and wait in the queue for the lift, which is the fastest lift in the world, reaching speed at 1,010m per minute, according to the Guinness Book of World Record.

— Taiwan, 116

Citing from Guinness Book of World Record, readers would find it astonishing that a lift could run that fast and may be very interested in that kind of special experience, just as what they have been told: attracting. There's no doubt that the lift must be supported by the most advanced technology, which shows the modernity of Taipei 101 Tower.

### **Narrative**

Narrative is a way of speech describing the occurrence of events by telling what, when, who, where and how, which gives readers more detailed information and makes them interested in the content.

**Example 10:** การก่อสร้างกำแพงเมืองจีนมีมาเมื่อประมาณ 700 ปีก่อนคริสต์ศักราชในยุคชุนชิวและยุคจั้นกั๋วต่อมาในยุคราชวงศ์ฉินเมื่อจักรพรรดิฉินซีรวมแผ่นดินจีนเป็นหนึ่งก็ได้สร้างเพิ่มเติมพร้อมทั้งซ่อมแซมกำแพงเมืองจีนเดิมจนแคว้นฉินแคว้นจ้าวแคว้นเยียนฯลฯ เชื่อมต่อกันเป็นกำแพงป้องกันนเข้าศึกที่มีความยาวต่อเนื่องกันกว่า 5 พันกิโลเมตรหลังจากนั้นทุกราชวงศ์ของจีนก็ได้มีการสร้างและซ่อมแซมกำแพงเมืองจีนเรื่อยมาจนถึงสมัยราชวงศ์หมิงได้มีการสร้างและซ่อมแซมครั้งใหญ่ใช้เวลาจนถึง 200 กว่าปี.....

The construction of The Great Wall started about 700 B.C. during Spring and Autumn period and Warring States period. In the following Qin dynasty, after emperor Qin Shi Huang's war of unification, he added and repaired The Great Wall based on the old walls in countries like Qin, Zhao, Yan etc, making it a military defense wall with 5,000 km. After that, every Chinese dynasties make effort to build and repair The Great Wall. Until Min dynasty, there's a big repairing project which was conducted more than 200 years...

—Beijing, 139

By telling the story, The Great Wall is introduced to readers how it is from and what it means to people. It's clear that The Great Wall has a long history: started from 2,000 years ago, experiencing many dynasties, under repairing all the time and always being important to governors.

## **8. Relationship between language and architecture meaning**

From the text analysis, there're 5 architecture meanings showing up: tall, huge, historical, modern and geomancy concerns. Modification reveals Chinese buildings are tall and huge; presupposition and metaphor indicate there are much geomancy concerns; modification and narrative point out many buildings are historical while modification and intertextuality show Chinese buildings are also modern to the world.

## 9. Discussion and Conclusion

There are 5 linguistic features used in China travel guidebook, revealing 5 architecture meanings. Modification is the most common way to show that Chinese buildings are tall, huge, historical and modern. Presupposition and metaphor often indicate Chinese pay much attention to the building's geomancy, such as location, design, material, colour, size and so on. Tough narrative and intertextuality are not often used, they do help readers to have a better understanding about the text.

The linguistic features found in the China travel guidebook reveal 2 sets of architecture meanings: the old set and the modern set. In the first set, buildings like temples and palaces are valued by their historical and cultural characters, especially on their geomancy meanings, which are reflected by design, size, location, decoration, building materials and so on. As for the latter one, modern buildings like skyscrapers, emporiums, stadiums are highlighted by their multifunction and high technology, since China is developing rapidly and economy is booming during the past 30 years. The massive urbanization drags people from county to city, and expands the city scale to be bigger and higher. For a developing country like China, mega cities and high buildings means modernity and power, which lead to the massive and even excessive construction, in order to be like modern country or just to show power to the world. Today in China, it is not strange to see there are more and more high, luxury, super modern and various designed buildings, there and everywhere. What's more, owing a good place to live is an important issue for Chinese. As a proverb saying: live in peace and work in happiness, in traditional culture, having a place to live peacefully even matters more than having a happy work. That's why geomancy has always being paid attention to. When building a house, people choose its location, consider its direction, define its meaning in details and even use some other things like colors or statues to add fortune to their house or to protect it from the evil. Moreover, house, as a kind of personal property, shows the owner's social status, richness and power, thus grand and luxury houses, occupying a perfect geomancy location, can bring the holder much honor, nobility and pride. Even today, people still care much about houses. For many young couple, buying a house is the first prerequisite to get married, which is one of the reason pushing house price to be higher and higher. In this case, having a place to live may not only for living peacefully, but also for being successful, because Chinese are in a very fierce competition environment, whether at the individual or the national level.



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# English Vocabularies Learning Strategies Employed by EFL University Students in English Language Use as a Medium of Instruction

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## Abstract

In accordance with the multilingual societies at the present time, English becomes a universal language used to communicate with others and plays a significant role. Especially in the field of education, English has been used in class with the purpose of enhancing learners to be successful in education. That is, they expand their English language knowledge, reach the occupational goal, and apply in their daily lives completely and effectively. This is with the reason that vocabulary is as essential as it plays a significant role in English studying and acts as an essential and basic component for understanding the lessons in all skills---writing, reading, speaking, and listening. With these in mind, it is important for learners to employ vocabulary learning strategies which are the processes learners use to help themselves acquiring and understanding more correctly and effectively. This study aimed to investigate the English vocabulary learning strategies employed by 245 first and second year English major students in the School of Liberal Arts, Mae Fah Luang University. The instruments used were the semi-structured interview and the questionnaire adapted from “Vocabulary Learning Questionnaire (VLQ Version 3) of Gu and Johnson (1996). The findings were: the first year English major students used all the strategies at the “often use” level at the encoding and activation strategies at a high mean level (mean = 4.25), dictionary strategies (mean = 3.99), guessing strategies (mean = 3.90), and note-taking strategies (mean = 3.72). The second year English major students used all six strategies at an “often use” level: activation strategies (mean = 4.14), rehearsal strategies (mean = 4.09), dictionary strategies (mean = 4.03), guessing strategies (mean = 3.94), encoding strategies (mean = 3.93), and note-taking strategies (mean = 3.78).

**Keywords:** English Vocabulary Learning Strategies, EFL University Students

## 1. Introduction

In learning English, the knowledge of vocabulary is the key factor because it is fundamental to help learners succeed in their classroom. Ferreira (2007) stated that vocabulary knowledge helps learners with language comprehension and production. Sufficient word knowledge enhances them to understand what they read and write which leads to comprehension. In addition, vocabulary is also an essential component to determine how much learners are able to communicate successfully. If they know a large number of word meanings, they can communicate effectively (p. 12).

Furthermore, Dickinson (1986, as cited in Suwanno et al, 2004, p. 2) mentioned that the importance of vocabulary is “If we know enough words in the English language, we can communicate in English effectively. And we get a better understanding of the story”. With these circumstances, Silverman & Hartranft (2015, pp. 3-4) who supplemented that vocabulary plays the most significant role for not only passive but active English language skills. For passive skills --- reading and writing skills ---, vocabulary enhances linguistic comprehension which refers to the ability to understand words, phrases, sentences, paragraphs, and text. Moreover, knowing the meaning of a word can help anchor the representation of how that word is spelled in memory. Together, it enables more efficient and effective communication of precise and complex ideas in writing.

However, it can be seen that although vocabularies have a vital role in the learning method, the students also struggle with learning vocabulary because their vocabularies are not enough to apply into the learning approach. To explain this, the students cannot use any strategies to understand vocabularies effectively. With this in mind, the study is limited to the basic techniques used by teachers only.

To support this, Saitakham (2002) revealed that most Thai students do not succeed in learning English because they lack of strategies to learn vocabulary. Not only this, but also Chansin (2007, p. 4) discovered that, in the standard classroom, there was a little attention to vocabulary learning when compare with other aspects of language, such as grammar, phonology, or discourse analysis.

With the idea that vocabulary is as essential as it plays a significant role in English studying, especially for those learning English as a second language or a foreign language, enhancing the students to gain more vocabulary learning strategies is very essential to help the students learn English vocabulary more effectively. The researcher, then, aimed to study strategies of students who learn English vocabulary at Mae Fah Luang University which uses English language as a medium of instruction.

### Importance of Vocabulary Learning

It can be noticed that vocabulary plays the most important factor for the students to learn because vocabulary becomes the essential component for understanding the lessons they are studying and vocabulary can enhance the students’ comprehension towards the lessons. To support this, Krashen and Terrell (1983 as cited in Saitakham, 2002, p. 6) stated that vocabulary is also of prime concern in L2 settings because it plays a dominant role in classroom success. And also, it is as the important thing for the ESL acquisition process. The popular belief is that one uses form and grammar to understand meaning. The truth is probably closer to the opposite; we acquire morphology and syntax because we understand the meaning of utterances. Acquisition depends crucially on the input being comprehensible. And comprehensibility is

dependent directly on the ability to recognize the meaning of key elements in the utterance. Thus, acquisition will not take place without comprehension of vocabulary (p. 7).

Apart from that, it is only one component of language skills which is important especially for reading and speaking (Nation and Waring, 1997, p. 6). To have vocabulary knowledge will help the students to cope with all activities they have learnt both in the classroom and outside the classroom.

Moreover, Zimmerman (as cited in Coady and Huchin, 1997, p. 5) supported that vocabulary is central to language and of critical importance to the typical language learner.

With this in mind, it is important for the students to know vocabulary in order to use them for their learning. According to Laufer (1992, as cited in Albrechtsen, Haastrup, and Henriksen, 2004, p. 129) focused that the students are required to have immediate and automatic access to at least 3000 word families in any given language to ensure their learning comprehension.

### **Vocabulary Learning Strategies**

In order to support the students to have effective vocabulary learning strategies, it is really important to consider the characteristics of vocabulary learning strategies in order to support and enhance the students to use their own strategies or to select the appropriate strategies for supporting their learning. There are many researchers who studied the classification of vocabulary learning strategies in order to support the students' vocabulary learning strategies. With these circumstances, Gu and Johnson's taxonomy of vocabulary learning strategies are emphasized with the reason that they support holistic/integrated approach to combine all the strategies that have their role to expand the vocabulary. According to Gu and Johnson (1996, pp. 650-651) and Gu and Johnson (1996, as cited in Ghazal (n.d., p. 85), six types were classified as follows:

- 1) Guessing Strategies are required to use the students' background knowledge or wider context and use linguistic cues or immediate context to guess the meaning of a word.)
- 2) Dictionary Strategies are important for the students' comprehension.
- 3) Note-taking Strategies are referred to meaning-oriented note-taking strategies or usage-oriented note-taking strategies.
- 4) Rehearsal Strategies are required to use word lists, oral repetition, and visual repetition.
- 5) Encoding Strategies are association, elaboration, imagery, visual encoding, auditory encoding, using word-structure, semantic encoding, and contextual encoding.
- 6) Activation Strategies include those strategies through which the learners actually use new words in different contexts.

### **Effectiveness of English Vocabulary Learning Strategies**

Gu and Johnson (1996) established the vocabulary learning strategies used by 850 Chinese university learners of English and the relationship between their strategies and outcomes in learning English. The findings revealed that the participants use a wide variety of vocabulary learning strategies.

In 2001, Mekprayoon studied the use of English vocabulary learning strategies of 345 Mathayom Suksa five students at Demonstration schools under the Ministry of University Affairs, Bangkok Metropolis. The results of this study revealed that they used English

vocabulary learning strategies into two categories: Metacognitive strategies and Cognitive strategies, at the moderate level.

Saitakham (2002) investigated the English vocabulary learning strategies employed by the third-year English major students of the Faculty of Humanities and Social Sciences at Naresuan University. The subjects were derived into two groups: good and poor students. The findings showed that the students most frequently use guessing strategies, and they less frequently use memory strategies: rehearsal for learning English vocabulary. The good students most frequently use guessing strategies, and they less frequently use memory strategies: rehearsal for learning English vocabulary. The poor students most frequently use dictionary strategies and the less frequently use memory strategies: rehearsal for learning English vocabulary.

Suwanno et al (2004) also investigated the English vocabulary learning strategies employed by Mattayomsuksa three students in Chaehomwittaya School of Lampang Educational Service Area 3 Office. The subjects were divided into two groups: achievement level: high and low and gender: male and female based on Chung The Fan. The subjects comprised 96 students in Mattayomsuksa three in Chaehomwittaya School of Lampang Educational Service Area 3 Office. The instrument used was a questionnaire on six vocabulary learning strategies: guessing strategies, dictionary strategies, note-taking strategies, memory strategies: rehearsal, memory strategies: encoding, and activation strategies. The questionnaire was divided into 2 sections: a checklist of the personal data about gender and grade point average of 5 semesters, and five rating scale questions asking about the English vocabulary learning strategies. The study employed Likert Scale percentage, arithmetic means, standard deviation and t-test dependent, for data analysis.

Riankamol (2008) investigated English vocabulary learning strategies adopted by English gifted students of Triam Udomsuksa School in the first semester of the academic year 2008. The subjects were twenty seven students who were studying in English gifted program at Triam Udomsuksa School. The purpose of the survey is to find most and least frequently used vocabulary learning strategies used by the English gifted students. An instrument used in this survey study was a 25-item questionnaire adapted from Schmitt's taxonomy for vocabulary learning strategies. The data was analyzed by using frequency, percentages, and means. The findings indicated that the use of metacognitive strategies is used most frequently by English gifted students who were considered high proficient students in English. And the least frequently used vocabulary strategy was in cognitive strategies.

## **Purposes of the Study**

The purpose of this study was to investigate the English vocabulary learning strategies employed by the first and second year English major students in the School of Liberal Arts, Mae Fah Luang University.

## **2. Methodology**

The participants used in this study were 115 first year and 130 second year English major students of the School of Liberal Arts at Mae Fah Luang University. They were chosen and classified into two main groups: first and second year students. All 115 first year and 130 second year English major students were selected purposively from the registrar's office record.

### **Research Instruments**

For the constructing of the instruments used in this study, the researcher selected two main instruments: semi-structured interview designed by the researcher and questionnaire adapted from "Vocabulary Learning Questionnaire (VLQ Version 3) of Gu and Johnson (1996). The orientation of completing the semi-structured interview and the questionnaire was conducted for giving the students' guidelines and explanation in order to avoid facing the ambiguity and misinterpretation.

### **Data Collection and Procedure**

The semi-structured interview was held two times: the former was at the beginning of the semester, during the first month of the semester, and the latter was at the end of the third month of the semester. There were 20 students who were randomly selected to have the semi-structured interview.

The open-ended questions in the semi-structured interview led to the survey of English vocabulary strategies the students employ in the classroom. The discussion from the interview was undertaken in the classroom of the students randomly by the researcher and audio recorded. The discussion took about one hour. The interview topics related to the students' opinions about vocabulary learning and strategies which were:

- 1) Do you think if vocabulary is important for your learning?
- 2) If yes, which way do you think it is important? If not, why don't you think it is important?
- 3) How do you learn vocabulary?
- 4) Which vocabulary learning strategies do you use in your vocabulary learning (Guessing strategies, Dictionary strategies, Note-Taking strategies, Rehearsal strategies, Encoding strategies, and Activation strategies)

The questionnaire was distributed to the participants in the fourth month of the semester. There were five assistant researchers to help distributing the questionnaire. The process lasted one and a half hour. The students were asked to combine together then distribute the questionnaire to them. Before completing the questionnaire, the researcher oriented the students about the objective of the study and the instructions to complete the questionnaire. The questionnaire was consisted of two main sections: general background and English vocabulary learning strategies' survey. For section 1, year of studying was mentioned in order to acquire general background of the participants. Whilst, section 2 was a survey of English vocabulary learning strategies of the participants in the format of five rating scales. The topics were according to "Vocabulary Learning Questionnaire (VLQ Version 3) of Gu and Johnson (1996) which are covered 6 strategies: Guessing strategies, Dictionary strategies, Note-Taking strategies, Rehearsal strategies, Encoding strategies, and Activation strategies.

## Data Analysis

For the analysis of data, the data from the semi-structured interview were combined, then analyzed and the questionnaire was processed, computed, interpreted, categorized by means of the Statistical Package for Social Sciences (SPSS for Windows 20). Arithmetic Mean ( $\bar{x}$ ) and Standard Deviation (S.D.) of each item were used in order to provide the average levels for using vocabulary learning strategies.

## 3. Results

In order to identify the English vocabulary learning strategies the first and second year students employed to learn English vocabulary, the questionnaire were administered to 115 first year and 130 second year English major students of the School of Liberal Arts at Mae Fah Luang University. The results of the findings were presented in the followings:

**Table 1 A Mean Rating for Six Vocabulary Learning Strategies Employed by First and Second Year English Major Students**

Items	Vocabulary Learning Strategies	First Year Students (N)			Second Year Students (n)		
		$\bar{x}$	S.D.	Ranges	$\bar{x}$	S.D.	Ranges
1	Guessing Strategies	3.90	0.57	Often Use	3.94	0.50	Often Use
2	Dictionary Strategies	3.99	0.55	Often Use	4.03	0.50	Often Use
3	Note-Taking Strategies	3.72	0.71	Often Use	3.78	0.65	Often Use
4	Rehearsal Strategies	2.78	0.99	Moderately Use	4.09	0.58	Often Use
5	Encoding Strategies	4.25	0.10	Often Use	3.93	0.77	Often Use
6	Activation Strategies	4.25	0.06	Often Use	4.14	0.49	Often Use

N = 115, n = 130

From Table 1, it could be observed that the first year English major students often used encoding and activation strategies as a high mean level (mean = 4.25), dictionary strategies (mean = 3.99), guessing strategies (mean = 3.90), and note-taking strategies (mean = 3.72) respectively, while they moderately used rehearsal strategies (mean = 2.78). This could be said that the first year English major students are not familiar with these strategies. Moreover, they used their own strategies they were preferred since high school level. For the second year English major students, they often used all six strategies: activation strategies (mean = 4.14), rehearsal strategies (mean = 4.09), dictionary strategies (mean = 4.03), guessing strategies (mean = 3.94), encoding strategies (mean = 3.93), and note-taking strategies (mean = 3.78) respectively.



## 6. Discussion of the Findings

In this part, it was represented the discussion of vocabulary learning strategies commonly used by first and second year English major students in Mae Fah Luang University and investigated vocabulary learning strategies which could enhance them to be successful in vocabulary language learning.

In this study, it was seen that encoding and activation strategies were the most often used vocabulary learning strategies. These were supported by Mombeini, Gorjian, & Pazhaka (2013) research findings that encoding strategies absolutely affected the development of learners' vocabulary knowledge. It was also supplemented that these vocabulary learning strategies empowered students' short and long term memory. Moreover, encoding strategies could enhance the students' spelling and pronunciation as well (Hasnan, 2012).

When concentrating strategies item by item, it was quite interesting that encoding strategies were often used in vocabulary learning in both first and second year English major students. While the first year English major students deliberately read books in their areas of interest so that they could find out and remember the special terminology that they knew in Thai reached the highest level, the second year English major students remembered together words that sounded similar.

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