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교육학석사학위논문

L2 Vocabulary Knowledge and
Vocabulary Learning Strategies of
Korean EFL Elementary School Students

한국 초등학생들의 영어 어휘 지식과 어휘 학습 전략

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박 유 미

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Vocabulary Learning Strategies of
Korean EFL Elementary School Students

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You-Me Park

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한국 초등학생들의 영어 어휘 지식과 어휘 학습 전략

지도교수 김진완

이 논문을 교육학 석사 학위논문으로 제출함

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박유미

박유미의 석사학위논문을 인준함

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위원장 _____

부위원장 _____

위원 _____

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APPROVED BY THESIS COMMITTEE:

SUN-YOUNG OH, COMMITTEE CHAIR

BYUNGMIN LEE

JIN-WAN KIM

ABSTRACT

The present study explores the use of vocabulary learning strategies (VLS) of Korean elementary school students, who are mostly the beginners of English, according to their individual learner variables, and also seeks to discover the relationship of VLS and vocabulary knowledge breadth and depth. As not many studies of VLS have focused on learners, the present study considers the learners' vocabulary proficiency, age, gender and living region as variables of VLS. Furthermore, researches have observed the relationship of vocabulary knowledge and VLS, but the vocabulary knowledge were limited to either breadth or depth dimension. Therefore, this study aims to discover the relationship of VLS and comprehensive vocabulary knowledge by covering full aspects of vocabulary knowledge: breadth and depth.

For the purpose of the study, data of 272 Korean EFL elementary school students were collected through Vocabulary Learning Strategies Survey (VLSS), Vocabulary Test: 1,000 Word Level Test (VT), 500-level Productive Vocabulary Levels Test (500PVL), Word Associates Test (WAT), and post-test interviews, and analyzed both quantitatively and qualitatively.

It was found that Korean elementary school students' learner variables of vocabulary proficiency, gender and living region influence the use of VLS. Specifically, learners with higher vocabulary proficiency than those with lower

proficiency, and female students than the male students tended to employ more VLS than their counterparts. Students living in urban area showed higher dependence on VLS than the rural counterparts with an exception of Discovery-Social (DS) strategies. Regarding the relation of VLS to vocabulary knowledge, the correlation analyses revealed the close relationship of Discovery-Determination (DD) strategies with both dimensions of vocabulary knowledge. DS strategies turned out to have negative relation with vocabulary knowledge breadth. Finally, the post-test interviews discovered that students prefer the VLS that resolves their own problems of vocabulary learning, while avoiding the VLS that entails long working time or extra cognitive load.

The findings of this study suggest that there are significant relationship between VLS and vocabulary knowledge of Korean EFL elementary school students. Acknowledging that VLS enable L2 learners to broaden and deepen their lexicon, the teachers and researchers are recommended to give more attention to VLS for their pedagogical practices and theoretical considerations.

Key Words: L2 vocabulary knowledge, vocabulary learning strategies (VLS), learner variables, elementary school learners

Student Number: 2011-23635

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CHAPTER 1

INTRODUCTION

The present study is aimed at discovering the use of vocabulary learning strategies of Korean elementary school students according to learner variables, and exploring the relationship between vocabulary learning strategies and vocabulary breadth and depth knowledge of Korean elementary school students. Section 1.1 describes the purpose of the current study, and Section 1.2 addresses the research questions. In Section 1.3, the organization of the thesis is presented.

1.1. The Purpose of the Study

Vocabulary is “an essential building block of language and as such it makes sense to be able to measure learners’ knowledge of it” (Schmitt, Schmitt & Clapham, 2001, p.55). Indeed, vocabulary plays a central role in learning and teaching of a second language as it allows learners to have access to all forms of oral and written communication (Moeller, Ketsman & Masmaliyeva, 2009). In order to deliver a message properly, learners should possess necessary vocabulary along with the knowledge in grammar because “while without

grammar very little can be conveyed, without vocabulary nothing can be conveyed” (Wilkins, 1972, p.97).

In recent decades, learners became more responsible and autonomous for their own learning due to the shift from traditional teacher-centered approaches to modern learner-centered approaches (Maghsoudi and Golshan, 2017). Accordingly, language learning strategies are valued as they facilitate the linguistic development of learners. Among different kinds of language learning strategies, learners are reported to use more strategies for learning vocabulary than for listening, speaking, reading or writing (Chamot, 1987). In addition, successful language learners are observed to be using various types of vocabulary learning strategies more actively than those who are less successful (Gu & Johnson, 1996).

In spite of the identified significance of strategies in learning vocabulary, studies in the field are mainly concerned with categorization or characteristics of vocabulary learning strategies (e.g., Nation, 2001; Selger, Pain & Sorace, 2002). Only a few studies focus on the effects of learner variables such as age, gender, motivation or vocabulary proficiency in regard of vocabulary learning strategies (Gu, 2002). In addition, while vocabulary is proven to be more important for the learners in the beginning stage of language learning for it influences further paths of language learning (Chall, Jacobs & Baldwin, 1990; Higgs & Clifford, 1982; Kim & Meang, 2011), recent studies on vocabulary learning strategies (known as

VLS) are mostly concerned with intermediate or advanced level learners of English. Consequently, researches exploring the use of VLS of beginning level learners, with regards to their individual learner variables, must be complemented.

In Korea, there is no specific guideline or achievement standard for elementary school students' vocabulary acquisition. With the national English curriculum merely suggesting students acquire words indirectly through practicing of four skills, teachers claim difficulty in teaching vocabulary because of the absence of any clear instruction for vocabulary lesson (Maeng, 2013). Therefore, there is a need to observe the vocabulary learning of Korean elementary school students, and to suggest how to deliver vocabulary lessons effectively. By targeting Korean elementary school students, this study is designed to discover the relationship of vocabulary knowledge and learning strategies, and examine the learners' use of VLS.

While researches on the relationship between VLS and vocabulary knowledge have been carried out, they are quite limited in that they observe only partial aspects of vocabulary knowledge. Whereas it is widely accepted that constructs of vocabulary knowledge are divided into breadth (or size) and depth (or quality) dimensions, many studies on VLS tend to deal only with breadth (e.g., Chon, Shin & Lee, 2012; Huh, 2009; Kojic-Sabo & Lightbown, 1999; Little & Koabayashi, 2015; Maeng, 2013; Moir & Nation, 2002; Yazdi &

Kafipour, 2015). Since knowing a large number of vocabulary does not necessarily mean knowing a certain word well, measuring only the size of lexicon can be problematic. A few studies have taken vocabulary depth into account along with breadth, but they were either confined to certain types of vocabulary learning strategy (e.g., Nassaji, 2006), or did not capture the full aspects of vocabulary breadth (e.g., Zhang & Lu, 2015). Therefore, there needs to be a study that observes the relationship of VLS with full aspects of vocabulary knowledge.

In order to fill the gaps found, this study aims to discover the use of VLS of Korean EFL elementary school learners, especially considering the learners' variables of vocabulary proficiency, age, gender, and living region. It also seeks to investigate the relation of comprehensive VLS with two dimensions of vocabulary knowledge: breadth and depth. In addition, by interviewing the students, it seeks to identify the reasons behind the preferred and avoided VLS.

If VLS and vocabulary knowledge turn out to have meaningful relation with each other, it may justify the instruction of VLS to help learner acquire vocabulary. Furthermore, if a certain VLS is found to be affecting the vocabulary knowledge more, the instruction on that specific strategy should be developed and encouraged. Thus, this study hopes to provide an insight in designing vocabulary lessons for Korean elementary school students in the future.

1.2. Research Questions

The purpose of the study is to explore the use of VLS of Korean EFL elementary school students according to their individual learner variables, and discover the relationship of VLS and vocabulary knowledge breadth and depth. Furthermore, the reason for choosing or avoiding certain types of VLS will be of inquiry, in order to have in-depth understanding of the Korean EFL elementary school students' VLS. The research was carried out in pursuit of the following questions:

1. What L2 VLS do Korean EFL elementary school students use according to their individual variables such as vocabulary proficiency, grade, gender, and living region?
2. How are L2 VLS of Korean EFL elementary school students related to their vocabulary knowledge breadth and depth?
3. Why do Korean EFL elementary school students prefer or avoid a certain type of L2 VLS?

1.3. Organization of the Thesis

The thesis is organized into the following five chapters. In Chapter 1, the purpose of the study is introduced along with the research questions. Chapter 2 reviews the previous literatures on VLS and vocabulary knowledge. The methodology and data analysis of the study is described in Chapter 3, and the result and relevant discussion is provided in Chapter 4. Finally, Chapter 5 concludes the thesis with a summary of the major findings and its pedagogical implications, limitations, and suggestions for future study.

CHAPTER 2

LITERATURE REVIEW

Researches relevant to current study are reviewed in this chapter. In section 2.1, the theoretical background and taxonomy of vocabulary learning strategies (VLS) are introduced. Section 2.2 introduces previous studies which explored the learner variables of VLS. Section 2.3 deals with vocabulary knowledge, giving separate attention to two aspects of the knowledge: breadth and depth. Previous studies that observed the relation of vocabulary learning strategies and vocabulary knowledge are reviewed in section 2.4.

2.1. Vocabulary Learning Strategies

Vocabulary learning strategies (VLS) is a branch of language learning strategies (Huh, 2009, Yazdi & Kafipour, 2014). Language learning strategies (LLS) are specific actions, behaviors, steps or techniques that students use to improve their own progress in developing skills in a second or foreign language (Oxford, 1999). By concentrating on strategy-based instruction, learner's development of self-regulation skills, which is an aspect of learner autonomy, can be enhanced (Nguyen & Gu 2013). Studies have shown that LLS can be

effectively instructed, and the increased use of strategy can facilitate second or foreign language learning (e.g., Carrier, 2003; Ikeda & Takeuchi, 2003; McGruddy, 1999; Macaro, 2001; Nakatani, 2005; Vandergrift, 2003). Learners have been found to use more types of strategies for learning vocabulary than for reading, listening, speaking, and writing (Chamot, 1987). Studies on VLS in classroom setting showed that VLS instruction is an effective way to benefit learner's vocabulary learning (e.g., Grenfell & Harris, 1999; Little & Kobayashi, 2015; Mizumoto & Takeuchi, 2009).

Oxford (1990) had developed 121-item Strategy Inventory of Language Learning, but it was problematic to be applied to vocabulary learning. In an effort to rectify this, Schmitt (1997) developed a taxonomy of VLS which is widely accepted in the field of second language vocabulary nowadays. 58 strategies are organized into six categories of two major classes, “Discovery strategies” and “Consolidation strategies.” Discovery strategies are tactics for discovering a new word’s meaning. It is subdivided into Determination strategies and Social strategies. Determination strategies are employed when a learner encounters a strange word and tries to figure out its meaning by guessing from an L1 cognate, context, reference materials or the structural knowledge of the language. Social strategies involve asking someone else for meanings. Table 2.1 presents the lists of discovery strategies.

TABLE 2.1

Schmitt's(1997) Strategies for the Discovery of a New Word's Meaning

Subcategories	Strategy
Determination	Analyze part of speech Analyze affixes and roots Check for L1 cognate Analyze any available picture or gestures Guess from textual context Bilingual dictionary Monolingual dictionary Word Lists Flash cards
Social	Ask teacher for an L1 translation Ask teacher for paraphrase or synonym of new word Ask teacher for a sentence including the new word Ask classmates for meaning Discover new meaning through group work actively

Consolidation strategies are the strategies for reinforcing a word's meaning. It includes four subcategories: Social strategies, Memory strategies, Cognitive strategies and Metacognitive strategies. Social strategies include learning vocabulary through group work or through teacher's assistance. Memory strategies, also known as mnemonics, help learners to connect a new word with what they already know. The examples are using imagery, related/unrelated words, grouping, or word's orthographical /phonological form. Cognitive strategies involve repeated practice and attention to the target word. Written/verbal repetition and continuous exposure to learning materials are the examples. Metacognitive strategies are used to control and evaluate one's own learning. Learners can have an overview of their learning process through metacognitive strategies.

TABLE 2.2

Schmitt's(1997) Strategies for the Consolidation of a New Word's Meaning

Subcategories	Strategy
Social	Study and practice meaning in a group Teacher checks students' flash cards or word lists for accuracy Interact with native-speakers
Memory	Study word with a pictorial representation of its meaning Image word's meaning Connect word to a personal experience Associate the word with its coordinates Connect the word to its synonyms and antonyms Use Semantic maps Use 'scales' for gradable adjectives Peg Method Loci Method Group words together to study them Group words together spatially on a page Use new word in sentences Group Words together within a storyline Study the spelling of a word Study the sound of a word Say new word aloud when studying Image word form Underline initial letter of the word Configuration Use Keyword Method Affixes and Roots (remembering) Part of Speech (remembering) Paraphrase the words meaning Use cognates in study Learn the words of an idiom together Use Physical action when learning a word Use semantic feature grids
Cognitive	Verbal repetition Written Repetition Word Lists Flash Cards Take notes in class Use the vocabulary section in your textbook Listen to tape of word lists Put English labels on physical objects Keep a vocabulary notebook
Metacognitive	Use English-language media (songs, movies, newscast, etc.) Testing oneself with word tests Use spaced word practice Skip or pass new word Continue to study word over time

2.2 Vocabulary Learning Strategies and Learner Variables

Researches on VLS have focused on learners' variables such vocabulary proficiency, age, and gender (Ellis, 1994). Fan(2003), for example, measured the English vocabulary proficiency and VLS of 1,067 Cantonese speaking first-year degree students in Hong Kong, and found that the learners with higher English vocabulary level used more diverse VLS more frequently. Metacognitive and cognitive strategies were especially preferred by the higher vocabulary proficiency learners. In Korea, Jeon (2007) discovered the different use of VLS according to the learners' vocabulary proficiency. He divided 450 Korean EFL high school students into three proficiency groups – advanced, intermediate, and lower- by the result of the vocabulary test, and all the participants completed a VLS survey. It was observed that the advanced and intermediate group used a much variety of VLS more actively than the lower group.

Regarding the role of age, Chesterfield and Chesterfield (1985) found that young learners are inclined to use basic strategies often related to the receptive skills, while more mature learners prefer social or meta-learning strategies. In Korean EFL contexts, Park (2001) discovered that the learners, throughout different age levels, increasingly depended on cognitively more complex strategies as they grew older. On the other hand, Maeng (2013)'s study,

which investigated the relationship between VLS and variables such as vocabulary proficiency, age, and gender of Korean EFL elementary school students, had contrary result that age difference do not contribute to the use of VLS. Only the vocabulary proficiency and gender was revealed to be affecting the use of VLS.

In regard to the role of gender, Gu(2002) surveyed a group of adult Chinese EFL learners on their VLS, and found that female students used significantly more amount of VLS than male students, and achieved more success in learning English. Similarly, Lan & Oxford (2003) reported that females tended to use more strategies than males, and the choice of strategies varied according to gender. Park (2001)'s research, however, showed that there is no difference in using VLS according to the Korean EFL learners' gender. With this conflicting results regarding gender, this study aims to verify the influence of gender as variables of VLS in Korean contexts.

Most of the researches that discovered the relationship of VLS with learners' variables such as vocabulary proficiency, age, and gender, were mainly focused on intermediate or high level L2 learners. Only a small number of studies target the elementary school level students. Therefore, this study aims to observe Korean EFL elementary school students' VLS according to their learner variables of vocabulary proficiency, age, and gender. In addition, as most schools in Korea follow the unitary, national curriculum, the students are assumed to be

provided with similar course and vocabulary at schools. However, the English proficiency levels gaps across regions are reported to be huge nowadays. If the students' VLS show regional difference, this may imply that they have different paths of learning, and therefore, teaching VLS to all the students could be one measure to decrease the gap, at least in terms of vocabulary. In this sense, this study will consider the regional difference as another variable of VLS. In conclusion, there are four variables of VLS in present study: vocabulary proficiency, grade (age), gender, and living region.

2.3. Vocabulary Knowledge

There have been incessant inquiries to define vocabulary knowledge (e.g., Cronbach, 1942; Kieffer & Lesaux, 2012; Laufer & Nation, 1999; Nation, 1990, 2001; Qian, 1998, 1999; Richards, 1976, Schmitt, 2014). It is generally agreed that vocabulary knowledge is a multifaceted construct (Laufer & Nation, 1999). Of various classifications of vocabulary knowledge dimensions, one of the most widely understood categorizations is the distinction between “size” or “breadth” of vocabulary knowledge and “quality” or “depth” of vocabulary knowledge (Anderson & Freebody, 1981).

2.3.1. Breadth of Vocabulary Knowledge

The importance of vocabulary size has been emphasized by many researchers such as Meara (1996) and Zhang & Lu (2015). Meara (1996) argued that learners equipped with a large vocabulary possess more expertise in using the language than the ones with a smaller vocabulary. Also, breadth knowledge is fundamental in that knowing the form and meaning of a certain number of words is a prerequisite for unassisted comprehension of spoken and written discourses (Zhang & Lu, 2015).

Breadth of vocabulary knowledge includes receptive and productive aspects. The two aspects are interrelated, thus, it is impossible to make a clear-cut distinction between them. Studies have suggested that receptive and productive mastery of vocabulary depends on a developmental continuum, and that knowledge gradually shifts from receptive mastery to productive mastery as a learner grows to gain more lexical knowledge (Melka, 1997). However, since language learners have different degree of difficulty in mastering the receptive and productive aspects of vocabulary (Laufer&Paribakht, 1998; Waring, 1997), it may as well be said that the distinction of the two vocabulary knowledge is plausible. Nation (2001) defined receptive vocabulary knowledge as the knowledge necessary in perceiving the form of a word while listening or reading,

and productive vocabulary knowledge as the one used to express a meaning through speaking or writing. Laufer and Goldstein (2004) further developed the concept by adding recall and recognition aspects, and came up with four categories of breadth knowledge: active recall, passive recall, active recognition, and passive recognition. Active recall involves the production of the L2 form for a given meaning, and passive recall entails the production of the meaning of a given L2 word. Active recognition is the recognition of the L2 form based on a given meaning, and passive recognition refers to the recognition of the meaning of a given L2 word.

2.3.1.1 Receptive Vocabulary Knowledge

Receptive vocabulary knowledge is also called as passive vocabulary knowledge, and most commonly used to measure the learners' word knowledge (Kim, 2014). This is due to the nature of learning a language which allows expressing a word after acquiring the word's meaning. Schmitt (2010) called this precedence of receptive vocabulary an "ecological validity." It is generally believed that an individual's receptive vocabulary is larger than productive vocabulary (Fan, 2000; Laufer, 2005; Laufer & Paribakht, 1998; Melka, 1997), and is acquired earlier than productive vocabulary knowledge (de la Fuente,

2002; Laufer & Paribakht, 1998).

Studies have revealed the relationship of receptive vocabulary knowledge with reading and speaking. For example, an 8,000–9,000 word family vocabulary is necessary to achieve adequate lexical coverage of authentic written discourses by native English speakers (Nation, 2006). For spoken discourses, as many as 5,000–7,000 word families are required (Adolphs & Schmitt, 2003; Nation, 2006). This implies that increasing the size of one's lexicon is crucial to accepting L2 information available in any form.

Among the existing instruments for measuring the size of receptive vocabulary, the most popular ones are the Eurocentres Vocabulary Size Test (Meara & Buxton, 1987) and the Vocabulary Levels Test (Nation, 1990). The Eurocentres Vocabulary Size Test (EVST) is easy to construct and administer, as it is computerized, and in a checklist format (Kim, 2014). Despite the convenience of demonstration, the test is often criticized for its inappropriateness for measuring vocabulary knowledge in simple yes/no forms (Nation, 1990).

As an alternative to EVST, Nation (1990) suggested his Vocabulary Levels Test (VLT) for the instruments of estimating receptive vocabulary knowledge. VLT is extensively used for measuring either general or academic purpose vocabulary knowledge of L2 learners. The test is composed of five parts representing five levels of word frequency (2000, 3000, 5000, 10,000 word

levels and the Academic word level). With VLT, however, it is impossible to measure the vocabulary knowledge of low level L2 learners such as Korean EFL elementary school students. In order to provide the testing tool for the first 1,000 words of English, Nation (1993) developed “Vocabulary Test: 1,000 Word Level Test.” Unlike VLT which took multiple-choices format, Vocabulary Test: 1,000 Word Level Test was in true/false format. The change of the test format was caused by the characteristics of the test-takers, who may have poor reading skills. The true/false format allowed the test-takers to be tested orally, if they wanted. In addition, a “Do not understand” option was added to overcome the effects of guessing. Considering the low level of vocabulary of Korean EFL elementary school students, this study employed Nation’s (1993) Vocabulary Test: 1,000 Word Level Test (hereafter VT) as a measure for receptive vocabulary knowledge.

2.3.1.2 Productive Vocabulary Knowledge

Whereas receptive vocabulary involves retrieving knowledge of a word during reading or listening, productive vocabulary is about expressing the meaning of a word in speaking or writing (Nation, 2001). Productive vocabulary is generally acquired later and smaller in size than receptive vocabulary. The gap,

however, may decrease as one's lexicon develops (Morgan and Oberdeck, 1930). The different learning rates between the two vocabulary knowledge are known to be based on the different chance of exposure. Learners have less opportunity to produce the language than to receive it. This phenomenon caused some researchers to suggest that learners should pay more attention to master productive vocabulary (Laufer & Nation, 1999; Nation, 2001).

Laufer (1998) subdivided productive vocabulary knowledge into controlled and free productive knowledge. The ability which enables a learner to produce word when a guide or support is provided is controlled productive knowledge, and the ability which does not necessitate any cue to utter a word is free productive knowledge. In this study, considering the participants' low level of English, the term 'productive vocabulary knowledge' will be used to indicate controlled productive vocabulary knowledge.

In an effort to estimate L2 learners' productive vocabulary, various tests such as Lexical Frequency Profile (Laufer & Nation, 1995) and the Productive Vocabulary Levels Test (Laufer & Nation, 1999) were developed. Lexical Frequency Profile (LFP) measures free productive vocabulary, by calculating the rate of words from different vocabulary frequency bands in a composition. The Productive Vocabulary Levels Test (PVLTL) assesses controlled productive vocabulary. It is modeled on the Vocabulary Levels Test and consists of five levels: 2000, 3000, 5000, 10,000 word levels and the Academic word level.

Instead of taking the format of multiple-choice, the test asks the test-takers to fill in blanks and complete the sentences by producing appropriate words. In order to prevent any possible answers other than the target word, the first letters are provided.

However, PVLТ is inappropriate to measure the productive vocabulary size of L2 learners whose vocabulary falls below the 2000-word level. Recognizing the absence of the measurement tools for such low level learners, Abdullah et al. (2013) developed “500-word level PVLТ.” The format of 500-word level PVLТ (henceforth PVLТ500) was identical to PVLТ, with target words selected from 500 most frequently used words in the BNC list. Since the national English curriculum for Korean elementary schools suggests the students be instructed with around 600 words, measuring the productive vocabulary through PVLТ500 is appropriate. Therefore, this study will employ PVLТ500 as the instrument for assessing productive vocabulary knowledge of Korean elementary school students.

2.3.2 Depth of Vocabulary Knowledge

Depth of vocabulary knowledge usually refers to how well one knows a lexical item (Qian, 2002). In contrast to relative easiness to conceptualize

breadth of vocabulary knowledge, depth of vocabulary knowledge is rather complex to delineate (Schmitt, 2014). Qian (1999) identified six components of depth of vocabulary knowledge: 1) Pronunciation and spelling, 2) Morphological properties, 3) Syntactic properties, 4) Meaning, 5) Register or discourse features, and 6) Frequency of the word. Based on this, Read (2004) proposed three distinct lines to conceptualize vocabulary depth:

1) Precision of meaning: The difference between having an inadequate and vague knowledge of what a word means and having much more elaborated and specific knowledge enough for production. It is operationalized by the Vocabulary Knowledge Scale (Wesche & Paribakht, 1996);

2) Comprehensive word knowledge: Knowledge of a word which includes not only its semantic features but also its orthographic, phonological, syntactic, collocational and pragmatic characteristics; and

3) Lexical network knowledge: The incorporation of individual words into the mental lexicon. Words are represented as nodes in the lexical network, whose different sense relations are interconnected by two types of fundamental relationships: paradigmatic (antonymy, synonymy, hyponymy, gradation) and syntagmatic (collocational restrictions). The lexical network knowledge can be measured by the Word Association

Test (Read, 1993, 1998).

Read (2004) argued that despite the conceptual overlap existing across the three lines, it is useful to maintain the distinction for the sake of analysis, since each one has been the foundation for different researchers' accounts of what depth means. In addition, various assessment procedures result from adopting one approach rather than the others (e.g., Read's (1993) Word Association Test (WAT); Wesche & Paribakt's (1996) Vocabulary Knowledge Scale (VKS); Laufer & Goldstein's (2004) Computer Adaptive Test of Size and Strength test (CATSS); Laufer & Nation's (2001) Vocabulary Receptive Speed Test (VORST)).

Admitting the complexities of defining vocabulary knowledge depth, the present study will adopt the definition of Read (2004)'s vocabulary depth for discovering the relationship of the knowledge and VLS. Knowing a word in depth cannot be done without knowing the relationship of it with other words. In that sense, evaluating one's knowledge on paradigmatic (synonymy/polysemy) and syntagmatic relation (collocation) of a word is appropriate for measuring vocabulary knowledge depth. Consequently, the instrument for gauging vocabulary depth will be Word Association Test (WAT), developed by Read (1993).

2.4. The Relationship of Vocabulary Knowledge and Vocabulary Learning Strategies

Gu & Johnson (1996) examined the influence of VLS to learner's language proficiency and vocabulary knowledge. They reported that metacognitive strategies of self-initiation and selective attention are strong predictors of English proficiency, and that some types of VLS such as contextual guessing, skillful use of dictionaries, note-taking, paying attention to word formation, contextual encoding and activation of newly learned words have positive relationship with vocabulary breadth knowledge. Inspired by their research, following studies of VLS were mainly concerned with the size of vocabulary knowledge (e.g., Chon, Shin & Lee, 2012; Huh, 2009; Kojic-Sabo & Lightbown, 1999; Little & Koabayashi, 2015; Moir & Nation, 2002; Yazdi & Kafipour, 2015), oblivious of the depth dimension.

Relationship of VLS and depth of vocabulary knowledge was considered in only a few studies such as Nassaji's (2006), which identified that lexical inferencing strategies have positive relation with vocabulary depth. Zhang and Lu (2015) examined the breadth and depth of vocabulary knowledge simultaneously with different types of VLS. Adopting Schmitt's (1997) taxonomy of VLS, they found that strategies that focus on learning the forms and

associative meanings of words are significant predictors of both breadth and depth of vocabulary knowledge. Vocabulary breadth they measured, however, was only concerned with receptive aspect, leaving out the productive aspect which is the other constituent of the vocabulary breadth knowledge.

Recently, there have been efforts to uncover the relationship of VLS and vocabulary knowledge in Korean EFL contexts (e.g., Chon, Shin & Lee, 2012; Huh, 2009; Maeng, 2013). Huh (2009) found that vocabulary proficiency levels have strong influence on the use of VLS of Korean middle school learners. More proficient learners used VLS more actively. In elementary school level, Maeng (2013) examined 362 students to see the impact of variables such as vocabulary proficiency level, age, and gender with VLS. Vocabulary proficiency turned out to affect the use of VLS the most, and the higher the level, students tend to use more VLS. Though the research gave an insight in understanding Korean elementary school students' VLS, her research did not include the productive vocabulary size nor vocabulary depth.

Unlike Huh (2009) and Maeng's (2013), Chon et al.'s (2012) study considered both receptive and productive vocabulary to observe the relationship of vocabulary size and VLS. Sixth grade elementary school students and third grade middle school students participated, and the researchers observed that students with larger vocabulary tend to prefer private lessons rather than public education. Chon and her colleagues' (2012) work is significant in that they

investigated elementary school learners' VLS with tests that capture both aspects of vocabulary knowledge breadth. However, since the VLS questionnaire they used was focused more on channels or instruments for vocabulary learning rather than learning strategies, their research somewhat deviated from the mainstream VLS studies.

There was no study that investigated the relationship of VLS with comprehensive vocabulary knowledge that includes receptive and productive aspects of vocabulary breadth and depth knowledge together. To fill this gap, this research will try to give a comprehensive view in understanding the relationship of VLS and vocabulary knowledge by examining two dimensions of vocabulary knowledge: breadth and depth.

CHAPTER 3

METHODOLOGY

The purpose of the study was to find out the use of VLS of Korean EFL elementary school learners, and discover the relationship of their vocabulary knowledge and VLS. For this sake, a survey for VLS and several test measures for vocabulary knowledge were employed. This chapter addresses the methodological approach and research design for the study. In section 3.1, two pilot studies are reported. Section 3.2 introduces the participants, instruments and data collection procedures for the main study. In section 3.3, the data analysis procedures are described.

3.1. Pilot Study

Two pilot studies were performed in order to check the appropriateness of the test in advance to the actual administration at the main study. Measures such as the amount of time spent to complete each test, numbers of item, level of difficulty, and clarity of the instructions were examined. Mean scores and standard deviations were calculated, and the learners' responses to the perceived

level of difficulty and the clarity of instructions were also obtained through interviews.

The pilot tests included one survey and three tests: Vocabulary Learning Strategies Survey for Elementary School Students (30 items) adapted from Schmitt's (1997) survey items, Vocabulary Test: 1,000 word level test B (40 items), 500-word level Productive Vocabulary Levels Test (20 items), and Word Associates Test (20 items) extracted from Read's (1993) Word Associates Test. They were first administered to a class of twenty 5th-grade students in Seoul, and later to a 5th grader and a 6th grader in Cheong-Ju.

The participants of the first pilot test were in an intact class at a school located in Gangbuk-gu, Seoul. The times given were generally enough except for WAT. While the tentative time limits were 5 minutes for the survey, 10 minutes for VT, 15 minutes for PVL500, and 10 minutes for WAT, the average completion time for the survey was 5 minutes, 7 minutes for VT, 13 minutes for PVL500, and 11 minutes for WAT. For WAT, there was a need to adjust the number of items, or to provide supports to assist problem solving. As some students claimed that the words (synonyms and collocates of the target word) were quite difficult for them, the researcher decided to scaffold the problem solving by adding Korean translation of the synonyms. In addition, as some students were observed to be choosing the answers arbitrarily regardless of their actual knowledge, there was a need for a device to prevent wild guessing.

Therefore, a bracket for checking the knowledge of the target word was added in each question.

While the average time for PVL500 was within the limit of the time set for the test, the actual time spent by the individual students ranged from 2 minutes to 20 minutes, with some students passing the time limit by 5 minutes. What is more, more than half of the students obtained zero points, leaving most of the questions unanswered. This indicated there was a problem in the way of providing the questions, since the target words (e.g., build, children, power, morning, and etc.) were relatively easy for the 5th grade level. In order to fix this, Korean translation of the sentence, with the target word in bold, was added under each question.

The second pilot study was carried out using the modified set of tests. Two students, one (student A) in grade 5 and the other (student B) in grade 6 at a school in Cheong-ju participated. Both students were in intermediate level of English compared to their classmates. The mean time spent for the survey, VT, PVL, and WAT were 5, 9, 12, and 10 minutes respectively. Both students managed to solve all the problems in time. The translation played its role by increasing the average score of PVL to 12.5 from 1.3, which can be interpreted that the test became less overwhelming for students to answer. On the other hand, the scores of WAT decreased in spite of the translation support. This may be due to the filtering effect of the knowledge checking device. The students did not

choose the synonyms and collocates of the words they do not know.

3.2. The Main Study

Based on the result of the pilot studies, the main study was carried out in July, 2018. A Vocabulary Learning Strategy Survey (VLSS) was distributed to 272 Korean Elementary school students in the 5th and 6th grade in order to measure their VLS use. In addition, three tests, which were VT, PVL500 and WAT, were administered to measure their vocabulary breadth and depth knowledge. The collected data went through a series of independent samples t-tests to analyze the participants' VLS and effects of the learners' variables. Correlation and multiple regression analyses were also carried out to find the relationship of vocabulary knowledge and VLS. In addition, 21 students were interviewed after the tests for in-depth analysis.

3.2.1. Participants

A total of 272 students from three elementary schools in Korea

participated for the study. The subjects consisted of 135 fifth graders and 137 sixth graders, and 135 (49.63 %) of them were male and 137 (50.37%) were female. The students were divided into two types of region, rural and urban, according to the locations of their schools. Students of school A were designated as “rural group,” and those of schools B and C were labeled “urban group.” A detailed explanation on this grouping is necessary because the division was not according to the administrative area.

Schools A and B are located in Cheong-ju, Chung-buk Province. Cheong-ju is the principal city of Chung-buk, where the provincial government office is located. The city has been merged with a neighboring city, Cheong-won in 2014. Cheong-won area is now a suburb of Cheong-ju, and a large number of its population work for agriculture. School A is located in Cheong-won area, and School B is in Cheong-ju downtown. Even though Schools A and B are in the same city, the environment around the school is quite different. Therefore, the students of School A are categorized as rural group, and the students of School B as urban. School C is located in Su-won, Gyeonggi Province. The school is located in a region called “Gwang-gyo,” and the area is highly developed in terms of industry. Students of School C are grouped into urban. As a result, 118 students were labeled as rural, and 154 as urban. Table 3.1 summarizes the information of the participants.

TABLE 3.1**Information of Participants**

School	Grade		Gender		Region		Total
	5	6	Male	Female	Rural	Urban	
A (Cheong-ju suburb)	58	60	64	54	118		118
B (Cheong-ju downtown)		77	35	42		77	77
C (Suwon)	77		36	41		77	77
Total	135	137	135	137	118	154	272

3.2.2. Instruments

There are four instruments for the current study: (a) the Vocabulary Learning Strategies Survey (VLSS) for measuring the use of vocabulary learning strategies, (b) the Vocabulary Test: 1,000 Word Level Test (VT) for measuring receptive vocabulary knowledge, (c) 500-word level Productive Vocabulary Levels Test (PVL500) for measuring productive vocabulary knowledge, and (d) Word Associates Test (WAT) for measuring depth of vocabulary knowledge.

3.2.2.1. Vocabulary Learning Strategies Survey (VLSS)

The Vocabulary Learning Strategies Survey (VLSS) was first developed by Schmitt (1997) based on his taxonomy of vocabulary learning strategies. The survey is in the format of 5-point Likert scale, each item allowing 1 point to 5 points. Of the original 58 items, some items were excluded since they were considered irrelevant to Korean elementary school students. Some sets of items were combined into a single representative item, as the participants may not distinguish the subtle differences across the original items. As a result, 30 items were selected and applied to the participants. The survey questions were provided in Korean, considering the participants' cognitive level of understanding.

The survey items are subdivided into two parts, each consisting of two and four subcategories. Part 1 asks Discovery Strategies, which consist of Determination and Social strategies. Of the original fourteen items, 'check for L1 cognate,' 'word lists,' and 'flash cards' strategies of Determination subcategory, and 'ask teacher for paraphrase or synonym of new word,' and 'ask teacher for a sentence including the new word' strategies of Social subcategory were eliminated, as the Korean EFL elementary school students may not be familiar with those strategies. As a result, there were seven items in Part 1.

Part 2 questions Consolidation Strategies, which again are divided into

Social, Memory, Cognitive and Metacognitive strategies. ‘Interact with native-speakers’ strategy of the Social category was excluded as there is not much opportunity for the participants to communicate with English L1 speakers. The number of strategies in Memory subcategory was reduced most, as some items such as ‘Peg method,’ ‘Loci method,’ ‘paraphrase the words meaning,’ and ‘use semantic feature grids’ were considered too difficult or inauthentic for Korean EFL elementary school students. Items, such as ‘use semantic maps,’ ‘group words together to study them,’ and ‘group words together spatially on a page,’ were merged and rephrased as an item ‘study the semantically relevant group of words together.’ ‘Study the sound of a word’ and ‘say new word aloud when studying’ were also combined into a single item. As a result, the number of items of Memory subcategory was reduced from twenty-seven to twelve. Among the Cognitive strategies, ‘verbal repetition’ and ‘written repetition’ were combined as ‘verbal and written repetition,’ and ‘use the vocabulary section in your textbook’ was deleted as it was similar to the item of ‘word lists and flash card’ strategy. Since the cassette tape is rarely used nowadays, ‘listen to tape of word lists’ was substituted to ‘practice the word over and over.’ ‘Use spaced word practice’ of Metacognitive strategies was erased, because ‘testing oneself with word tests’ may encompass the strategy. In total, there were twenty-three survey items in Part 2.

3.2.2.2. Vocabulary Test: 1,000 Word Level Test (VT)

To measure the receptive aspect of vocabulary breadth knowledge, Nation's (1993) "Vocabulary Test: 1,000 Word Level Test B" was adopted. The test is based on West's (1953) General Service List of English Words. There are 40 items testing only content words, which are selected from 1,000 most frequent English words. The test takers are asked to choose true or false of the given sentences. In this study, in order to prevent wild guesses, a "Do not understand" option was added.

Since the Korean English Vocabulary Guide for the 7th National Curriculum (revised in 2015) suggests elementary school learners be provided with about 600 words throughout the course, using the Vocabulary Test: 1,000 Level Test is legitimate. Moreover, the test can be interpreted in reference to the stages of most series of graded readers, which divide stages of readers within the first 1,000 words of English. If vocabulary test score is less than 10, he or she should be reading at Stage 1, from 11 to 20 Stage 2, from 21 to 30 Stage 3, and above 30 Stage 4 (Nation, 1993). Therefore, a score of VT can be an index to identify the learner's vocabulary proficiency level.

1. We can stop time.	True / Not true / Do not understand
----------------------	-------------------------------------

Figure 3.1
Vocabulary Test: 1,000 Word Level Test

3.2.2.3. 500-word Level Productive Vocabulary Level Test (PVL500)

500-word level Productive Vocabulary Level Test (Abdullah et al., 2013) was used to measure the productive aspects of vocabulary breadth. Laufer and Nation's (1999) Productive Vocabulary Levels Test (PVL5) assesses the size of controlled productive vocabulary. It consists of five parts: the 2,000, 3,000, 5,000, 10,000 word levels and the Academic word level. In an attempt to make a validated version for low English proficiency learners, Abdullah et al. (2013) developed 500-word level PVL5 (PVL500). PVL500 consists of 20 items from the 500 most frequent words from the British National Corpus (BNC), with the test format being identical to PVL5. Since the result of the pilot test showed that elementary school students needed more scaffolding to complete the test, Korean translation was added under each item with the translation of the target word in bold.

19. I sp_____ most of my money on books.
나는 대부분의 돈을 책 사는 데에 쓴다.

FIGURE 3.2
500-word level Productive Vocabulary Level Test (PVL500)

The first letters are given to prevent multiple possible answers, allowing only the target word to be legitimate. Students get 1 point for a correct answer and 0 point for an incorrect answer. Spelling mistakes are regarded as incorrect, but ungrammatical forms, which rightly select the stem of the word but inflected unjustly (e.g. "spend" instead of "spent"), are counted as correct.

3.2.2.4. Word Associates Test (WAT)

Read's (1993, 1998) Word Associates Test (also called Word Associates Format) was used to measure the depth of vocabulary knowledge. Since the reliability of the test was as high as .92 (Read, 1993), it gained popularities among the studies that dealt with the depth dimension of vocabulary knowledge (Schmitt et al., 2011).

The original test consists of 40 item blocks, each containing one target word stimulus and two boxes. Considering the participants' low proficiency level, 20 item blocks are chosen for the present study. In the left box, there are four words which are candidates for synonyms of the stimulus. The box on the right comprises four words, which may or may not be collocated with the target word. Students must choose a total of four items from the two boxes. That is, there are three possible sets of answers: two synonyms and two collocations; one synonym and three collocations; three synonyms and one collocation.

Based on the result of the pilot test, elementary school level test takers turn out to be requiring more aids to solve the questions of WAT. Therefore, Korean translation was provided for the choice words. In addition, as there were too many cases of wild-guessing in the pilot test, the participants were asked to check whether they actually know the target word or not. In grading, each correct associate choice was counted, the maximum possible score being 80(4*20=80).

1. beautiful				나는 이 단어를 알고 있다 () / 잘 모르겠다 ()			
제시된 단어의 뜻을 나타내는 단어 (동의어)				제시된 단어와 자주 함께 쓰이는 단어			
enjoyable	expensive	free	loud	education	face	music	weather
(즐길 수 있는)	(값비싼)	(자유로운)	(소리가 큰)				

FIGURE 3.3
Word Associates Test (WAT)

3.2.3. Procedures

To collect the data, one vocabulary learning strategy survey (VLSS) and three vocabulary knowledge tests (VT, PVL500 and WAT) were administered, and a post-test interview was conducted for further qualitative analysis of

students' VLS. Instructions on how to answer the tests were given at the beginning of each session with examples. The survey and tests were administered to 13 classes of 25 to 35 students, assisted by four teachers, pre-informed of the instruction. The time for each measure was carefully determined based on the result of the pilot test.

After the tests, 21 students were invited for a face-to-face interview with the researcher. All the interviewees were the students of school A, and voluntarily participated. The students stayed after school for the interview which lasted for 5 to 10 minutes. The interview consisted of two parts. As the participations were voluntary and random, the first part of the interview was designed to elicit some background information on students' English learning experience. Five questions were asked to collect following information: 1) period of learning English, 2) experience of private institution or living abroad, 3) opinions on the importance of learning English, 4) materials he or she enjoys for learning English, and 5) perception on his or her English ability. The answers revealed that none of the interviewees had experience of living abroad, and their starting age of learning English ranged from 3 years old to 8 years old. All of the interviewees agreed on the importance of learning English and English vocabulary. They used various materials to study English (e.g., smartphone app, internet, textbooks at school, textbooks at hag-won, and songs), but most common were textbooks. About their English abilities, most interviewees

answered “average,” with a few perceiving themselves as “above average” or “low.”

The second part focused on VLS employed by the interviewees. There were six questions: 1) opinions on significance of vocabulary in learning English, 2) problems in learning vocabulary, 3) three most frequently used VLS with reasons, 4) three most helpful VLS with reasons, 5) three least frequently used VLS with reasons, and 6) three least helpful VLS with reasons. The interviews were done through Korean and doubly recorded using a smart phone and a laptop computer. Then the audio-recorded data were transcribed for data analysis. Table 3.2 shows the summary of data collection procedure.

TABLE 3.2
Summary of the Data Collection Procedure

Section	Instrument	Number of Students	Number of Items	Time (min)
Survey & Tests	VLSS	272	30	5
	PVLT500		20	15
	VT		40	10
	WAT		20	10
Interview	Face-to-face questions (recorded)	21	11	5 to 10 min for each interviewee

3.3. Data Analysis

The study set its goal to find (a) the usage of VLS by Korean EFL elementary school students according to the learners' variables, (b) the relation of VLS and vocabulary knowledge breadth and depth of Korean EFL elementary students, and (c) reasons for preference or avoidance of using certain types of VLS.

For the first two research questions, statistical analysis was implemented using SPSS for Windows (v. 22.0). Descriptive statistics were calculated for all measures. In answering the first research question, independent samples t-tests were conducted to verify the difference in using VLS according to the learners' variables such as vocabulary proficiency, gender, grade, and living region. For the second question, correlation and multiple regression analyses were carried out to discover the relationship of VLS and vocabulary knowledge, and the predicting power of VLS on vocabulary knowledge.

The last research question was answered by the post-test interviews. The results of the interviews were assembled and reorganized to elicit preferred and avoided VLS. To be more specific, the answers to question 3) three most frequently used VLS with reasons, and 4) three most helpful VLS with reasons

were analyzed to reveal the preferred VLS, and the answers of question 5) three least frequently used VLS with reasons, and 6) three least helpful VLS with reasons were scrutinized to disclose the avoided VLS.

CHAPTER 4

RESULTS AND DISCUSSION

In this chapter, the results of the study and relevant discussions are presented. Section 4.1 provides the students' VLS according to the variables such as vocabulary proficiency, age, gender, and living region. Section 4.2 deals with the relationship of VLS and breadth and depth of vocabulary knowledge. Section 4.3 presents an in-depth analysis of the interviews and relevant discussions.

4.1. L2 VLS of Korean EFL Elementary School Students according to Their Variables

In order to see how the usage of VLS differs according to the Korean EFL elementary school students' learner variables, a series of independent samples t-tests were carried out. The participants were divided by their vocabulary proficiency, grade (age), gender, and living region.

4.1.1. VLS according to Vocabulary Proficiency

According to the sum of vocabulary tests (VT, PVL500, and WAT), students were divided into two levels: High and Low. Students who received more than 50 points were labeled High, and students whose score fell between 0 to 50 were grouped Low. There were 119 High-level students and 153 Low-level students.

TABLE 4.1
Descriptive Statistics of Vocabulary Proficiency Groups' VLS

VLS Category	Proficiency	N	Mean	Std. Deviation
DS	High	119	3.307	.907
	Low	153	3.176	.834
DD	High	119	3.707	.621
	Low	153	3.006	.705
CM	High	119	3.325	.604
	Low	153	2.879	.655
CC	High	119	3.213	.703
	Low	153	2.789	.796
Cmeta	High	119	3.443	.723
	Low	153	2.971	.890
CS	High	119	3.382	.885
	Low	153	2.859	.902

Note: DS = Discovery-Social strategies, DD = Discovery-Determination strategies, CM = Consolidation-Memory strategies, CC = Consolidation-Cognitive strategies, Cmeta = Consolidation-Metacognitive strategies, CS = Consolidation-Social strategies.

The mean scores of High proficiency group were higher in every subcategory of VLS. To see the significance of the differences between the groups, an independent samples t-test was carried out.

TABLE 4.2
The Independent Samples t-test Results of VLS according to Vocabulary Proficiency

	t	df	Sig.
DS	1.230	270	.220
DD	8.567	270	.000*
CM	5.762	270	.000*
CC	4.589	270	.000*
Cmeta	4.701	270	.000*
CS	4.782	270	.000*

Note: The significance level was set at $p < 0.05$

The mean scores of the high proficiency group were higher in Discovery-Determination (DD), Consolidation-Memory (CM), Consolidation-Cognitive (CC), Consolidation-Metacognitive (Cmeta) and Consolidation-Social (CS) strategies than those of the low proficiency group. Only Discovery-Social (DS) strategies of both groups had no significant difference. It can be said that the higher the vocabulary proficiency of the elementary school learners are, the

more VLS, especially DD, CM, CC, Cmeta and CS, are used. This finding corresponds to that of the former studies, which observed more variety and higher frequency of VLS as the learners' vocabulary proficiencies develop (e.g., Fan, 2003; Jeon, 2007; Maeng, 2013).

4.1.1. VLS according to Grade

Earlier studies in VLS had conflicting results regarding the role of age (e.g., Maeng, 2013; Park, 2001). In order to clarify this, the participants were divided and compared according to their grade. Even though the grades may not exactly stand for the ages of the participants, they represent the students' periods of public education. Among the participants, 135 were grade 5 students and 137 were grade 6 students. Descriptive statistics of the groups' vocabulary learning strategies are presented in Table 4.3.

TABLE 4.3
Descriptive Statistics of Grade 5 and Grade 6 Groups' VLS

VLS Category	Grade	N	Mean	Std. Deviation
DS	5	135	3.241	.857
	6	137	3.226	.881
DD	5	135	3.276	.749
	6	137	3.349	.759
CM	5	135	3.039	.679
	6	137	3.109	.661
CC	5	135	2.947	.790
	6	137	3.001	.781
Cmeta	5	135	3.157	.884
	6	137	3.197	.824
CS	5	135	3.070	.970
	6	137	3.106	.892

Grade 6 students' mean scores were slightly higher in every VLS categories (DS mean=3.226, DD mean=3.348, CM mean=3.109, CC mean=3.001, Cmeta mean=3.197, CS mean=3.106). In order to check the significance of the differences between the groups, an independent samples t-test was carried out.

TABLE 4.4
The Independent Samples t-test Results of VLS according to Grades

	T	df	Sig.
DS	.137	270	.891
DD	-.794	270	.428
CM	-.862	270	.389
CC	-.565	270	.573
Cmeta	-.389	270	.698
CS	-.314	270	.754

Note: The significance level was set at $p < 0.05$

Table 4.4 shows that there is no significant difference between the mean scores of the two groups, grade 5 and grade 6, throughout the six subcategories of VLS (DS: $t=.137$, $sig.=.891$), (DD: $t=-.794$, $sig.=.428$), (CM: $t=-.862$, $sig.=.389$), (CC: $t=-.565$, $sig.=.573$), (Cmeta: $t=-.389$, $sig.=.698$), (CS: $t=-.314$, $sig.=.754$). Therefore, it can be assumed that grade 5 and 6 groups do not show any difference in using VLS for their English vocabulary learning. This finding corresponds to Maeng's (2013) study, which observed that the elementary school learners' grade or age does not play a significant role in the use of VLS. Since the grade difference between the groups was only one year, there might have existed different results with different set of grade groups (e.g., grade 3 and grade 6). Nevertheless, as the

curriculum of grade 6 is built up on that of grade 5, and it is presumed that grade 6 students have more knowledge in English than grade 5 students in general, the comparison of grade 5 and 6 is not meaningless.

Considering both the result of the previous section 4.1.1 (students of higher vocabulary proficiency use more VLS), and the current section, a learner's vocabulary proficiency, rather than the periods of English education, should be taken into account when designing VLS lessons. For example, when giving a VLS instruction to a group of grade 5 students of elementary school, instead of giving a unitary material for the same strategies, grouping the students according to their vocabulary proficiency and providing level-differentiated materials may be more effective. In addition, rather than omitting a certain VLS for elementary school students by considering their young age and low capacity of comprehension, a delicate modification on the material might enable the VLS to be delivered to the learners. As elementary school students are in their concrete operational stage¹, abstract VLS such as Consolidation-Metacognitive strategies, Consolidation-Memory strategies, and Consolidation Cognitive strategies might as well be provided with elaborate examples.

¹ Piaget(1950) suggested four stages of cognitive development of human, and concrete operational stage is the third stage. The stage matches the elementary school years of children (age 6-7 to 11-12). Children of this stage obtain the ability to cognitively operate concrete concepts. That is, they become to imagine or infer the relationship of specific materials or problems. After this period, children move on to the formal operational stage which is the final stage of cognitive development.

4.1.2. VLS according to Gender

The participants were divided according to their gender. There were 134 male and 138 female students. Descriptive statistics of each group's vocabulary learning strategies are presented in Table 4.5.

TABLE 4.5
Descriptive Statistics of Gender Groups' VLS

VLS Category	Gender	N	Mean	Std. Deviation
DS	Male	134	3.112	.881
	Female	138	3.351	.840
DD	Male	134	3.135	.786
	Female	138	3.485	.680
CM	Male	134	2.921	.718
	Female	138	3.224	.584
CC	Male	134	2.720	.750
	Female	138	3.221	.740
Cmeta	Male	134	2.959	.849
	Female	138	3.389	.805
CS	Male	134	2.944	.875
	Female	138	3.228	.963

It was observed that female students' VLS mean scores were higher than those of male students (DS mean=3.351, DD mean=3.485, CM mean=3.224, CC mean=3.221, Cmeta mean=3.389, CS mean=3.228). To decide whether the difference is statistically significant or not, an independent samples t-test was employed.

TABLE 4.6
The Independent Samples t-test Results of VLS according to Gender

	t	df	Sig. (2-tailed)
DS	-2.294	270	.023*
DD	-3.928	270	.000*
CM	-3.822	270	.000*
CC	-5.539	270	.000*
Cmeta	-4.288	270	.000*
CS	-2.545	270	.011*

Note: The significance level was set at $p < 0.05$

The result of the independent samples t-test revealed the mean scores of female students were significantly higher than those of male students (DS: $t =$

2.294, sig.=.023), (DD: $t=-3.928$, sig.=.000), (CM: $t=-3.822$, sig.=.000), (CC: $t=-5.539$, sig.=.000), (Cmeta: $t=-4.288$, sig.=.000), (CS: $t=-2.545$, sig.=.011). It can be interpreted that female students use more VLS than male students in general. This corresponds to the result of the previous literatures that observed the influence of gender in elementary school students' use of VLS (e.g., Catalan, 2003; Gu, 2003; Lan & Oxford, 2003). Since VLS has positive relation with vocabulary proficiency as confirmed in this study, care must be taken for male students to encourage their use of VLS.

4.1.3. VLS according to Region

According to the regional distribution of the schools, students were divided into Rural and Urban groups. This division of rural and urban is new in the field of VLS. No previous studies have considered the living environment of students as variables that might influence the use of VLS. However, it is worth measuring the regional difference in Korea, where the English curriculum for elementary school students is uniform nationwide. There were 118 students who were living in rural areas, and 154 students were living in urban areas. Table 4.7 shows the descriptive statistics of the groups' VLS.

TABLE 4.7
Descriptive Statistics of Rural and Urban Groups' VLS

VLS Category	Region	N	Mean	Std. Deviation
DS	Rural	118	3.369	.838
	Urban	154	3.130	.878
DD	Rural	118	3.041	.701
	Urban	154	3.521	.728
CM	Rural	118	2.917	.604
	Urban	154	3.195	.694
CC	Rural	118	2.822	.747
	Urban	154	3.090	.795
Cmeta	Rural	118	2.981	.807
	Urban	154	3.327	.859
CS	Rural	118	3.034	.896
	Urban	154	3.130	.956

The urban group showed higher mean scores except for DS. While the urban group's mean scores of Discovery-Determination(3.520), CM(3.195), CC(3.090), Cmeta(3.327) and CS strategies(3.130) were higher than those of the rural group, the rural group showed higher mean score for DS (3.369) than the urban group(3.130). The result of the independent samples t-test is provided in Table 4.8.

TABLE 4.8**The Independent Samples t-test Results of VLS according to Region**

	t	df	Sig. (2-tailed)
DS	2.267	270	.024*
DD	-5.480	270	.000*
CM	-3.462	270	.001*
CC	-2.825	270	.005*
Cmeta	-3.384	270	.001*
CS	-.843	270	.400

Note: The significance level was set at $p < 0.05$

It turned out that the mean scores of urban group were significantly higher in DD, CM, CC and Cmeta categories. Though the mean of urban group in CS was descriptively higher, the difference was not statistically significant. In addition, the rural group's mean score of DS was significantly higher than that of the urban group. It can be concluded that the students living in rural area rely on DS strategies more than urban students do. Given that the lessons are not much varied across schools, the differences between the groups imply there might exist some factors that affect the students regionally. Since VLS are related to

vocabulary proficiency, it can be said that students in urban area is more exposed to the environment that can enhance their vocabulary learning than the rural-living students.

4.2. Relationship of VLS and Vocabulary Knowledge

The second research question inquired the relationship of vocabulary learning strategies and vocabulary knowledge. The result of Vocabulary Test (VT) and 500-level Productive Vocabulary Levels Test (PVL500) was summed up to represent vocabulary knowledge breadth, and the result of WAT was used for vocabulary knowledge depth. In order to identify the relationship between vocabulary learning strategies and the two dimensions of vocabulary knowledge, correlation analyses were conducted between VLS and VT+PVL500 (for vocabulary breadth), and between VLS and WAT (for vocabulary depth). Furthermore, multiple regression analysis was carried out to manifest the most prominent strategies that predict vocabulary knowledge best.

4.2.1. Correlation Analysis

The result of the correlation analysis is presented in table 4.9.

TABLE 4.9
Correlation Analysis of VLS and Vocabulary Knowledge

Pearson Correlation	Depth (WAT)	Breadth (VT+PVL500)
DS	.107	.041
DD	.426**	.580**
CM	.349**	.434**
CC	.277**	.417**
Cmeta	.274**	.435**
CS	.232**	.295**

Note: N=272, ** $p < 0.01$ (2-tailed).

As shown in Table 4.9, subcategories of VLS except for DS were significantly correlated with vocabulary depth and breadth. It can be assumed that one who uses VLS more frequently may be equipped with wider and deeper vocabulary knowledge than those who seldom rely on VLS. With both dimensions of vocabulary knowledge, DD was most highly correlated, producing correlation coefficient of .426 for vocabulary depth and .580 for vocabulary breadth. Among the strategies, DD accounts for vocabulary breadth and depth

the best.

It was observed that correlation between VLS and vocabulary breadth was generally stronger than that between VLS and vocabulary depth. This means that using VLS may contribute more to increasing vocabulary breadth than vocabulary depth.

The fact that DS is not correlated with either vocabulary knowledge breadth or depth is notable ($p>0.01$). DS was singled out in the independent samples tests in the previous sections. In section 4.1.1, while the mean scores of all the other strategies were significantly high for High proficiency group, there was no difference between the proficiency groups in terms of DS. From these, it can be inferred that DS does not have much influence in increasing vocabulary knowledge in any aspects. In other words, using more DS does not necessarily result in the development of one's vocabulary breadth or depth.

4.2.2. Regression Analysis

Simultaneous multiple regression analyses² were conducted in order to

² Simultaneous multiple regression, also known as "Enter method," enters all the independent variables into the equation at once.

investigate the predictive values of each subcategory of VLS toward vocabulary knowledge. For vocabulary breadth, the sum of VT and PVL500 scores was put as dependent variables. For vocabulary depth, WAT score was set as dependent variable.

4.2.2.1 Vocabulary Breadth as Dependent Variables

The result of the multiple regression analysis of VLS, with vocabulary breadth as dependent variable, is summarized in table 4.10.

TABLE 4.10
Model Summary of Multiple Regression Analysis of VLS - Vocabulary Breadth as Dependent Variable

Variables	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
Dependent: VT+PVL500	.620	.384	.370	11.540	27.535	.000*
Independent: VLS						

Note: The significance level was set at $p < 0.05$

The sig. was smaller than .05, showing the regression analysis is statistically significant. R square of .384 was produced, which implies that VLS altogether explains 38.4% of vocabulary breadth. In order to distinguish the predicting power of individual VLS subcategories, coefficients of multiple regression analysis are provided in table 4.11 below.

TABLE 4.11
Coefficients of Multiple Regression Analysis of VLS - Vocabulary Breadth as Dependent Variable

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
CM	-2.088	2.094	-.096	-.997	.319	.250	4.004
DS	-2.845	.880	-.170	-3.231	.001*	.842	1.187
DD	10.338	1.349	.536	7.664	.000*	.476	2.102
CC	1.244	1.421	.067	.875	.382	.395	2.531
Cmeta	3.206	1.316	.188	2.437	.015*	.390	2.561
CS	.650	.904	.042	.719	.473	.695	1.438

Note: The significance level was set at $p < 0.05$

DS, DD, Cmeta are statistically significant ($p < .05$). This means these three subcategories are relevant for predicting one's vocabulary breadth. One

thing to be cautious is that while the Beta value of DD (.536) and Cmeta (.188) are positive, that of DS (-.170) is negative. If a learner uses more DD and Cmeta, the vocabulary breadth will be widened, whereas more use of DS would be detrimental to the knowledge.

This peculiar manner of DS coincides with the earlier findings. As mentioned earlier, DS were not much used by high vocabulary proficiency learners, and did not have correlation with either vocabulary knowledge breadth or depth. What is more, the regression analysis suggests that DS negatively predict the breadth of vocabulary knowledge.

Despite the fact that DD and DS both belong to Discovery strategies, the two subcategories showed opposite behavior in relation to vocabulary knowledge. It may be due to the different characteristics of the two subcategories. DS strategies mainly rely on other people or group work to figure out a word's meaning, whereas DD includes more individual work such as analyzing available materials or contexts, consulting with dictionary, and analyzing grammar of the language. As the learner autonomy, known to enhance L2 learning, is supported by many researchers (e.g., Benson, 2003; Holec, 1981; Little, 1991), it seems natural that strategies which entail more autonomous acts of discovery contribute better to expand vocabulary, than those which involve less independent methods.

4.2.2.2 Vocabulary Depth as Dependent Variables

The result of the multiple regression analysis of VLS, with vocabulary depth as dependent variable is summarized in table 4.12.

TABLE 4.12

Model Summary of Multiple Regression Analysis of VLS – Vocabulary Depth as Dependent Variable

Variables	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
Dependent: WAT Independent: VLS	.436	.190	.172	14.694	10.356	.000

The sig. was smaller than .05, showing the regression analysis is statistically significant. R square of .190 was produced, which implies that VLS altogether explains 19.0% of vocabulary depth. In order to distinguish the predicting power of individual VLS subcategories, coefficients of multiple regression analysis is provided in table 4.13

TABLE 4.13**Coefficients of Multiple Regression Analysis of VLS - Vocabulary Depth as Dependent Variable**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
CM	2.641	2.666	.110	.991	.323	.250	4.004
DS	-.854	1.121	-.046	-.761	.447	.842	1.187
DD	7.835	1.718	.366	4.562	.000*	.476	2.102
CC	-.823	1.810	-.040	-.454	.650	.395	2.531
Cmeta	.089	1.675	.005	.053	.958	.390	2.561
CS	.786	1.151	.045	.683	.495	.695	1.438

Note: The significance level was set at $p < 0.05$

Of all the VLS, only DD had significant predicting power for vocabulary depth ($p < .000$). Put together with the result of regression analysis of the previous section, DD is the most powerful predictor for both vocabulary breadth and depth. In other words, employing DD strategies may have positive effects on improving one's vocabulary size as well as its quality.

4.3. Post-test Interviews

In order to answer the last research question, post-test interviews with 21 students were carried out. Section 4.3.1 illustrates the preferred VLS by interviewed students with reasons, and section 4.3.2 describes the avoided VLS and reasons by the same interviewees.

4.3.1. Preferred L2 VLS of Korean Elementary School Students

The interviewees showed preference for VLS that resolve their problems in vocabulary learning. In other words, the students chose VLS in order to deal with their difficulties of L2 vocabulary learning. The most common problems of the interviewees were “memorizing the spelling of lengthy words,” and “pronouncing a lengthy word.” In order to resolve the problem of “memorizing the spell of lengthy words,” students used “verbal and written repetition,” which is a Consolidation-Cognitive (CC) strategy.

Example 1, Student #8

(Interviewer: Do you have any problem when studying vocabulary?)

Memorizing a long word... or a word that has difficult spelling is a problem.

(Interviewer: Can you tell me your vocabulary learning strategies? How do you study English words?)

I read words and write them on a notebook three times each. Then I test myself with the words and memorize the spelling. (Interviewer: What is the most effective method, do you think?) Writing words three times. I think the words are kept in your head better when you practice repeatedly.

Example 2, Student #6

(Interviewer: Do you have any problem when studying vocabulary?)

I think it is difficult to learn a new word, especially a long spelled word.

(Interviewer: Can you tell me your vocabulary learning strategies? How do you study English words?)

Before each lesson, the teacher gives out a word-list handout. I study the handout..... by writing the words. Writing words over and over is most effective.

In Examples 1 and 2, the students identified their problems of learning vocabulary as “memorizing a lengthy word,” or “memorizing difficult spelling of a word.” In order to deal with the difficulty, they paid attention to the written forms of the words by administering written repetition strategy. By utilizing the strategy, they believed they can memorize a certain word and spell it better.

On the other hand, students who were more concerned with speaking perceived verbal repetition to be more useful in memorizing words. The

problems they had were more related to pronunciation rather than spelling.

Example 3 and 4 illustrate this.

Example 3, Student #5

(Interviewer: Do you have any problem when studying vocabulary?)

Some words have unusual pronunciation, and you must memorize those one by one. That is difficult for me.

(Interviewer: What strategies do you use when studying vocabulary?)

The most helpful method is to pronounce and practice words. With only writing the words, you can be awkward when you must speak.

Example 4, Student #11

(Interviewer: What's the most difficult thing when you study vocabulary?)

It is difficult to study words which sounds are not familiar.

(Interviewer: What is the most useful VLS to you?)

Pronouncing and verbally practicing. If you write (and not pronounce) the word, you may feel uncomfortable when speaking. So, I think it is important to say words out loud.

Although not very frequent, some students said they can learn spelling of a word through verbal repetition, as shown in Example 5. In addition, there were students who used both verbal and written repetition for their vocabulary as in Example 6.

Example 5, Student # 15

I like being used to a word through reading aloud. When I say the word many times, it is reviewed in my head. Then the spell of the word is automatically memorized.

Example 6, Student #16

Reading aloud and writing the word many times repeatedly. It is the best way to memorize a word.

A new strategy of parting a word into several pieces by syllable was reported by some students. This syllabification strategy is interesting because it is not in the list of Schmitt's (1997) work, which is well accepted as the norm of VLS field nowadays. Nonetheless, the strategy of dividing a word by syllable seems to appropriately treat student #14's problem of memorizing lengthy or complicated words. By reducing the size of a chunk to remember, syllabification does lessen the cognitive burden of a complicatedly spelled word. As both students #14 and #19 mentioned hag-won, they might have attained this strategy from the private institute. Whatever the source of the strategy may be, it is notable that the students use the strategy which effectively resolves their problem.

Example 7, Student #14

I split a word into two or three to study. Two or three alphabets are in

each piece. For example, if you want to study “restaurant,” you split ‘rest,’ ‘aur,’ and ‘ant,’ and then memorize. And I test myself... before the Hag-won test. I do this to get a good grade in the real test. If I don’t know a word, I ask a teacher or consult with a dictionary. (Interviewer: What kind of dictionary ?) Naver or Daum in my cellphone.

(Interviewer: What’s the most helpful VLS?)

Testing myself. You know, practicing by myself before the real test makes me learn faster. I think it is effective that if I got wrong answers, I can practice those.

Example 8, Student #19

I write a word and then its meaning.. or write a meaning and recall the word. I test myself several times that way, and I can memorize all the words I must know. (Interviewer: Can you think of one more strategy you use?) Um... I divide a word. Say, you want to study “Wednesday,” you cut ‘wed,’ ‘nes,’ and ‘day,’ and remember as it is pronounced. In this way, you can memorize it in a minute.

(Interviewer: What’s the most helpful to you?)

Testing myself, and consulting a dictionary. (Interviewer: What kind of dictionary?) Just English dictionary in the cellphone.

In addition to administering VLS that resolves vocabulary learning problems, Discovery-Determination (DD) strategies, which have been found to have positive relation with vocabulary knowledge in the previous section, were also preferred by the interviewees. They especially liked “analyzing any available picture or gestures,” “guessing from textual context,” and “consulting with a dictionary.” “Analyzing grammar” was excluded because it was thought

to be cognitively burdensome, which will be discussed in the following section of avoided VLS. The examples of preferred DD strategies are shown below.

Example 9, Student #12

(Interviewer: What are the VLS that you frequently use?)

I analyze any available picture or gesture. If you see the situation or something like that, then it becomes easier to know the meaning of a word. And guess from textual context. When you know the whole context, and see the sentences before and after the target sentence, then you will be able to figure out the meaning of a word.... though it may not be exact. And you can move on reading a passage.

(Interviewer: What VLS do you think is most helpful?)

Consulting with a dictionary. I think dictionaries have the most precise expert knowledge about English words.

Example 10, Student #10

(Interviewer: What VLS do you frequently use?)

I consult with a dictionary. It is the easiest way to find a word's meaning. ... Also, I like guessing meaning from textual context. You can see how a word is used by observing the flow of a passage. ...

(Interviewer: What VLS do you think is most helpful?)

Consulting with a dictionary is most helpful to me. (Interviewer: What kind of dictionary do you consult with?) I sometimes use the paper dictionary, but usually I use the smart phone dictionary.

To summarize, students preferred L2 VLS that effectively deal with their

own problems in learning vocabulary. The most common problems they face are “memorizing the spelling of lengthy words” and “pronouncing a lengthy word.” In order to study the spelling of lengthy words, students repeatedly write the words focusing on the written form of the words. To overcome the difficult pronunciation of a word, they take the measure of verbal repetition. A new VLS of syllabification was reported, and this was a measure to memorize lengthy words effectively. In addition, most strategies of DD, proven to be the most powerful predictor of vocabulary knowledge breadth and depth, were preferred by the students.

As students were found to prefer strategies that fix their own problems, their vocabulary learning will benefit if a variety of VLS are introduced to them. In this way, they will be able to choose the strategies that resolve their problems most effectively.

4.3.2. Avoided L2 VLS of Korean Elementary School Students

Two factors that drive students to perceive a certain VLS to be difficult were revealed from the interviews. They did not want to use a method that takes a lot of time and extra cognitive burden. The answers to the questions “What are

the three least frequently used VLS?” and “What is the least helpful VLS?” included either the time or the cognitive load factor, or both.

The interviewees thought it is time-consuming to analyze grammar of the word (DD), to study antonyms and synonyms (CM), to make a wordlist (CC), and to continuously repeat what they have learned (Cmeta). As the interviewee in Example 11 points out, Korean elementary school students are mostly not well equipped with grammatical knowledge yet. It is not surprising that the learners avoid VLS which involve what they feel uncomfortable. Since it is unfamiliar, it requires more time, and consequently, they think it difficult and are discouraged to use it. The interviewee of Example 12 mentions that making word lists require too much time, and he would rather try to memorize more words instead of spending his time in making a list. In Example 13, the student tells he does not practice words repeatedly because it can drag the progress of his learning. These examples show that students are concerned with studying vocabulary efficiently by minimizing the time.

Example 11, Student #9

(Interviewer: What VLS do you think, you are not going to use?)

Analyzing part of speech..... It takes much time. And analyzing affixes and roots..... analyzing is difficult. (Interviewer: Have you ever been taught about affixes and roots?) I have never been taught. So I think it is even harder. And studying the synonyms and antonyms of a word

together. For me, it's time-consuming.

Example 12, Student #16

(Interviewer: What VLS do you think, you are not going to use?)

I don't usually make wordlists and flash cards to learn vocabulary. If you have time, it is better to just write words once more instead of making the lists or cards.

Example 13, Student #13

(Interviewer: What VLS is most unlikely to use?)

Continuing to study over time. You can't move on fast to the next stage.

Along with the issue of time, the extra cognitive load was another major concern for the learners. They showed the tendency of avoiding VLS which require additional processing of information. Studying idioms (CM) was considered to deter the vocabulary learning, since idioms gave them extra mental load when learning vocabulary is already burdensome for them (Example 14, 15). Similarly, the interviewees did not like learning antonyms or synonyms because additional input could distract the learning (Example 15). Analyzing parts of speech was also considered as imposing extra difficulty in learning a word (Example 16).

Example 14, Student #19

(Interviewer: What VLS is most unhelpful to you?)

Studying idioms. Students generally think idioms are difficult even in Korean. I think it will be harder to learn a word with idioms (in English).

Example 15, Student #20

(Interviewer: What VLS do you think, you are not going to use?)

I have difficulty in studying idioms. Idioms can distract your vocabulary learning. ... Synonyms and antonyms... You are learning two words at once, so you may get confused.

Example 16, Student #16

(Interviewer: What VLS do you think, you are not going to use?)

Analyzing part of speech. The reason is, I think it is more effective to memorize a word itself than figuring out whether a word is an adjective or a verb. Kids don't know well about part of speech, so they think it is difficult.

This issue of learning efficacy can also explain the students' contradicting attitudes toward two strategies of Discovery-Social (DS) category. DS is composed of "asking teacher or other people for meaning," and "discovering new meaning through group work actively." The interviewees perceived the former as positive, because they thought the teachers possess good knowledge of English words, so they can have answers immediately (Example

17 and 18). On the other hand, the students were rather negative towards the latter, because they cannot concentrate on their learning when they practice words with their friends (Example 19), and sometimes get embarrassed (Example 20).

Example 17, Student #12

(Interviewer: What VLS do you frequently use?)

I ask teachers for a word's meaning because teachers know English better than I do, and they are trustworthy.

Example 18, Student #13

(Interviewer: What VLS do you frequently use?)

I like studying words with teachers. If you have question, you can ask teachers on the spot.

(Interviewer: What VLS is most helpful to you?)

Asking teachers, of course.

Example 19, Student #8

Collaborating with friends to find a word's meaning.... When you are with your friends, you pay attention to friends rather than words. You become to play and not memorize words.

Example 20, Student #15

Studying the meaning with friends.... If you have wrong answers, it is embarrassing. And a lot of kids make fun of you (for being incorrect).

To sum up, the interviewees were not attracted to VLS that are considered inefficient to them. Spending much time or dealing with additional information were the cause of the perceived inefficiency. As a result, students were discouraged to use VLS which required excessive time or cognitive load. “Analyzing grammar,” “studying antonyms and synonyms,” “making a wordlist”, and “continuously repeating what you have learned” was thought as time-consuming, and “studying idioms,” “learning antonyms or synonyms,” and “analyzing parts of speech” were cognitively burdensome. Some of them were considered as both time-consuming and difficult. This issue of learning efficacy also accounts for the interviewees’ different attitudes toward two DS strategies. They avoid “discovering new meaning through group work” because it requires much time, and can be embarrassing. “Asking teacher or other people for meaning” was preferred for it is presumed time-saving.

CHAPTER 5

CONCLUSION

This chapter concludes the study. Section 5.1 summarizes the major findings of the present study. Section 5.2 proposes pedagogical implications drawn from the result of the study. In section 5.3, limitations of the study and suggestions for future research are discussed.

5.1. Summary of the Findings

This study attempted to explore (a) the feature of VLS of Korean EFL elementary school students according to their learner variables such as vocabulary proficiency, grade, gender, and region, (b) the relationship of VLS and vocabulary knowledge breadth and depth, and (c) the reasons of preferring or avoiding certain types of VLS. By utilizing both quantitative and qualitative method to analyze, data of 272 students were collected through Vocabulary Language Strategies Survey (VLSS), Vocabulary Test (VT), 500-level Productive

Vocabulary Levels Test (PVL500), Word Associates Test (WAT), and post-test interviews.

Regarding the first research question, the students' VLS were not affected by grades, but by vocabulary proficiency, gender, and living region. To be more specific, students of higher vocabulary proficiency were more likely to use VLS with an exception of DS strategies. Female students used more VLS than male students in all subcategories, and students living in urban area used more VLS of DD, CM, CC and Cmeta while DS was preferred more by the students in rural area. These findings imply that different backgrounds or learning environment may have different influence on the use of VLS.

In regard to the second research question, the correlation analyses revealed that DD strategies are most closely related to both vocabulary breadth and depth knowledge. The DS strategies were not correlated with either vocabulary breadth or depth. The singularity of DS was further highlighted by the result of regression analysis. While DD was the most powerful predictor for both vocabulary breadth and depth, DS was a negative predictor for vocabulary breadth. In other words, if a learner continues using DS strategies, their vocabulary knowledge might be weakened.

Regarding the third research question, students showed preference to VLS that can resolve their vocabulary learning problems. Learners

who reported to have difficulty in memorizing the spelling of words preferred written repetition, and those who were concerned with speaking or pronunciation relied on verbal repetition. Most strategies of DD were preferred by the students as they are considered helpful in resolving their vocabulary learning problem. The avoidance of a certain VLS was caused by time or cognitive load it entails. VLS which involve a lot of time or working load were considered inefficient, thus avoided. This issue of learning efficacy also accounted for the interviewees' different attitudes toward two DS strategies.

To sum up, the present study revealed the significant relationship of vocabulary learning strategies and vocabulary knowledge of Korean EFL elementary school students. It is suggested that more attention be given to vocabulary learning strategies, as they increase both vocabulary breadth and depth knowledge.

5.2. Pedagogical Implications

The present study provides two important implications for educators and researchers in the field of ESL/EFL vocabulary and VLS.

Firstly, Vocabulary learning strategies should be considered when planning a lesson for vocabulary. Vocabulary learning strategies, especially Discovery – Determination (DD) strategies, will benefit learners to widen or deepen their knowledge of vocabulary. Moreover, as Discovery-Social (DS) strategies turned out to have negative relationship with vocabulary knowledge breadth, DD strategies will be an alternative to DS strategies for discovering a word's meaning. Therefore, lessons that focus on DD strategies are encouraged to be implemented in the classrooms of Korean elementary schools.

The fact that differences of VLS exist across the living regions supports the explicit teaching and learning of VLS as well. Unlike grade (age) or gender, living regions and vocabulary proficiency are the variables that are attained after birth, thus influenced by external factors such as education. Since the English course of Korean elementary schools follows the National curriculum, the lessons at school are not expected to be so different across regions. In spite of this, there was an obvious difference in VLS, suggesting another source that influence the use of VLS exists. What is more, the rural students' use of DS strategies was significantly higher than that of the urban students. This implies that their vocabulary learning is somewhat problematic. Instructors should resolve this problem by taking VLS more into account when planning a lesson. Whether they spend a separate time for VLS during a daily class, or set aside lessons for VLS as a part of a syllabus, an active effort to promote the use of

VLS is recommended.

Secondly, the definition of vocabulary should be redefined by both instructors and learners. The preferred or avoided VLS revealed in the post-test interviews were mainly related to vocabulary breadth only. Students were highly concerned with memorizing more words, and preferred VLS that enable them to increase their vocabulary size. The avoidance of time-consuming or cognitively burdensome VLS is another evidence of students' interest in enlarging their vocabulary size in a short time. If an objective of learning vocabulary is memorizing as many words as fast as possible, it is definitely concerned with breadth, neglecting the other aspect of vocabulary: depth. During the interview, a student mentioned that a word test is in the form of "teacher speaks the Korean definition of English words, and you write the words down." Whether the test takes place at school or out of school is not known, but it is apparent that the test is aimed at expanding vocabulary size. However, previous studies have seen the strong relation of vocabulary depth with further academic achievements such as reading (Choi, 2012; Kim, 2014). Accordingly, educators and students should be aware of the two aspects of vocabulary, and take balanced approach to develop both vocabulary knowledge breadth and depth.

5.3 Limitations and Suggestions for Further Research

There are some limitations in this study that lead to suggestions for future research. First of all, the study involved only 272 elementary school students from three schools, located in two cities in Korea. Although the study attempted to diversify the samples by selecting the schools in different regions, their vocabulary knowledge and VLS may not represent that of the elementary school students nationwide. Further research is recommended to observe the vocabulary knowledge and VLS of larger population, including wider range of age, living region and vocabulary proficiency. In addition, as one's lexicon grows complicated in the course of learning L2, investigating how the aspects of vocabulary knowledge change and its influence on VLS longitudinally would give an insightful finding in the field of vocabulary learning.

Second, this study did not capture all aspects of vocabulary knowledge breadth. In total, there are four categories of vocabulary knowledge breadth: active recall, passive recall, active recognition, and passive recognition (Laufer and Goldstein, 2004). Focusing on the productive (active) and receptive (passive) aspects, the division of recall and recognition aspects were neglected. VT evaluates the knowledge for passive recognition, and PVLIT measures the knowledge for active recall. Consequently, the knowledge of passive recall and

active recognition were not evaluated in this study. Therefore, instruments that measure all four categories of vocabulary knowledge breadth are recommended to be used in the future, in order to have a better understanding of vocabulary knowledge breadth and its relation with VLS.

Third, the depth knowledge in this study is somewhat limited. Only a word's synonymy and collocation were measured through WAT, missing out other facets of depth such as phonemic, morphemic, syntactic, semantic, and phraseological properties. Some VLS, especially Consolidation-Cognitive or Consolidation-Memory strategies, are directly connected to enhancing these unmeasured aspects of vocabulary depth. Hence, future researches focusing on these various components of vocabulary knowledge depth will cultivate elaborate understanding of VLS in relation to vocabulary knowledge depth.

Last but not least, studies which explore the instructional effects of VLS must be followed. The relevance of vocabulary knowledge and VLS found in this study can be confirmed through experimental studies. Questions such as “to what extent do VLS instructions change L2 vocabulary knowledge or the use of VLS?” or “what is the best instructional method of VLS to develop L2 vocabulary knowledge breadth or depth?” can be answered. Otherwise, qualitative studies, which delve into a learner's perception of using VLS during instructions, will also provide an insight in understanding VLS in depth.

The present study noticed the contradictory behavior the two subcategories of Discovery strategies, DD and DS. The reason for this difference is yet to be discovered, but the students' perceptions toward the two were recognized. Based on the identified different perceptions, further studies that explore the cause of the different correlation of DS and DD with vocabulary knowledge are highly recommended.

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APPENDIX 1

초등학생의 영어 어휘 학습 전략 조사 설문지

()학년 ()반 ()번 이름()

안녕하세요?

이 설문지는 여러분들이 영어 단어를 공부하는 방법을 파악하기 위한 30개의 문항들로 구성되어 있습니다. 정해진 답이나 더 좋은 답은 없기 때문에, 충분히 생각해본 뒤 솔직하게 답해주면 됩니다. 여러분의 응답은 오로지 연구 목적으로만 사용되고 비밀은 철저히 보장되므로 편안한 마음으로 임해주세요. 감사합니다.

서울대학교 사범대학 외국어교육학과 영어전공 석사과정 박유미

● 각 문항을 읽고, 여러분이 영어 단어를 공부할 때 **실제로 사용하는 정도**에 따라 ① ~ ⑤중에서 하나 골라 동그라미 또는 v 표시해주세요.

① 전혀 그렇지 않다.	→ 거의 그런 경우가 없다.
② 그렇지 않은 편이다.	→ 그런 경우도 있지만 그렇지 않은 경우가 더 많다.
③ 보통이다.	→ 그런 경우와 그렇지 않은 경우가 거의 반반이다.
④ 그런 편이다.	→ 그런 경우가 그렇지 않은 경우보다 더 많다.
⑤ 매우 그렇다.	→ 거의 항상 그렇다.

* 주의: 나의 실제 사용 정도와 상관없이 좋은 공부 방법이라고 생각되는 것에 체크하지 않도록 조심하세요.

Part A. 모르는 영어 단어가 있을 때, 그 뜻을 알아내는 방법에 대한 설문입니다.

1. 선생님이나 다른 사람(친구나 부모님 등)에게 단어의 뜻을 물어본다.

①전혀 그렇지 않다 ②그렇지 않다 ③ 보통이다 ④ 그렇다 ⑤ 매우 그렇다

2. 친구들과 함께 협력(모둠활동, 토의 등)하여 단어의 뜻을 알아낸다.

①전혀 그렇지 않다 ②그렇지 않다 ③ 보통이다 ④ 그렇다 ⑤ 매우 그렇다

3. 단어와 함께 제시되는 그림, 또는 말하는 사람의 몸동작이나 표정을 보고 알아낸다.
 ① 전혀 그렇지 않다 ② 그렇지 않다 ③ 보통이다 ④ 그렇다 ⑤ 매우 그렇다

4. 단어의 뜻을 모를 때 전체적인 글의 흐름, 앞 뒤 상황을 살펴보고 알아낸다.

<예>
 I have a dog. The dog's name is Happy. Happy has long, brown fur. Happy's eyes shine like stars in the sky. Happy is such a pretty dog.
 위 글에서는 글쓴이의 애완견 'Happy'의 생김새에 대해 이야기하고 있으므로, 'fur'는 길고 갈색의 '털'이라는 뜻으로 추측한다.

- ① 전혀 그렇지 않다 ② 그렇지 않다 ③ 보통이다 ④ 그렇다 ⑤ 매우 그렇다

5. 단어의 뜻을 모를 때 사전(인터넷, 전자사전, 종이 사전 등)을 찾아 알아낸다.
 ① 전혀 그렇지 않다 ② 그렇지 않다 ③ 보통이다 ④ 그렇다 ⑤ 매우 그렇다

6. 단어의 뜻을 모를 때 품사(명사, 형용사, 동사 등)나 문장의 구조(접속사 등)에 대해 생각해보며 의미를 알아낸다.

<예>
 'Tom fell off from bed'라는 문장에서 'fell off'는 문장의 주어인 'Tom'과 'bed(침대)'와의 관계를 서술해주는 동사로서의 의미를 가진다고 추측한다.
 'The elephant is big but the mouse is tiny'라는 문장에서 'but'은 앞, 뒤가 반대되는 내용일 때 쓰는 접속사이므로, 'tiny'의 뜻을 'big(큰)'의 반대인 '작은'으로 추측한다.

- ① 전혀 그렇지 않다 ② 그렇지 않다 ③ 보통이다 ④ 그렇다 ⑤ 매우 그렇다

7. 단어를 접두사, 접미사, 어근 등으로 쪼개어 분석하여 의미를 알아낸다.

1. 어근: 단어의 뜻을 나타내는 핵심적인 부분
 2. 접두사: 어근 앞에 붙어서 단어의 뜻을 만들어 주는 부분 (ex. unhappy의 'un-')
 3. 접미사: 어근 뒤에 붙어서 단어의 뜻을 만들어 주는 부분 (ex. farmer의 '-er')
 <예>
 'review'의 뜻을 모를 때, 're-(다시)'라는 접두사가 어근 'view(보다)'앞에 있으므로, '다시 보다'라고 의미를 추측한다.
 'active'의 뜻을 모를 때, '-ive(형용사를 만들어주는 접미사)'가 어근 'act(활동하다, 움직이다)' 뒤에 있으므로, '움직이는'이나 '활동적인'으로 그 의미를 추측한다.

- ① 전혀 그렇지 않다 ② 그렇지 않다 ③ 보통이다 ④ 그렇다 ⑤ 매우 그렇다

Part B. 영어 단어를 효과적으로 공부하고 오래 기억하는 방법에 관한 설문입니다.

8. 단어를 그림과 함께 기억한다. (그림이 제시되지 않은 경우에는 스스로 그림을 상상하거나 그려본다.)

- ① 전혀 그렇지 않다 ② 그렇지 않다 ③ 보통이다 ④ 그렇다 ⑤ 매우 그렇다

9. 단어의 의미를 나의 경험이나 지식과 연결해서 기억한다.

<예>

'sour(시다)'라는 단어를 공부할 때, 레몬 사탕 봉지에 'super sour'라는 문구가 써져 있던 것을 기억해낸다.

'rail(철도)'라는 단어를 공부할 때, 지난 여름방학 때 방문한 휴양지에서 '레일바이크' 체험 중, 철 길 위에서 자전거를 탔던 것을 떠올린다.

- ① 전혀 그렇지 않다 ② 그렇지 않다 ③ 보통이다 ④ 그렇다 ⑤ 매우 그렇다

10. 비슷한 말과 반대말을 함께 학습한다.

<예>

'beautiful(아름다운)'이라는 단어와 비슷한 'pretty,' 'handsome' 과 반대인 'ugly'를 함께 공부한다.

- ① 전혀 그렇지 않다 ② 그렇지 않다 ③ 보통이다 ④ 그렇다 ⑤ 매우 그렇다

11. 관련된 다른 단어들을 함께 묶어 공부한다.

<예>

'vegetable - pumpkin - onion - potato' 와 같이 같은 범주에 해당하는 단어들을 함께 공부한다.

'school - teacher - homework - friends' 와 같이 연관된 단어들을 마인드맵으로 그리며 공부한다.

- ① 전혀 그렇지 않다 ② 그렇지 않다 ③ 보통이다 ④ 그렇다 ⑤ 매우 그렇다

12. 단어를 활용해서 문장을 만들어 본다.

- ① 전혀 그렇지 않다 ② 그렇지 않다 ③ 보통이다 ④ 그렇다 ⑤ 매우 그렇다

13. 단어의 스펠링을 암기한다.

- ① 전혀 그렇지 않다 ② 그렇지 않다 ③ 보통이다 ④ 그렇다 ⑤ 매우 그렇다

14. 단어를 소리 내어 발음해본다.

- ① 전혀 그렇지 않다 ② 그렇지 않다 ③ 보통이다 ④ 그렇다 ⑤ 매우 그렇다

15. 발음이 비슷한 우리말과 연관시켜 기억한다.

<예>
'bitter(맛이 쓴)'이라는 단어를 공부할 때, "비터(bitter)는 쓰니까 뺨어"라고 암기한다.

- ① 전혀 그렇지 않다 ② 그렇지 않다 ③ 보통이다 ④ 그렇다 ⑤ 매우 그렇다

16. 속어나 속담과 같은 관용어구와 함께 학습한다.

<예>
'pain(고통)'이라는 단어를 공부할 때, 'No pain, no gain (고통 없이는 얻는 것이 없다)' 이라는 영어 속담과 함께 공부한다.

- ① 전혀 그렇지 않다 ② 그렇지 않다 ③ 보통이다 ④ 그렇다 ⑤ 매우 그렇다

17. 단어를 몸동작이나 얼굴 표정으로 표현해본다.

- ① 전혀 그렇지 않다 ② 그렇지 않다 ③ 보통이다 ④ 그렇다 ⑤ 매우 그렇다

18. 단어에 색깔이나 밑줄, 동그라미와 같은 표시를 하며 공부한다.

- ① 전혀 그렇지 않다 ② 그렇지 않다 ③ 보통이다 ④ 그렇다 ⑤ 매우 그렇다

19. 단어를 오래 기억하기 위해 어근, 접두사, 접미사 등을 찾아 공부한다.

1. 어근: 단어의 뜻을 나타내는 핵심적인 부분
2. 접두사: 어근 앞에 붙어서 단어의 뜻을 만들어 주는 부분 (ex. unhappy의 'un-')
3. 접미사: 어근 뒤에 붙어서 단어의 뜻을 만들어 주는 부분 (ex. farmer의 '-er')

<예>
'review'라는 단어를 학습할 때, 접두사 're-(다시)'와 어근 'view(보다)'로 나누어 의미를 생각해본다.

'active'라는 단어를 학습할 때, '-ive(형용사를 만들어주는 접미사)'와 어근 'act(활동하다, 움직이다)'로 나누어 의미를 생각해본다.

- ① 전혀 그렇지 않다 ② 그렇지 않다 ③ 보통이다 ④ 그렇다 ⑤ 매우 그렇다

20. 단어를 여러 번 반복해서 읽고 쓰며 암기한다.

- ① 전혀 그렇지 않다 ② 그렇지 않다 ③ 보통이다 ④ 그렇다 ⑤ 매우 그렇다

21. 단어장(단어 목록 또는 카드)을 만들어 암기한다.

- ① 전혀 그렇지 않다 ② 그렇지 않다 ③ 보통이다 ④ 그렇다 ⑤ 매우 그렇다

22. 수업 중에 모르는 단어가 나오면 그 단어의 뜻이나 설명을 필기한다.

- ① 전혀 그렇지 않다 ② 그렇지 않다 ③ 보통이다 ④ 그렇다 ⑤ 매우 그렇다

23. 학습한 단어는 반복해서 복습한다.

- ① 전혀 그렇지 않다 ② 그렇지 않다 ③ 보통이다 ④ 그렇다 ⑤ 매우 그렇다

24. 자주 보는 물건에 단어 메모를 붙여놓고 반복적으로 본다.

<예>
화장실 거울에 단어를 적어놓은 메모지를 붙여두고 화장실에 갈 때마다 본다.
필통 안에 단어 카드를 보관하며 필통을 열 때마다 꺼내어 읽어 본다.

- ① 전혀 그렇지 않다 ② 그렇지 않다 ③ 보통이다 ④ 그렇다 ⑤ 매우 그렇다

25. 영어 노래나 책, 만화영화, 영화/미드, 뉴스, 잡지 등을 활용하여 단어를 공부한다.

- ① 전혀 그렇지 않다 ② 그렇지 않다 ③ 보통이다 ④ 그렇다 ⑤ 매우 그렇다

26. 스스로 학습한 단어들로 시험을 보고 얼마나 암기하였는지 확인해본다.

- ① 전혀 그렇지 않다 ② 그렇지 않다 ③ 보통이다 ④ 그렇다 ⑤ 매우 그렇다

27. 공부한 단어들은 주기적으로 반복하여 학습하고, 잊지 않았는지 꾸준히 확인한다.

- ① 전혀 그렇지 않다 ② 그렇지 않다 ③ 보통이다 ④ 그렇다 ⑤ 매우 그렇다

28. 학습할 단어들이 여러 개 있을 때, 중요하다고 생각되는 것 먼저 학습한다.

- ① 전혀 그렇지 않다 ② 그렇지 않다 ③ 보통이다 ④ 그렇다 ⑤ 매우 그렇다

29. 학교나 학원 수업 시간 중에 선생님과 함께 단어를 공부한다.

- ① 전혀 그렇지 않다 ② 그렇지 않다 ③ 보통이다 ④ 그렇다 ⑤ 매우 그렇다

30. 친구들과 함께 협력하여 단어를 암기한다.

<예>

친구들과 서로 단어 시험 문제를 내주고 점수를 매겨본다.
단어를 잘 외울 수 있는 방법을 친구들과 이야기한다.

- ① 전혀 그렇지 않다 ② 그렇지 않다 ③ 보통이다 ④ 그렇다 ⑤ 매우 그렇다

- 끝 -

- 6 -

APPENDIX 2

영어 단어 평가 1

()학년 ()반 ()번 이름()

● 주어진 문장을 읽고, 사실이면 T, 아니면 F. 무슨 뜻인지 잘 모르겠으면 X 에 동그라미하세요.

	예) My brother is a girl. There are seven days in a week.	T Ⓣ	/	Ⓣ	/	Ⓣ	/	X	/	X	/	X
1.	We can stop time.											
2.	Two of these are little. 											
3.	You must look, when you want to find the way.											
4.	When someone asks "What are you called?", you should say your name.											
5.	There are many ways to get money.											
6.	All the world is under water.											
7.	When you keep asking, you ask once.											
8.	Sometimes people die when they fall off a building.											
9.	Day follows night and night follows day.											
10.	<u>Remain here</u> means "stay"											
11.	This is a person. 											
12.	When there is a change of scene, we see a different place.											
13.	<u>Often</u> means "many times."											
14.	This is a mountain. 											
15.	Each month has a different name.											
16.	People follow the orders of a chief.											
17.	Green is a color.											

18.	Dirty hands cannot leave marks on glass.	T / F / X
19.	You need at least five people to make a group.	T / F / X
20.	Cars move on a road.	T / F / X
21.	You can eat silver.	T / F / X
22.	You can see more when you are on a hill.	T / F / X
23.	Your child will be a girl or a boy.	T / F / X
24.	When you are sure, you know you are right.	T / F / X
25.	Each society has the same rules.	T / F / X
26.	Three examples of food are, shops, homes, and markets.	T / F / X
27.	This is a picture. 	T / F / X
28.	It is good to attack people.	T / F / X
29.	Rome is an ancient city.	T / F / X
30.	A stream is a small river.	T / F / X
31.	When you promise something, you say you will really do it.	T / F / X
32.	Dreams are about things that really happened.	T / F / X
33.	When we give a date, we say the day, the month and the year.	T / F / X
34.	It is impossible to live for a long time without water.	T / F / X
35.	Very young children drink milk.	T / F / X
36.	This is a square. 	T / F / X
37.	This is a boat. 	T / F / X
38.	It is a short way from one side to the other side of a wide river.	T / F / X
39.	A detail is a small piece of information.	T / F / X
40.	A handle is part of our body.	T / F / X

APPENDIX 3

영어 단어 평가 3

()학년 ()반 ()번 이름 ()

● 주어진 빈 칸에 **알맞은 단어**를 넣어, 아래에 있는 문장과 같은 뜻이 되도록 완성하세요.
단어의 앞 글자 몇 개는 미리 제공되어 있습니다.

예) My favorite season of the year is summer.

내가 가장 좋아하는 계절은 여름이다.

When the traffic light turns red, you must stop.

신호등에 빨간 불이 켜지면 멈추어야 한다.

1. He asked again if she wanted to go to the mar_____ with him.
그는 그녀에게 시장에 함께 가길 원하는지 다시 물어보았다.
2. It is impor_____ that a father be a good example to the children.
아버지가 자녀에게 모범이 되는 것은 중요하다.
3. The person who lives ne_____ door is an international student.
우리 옆집에 사는 사람은 유학생이다.
4. Liam decided to cha_____ the way he lives his life after the death of a good friend.
리암은 절친한 친구의 죽음 이후에 그가 사는 방식을 바꿔야겠다고 결심했다.
5. They c_____ the dead body from the building to the car.
그들은 그 시체를 빌딩에서 차로 운반했다.
6. Oh, you're back! I did not ex_____ you to return so early.
오, 다시 왔구나! 나는 네가 이렇게 빨리 돌아오리라고 기대하지 않았는데.
7. Some young boys have problems speaking to their fat_____.
어떤 어린 소년들은 그들의 아버지에게 이야기하는 데에 문제가 있다.

8. The police are looking for ev_____ to show that he took money from the company.
경찰은 그가 회사의 돈을 훔쳤다는 사실을 밝히기 위한 증거를 찾고 있는 중이다.
9. The government will bui_____ a lot of new houses.
정부는 새로운 주택을 많이 지을 것이다.
10. I need to go to the b_____ to take out money.
나는 돈을 출금하기 위해 은행에 가야 한다.
11. Mothers should try to understand their ch_____.
어머니들은 그들의 자녀들을 이해하도록 노력해야한다.
12. Students should work together to get go_____ results.
학생들은 좋은 결과를 얻기 위해 함께 협동해야 한다.
13. The percentage of young girls running a_____ from home is high these days.
요즘, 집에서 뛰쳐나오는(가출하는) 소녀들의 비율이 높다.
14. The machine stopped, so they had to s_____ all over again.
기계가 멈추었기 때문에 그들은 처음부터 다시 시작해야 했다.
15. He has the pow_____ to make all decisions in the team.
그는 팀에서 일어나는 모든 일의 결정을 내릴 권한(힘)이 있다.
16. Eating too much can have a bad e_____ on our health.
너무 많이 먹는 것은 우리 건강에 나쁜 영향을 끼친다.
17. The company does not have en_____ money to develop the business.
그 회사는 사업을 진행시킬 충분한 돈이 없다.
18. When I was at school, the s_____ that I was best at was English.
내가 학교에 다닐 때 가장 잘 한 과목은 영어이다.
19. I sp_____ most of my money on books.
나는 대부분의 돈을 책 사는 데에 쓴다.
20. I eat at 7 every mor_____.
나는 매일 아침 7시에 먹는다.

1. beautiful 나는 이 단어를 알고 있다 () / 잘 모르겠다 ()

제시된 단어의 뜻을 나타내는 단어 (동의어)	제시된 단어와 자주 함께 쓰이는 단어
enjoyable expensive free loud (즐길 수 있는) (값비싼) (자유로운) (소리가 큰)	education face music weather

2. bright 나는 이 단어를 알고 있다 () / 잘 모르겠다 ()

제시된 단어의 뜻을 나타내는 단어 (동의어)	제시된 단어와 자주 함께 쓰이는 단어
clever famous happy shining (영리한) (유명한) (행복한) (빛나는)	color hand poem taste

3. calm 나는 이 단어를 알고 있다 () / 잘 모르겠다 ()

제시된 단어의 뜻을 나타내는 단어 (동의어)	제시된 단어와 자주 함께 쓰이는 단어
open quiet smooth tired (열려있는) (조용한) (잔잔한) (피곤한)	cloth day light person

4. natural 나는 이 단어를 알고 있다 () / 잘 모르겠다 ()

제시된 단어의 뜻을 나타내는 단어 (동의어)	제시된 단어와 자주 함께 쓰이는 단어
expected helpful real short (예상되는) (도움이 되는) (실제의) (짧은)	foods neighbors parents songs

5. fresh 나는 이 단어를 알고 있다 () / 잘 모르겠다 ()

제시된 단어의 뜻을 나타내는 단어 (동의어)	제시된 단어와 자주 함께 쓰이는 단어
another cool easy raw (또 하나의, 다른) (시원한) (쉬운) (날 것의)	cotton heat language water

6. general 나는 이 단어를 알고 있다 () / 잘 모르겠다 ()

제시된 단어의 뜻을 나타내는 단어 (동의어)	제시된 단어와 자주 함께 쓰이는 단어
closed different usual whole (닫힌) (다른) (보통의) (전체의)	country idea reader street

7. bare 나는 이 단어를 알고 있다 () / 잘 모르겠다 ()

제시된 단어의 뜻을 나타내는 단어 (동의어)	제시된 단어와 자주 함께 쓰이는 단어
empty heavy uncovered useful (비어있는) (무거운) (아무것도 덮혀 있지 않은) (유용한)	cupboard feet school tool

8. acute 나는 이 단어를 알고 있다 () / 잘 모르겠다 ()

제시된 단어의 뜻을 나타내는 단어 (동의어)	제시된 단어와 자주 함께 쓰이는 단어
hidden often rich sharp (숨겨진) (자주) (풍부한) (날카로운)	angle hearing illness stones

9. common 나는 이 단어를 알고 있다 () / 잘 모르겠다 ()

제시된 단어의 뜻을 나타내는 단어 (동의어)	제시된 단어와 자주 함께 쓰이는 단어
complete light ordinary shared (완전한) (가벼운) (평범한) (공통된)	boundary circle name party

10. complex 나는 이 단어를 알고 있다 () / 잘 모르겠다 ()

제시된 단어의 뜻을 나타내는 단어 (동의어)	제시된 단어와 자주 함께 쓰이는 단어
angry difficult necessary sudden (화난) (어려운) (필요한) (갑작스럽)	argument passengers patterns problem

11. broad 나는 이 단어를 알고 있다 () / 잘 모르겠다 ()

제시된 단어의 뜻을 나타내는 단어 (동의어)	제시된 단어와 자주 함께 쓰이는 단어
full moving quiet wide (가득 찬) (움직이는) (조용한) (넓은)	night river shoulders smile

12. conscious 나는 이 단어를 알고 있다 () / 잘 모르겠다 ()

제시된 단어의 뜻을 나타내는 단어 (동의어)	제시된 단어와 자주 함께 쓰이는 단어
awake healthy knowing laughing (깨어있는) (건강한) (알고 있는) (웃는)	face decision effort student

13. convenient 나는 이 단어를 알고 있다 () / 잘 모르겠다 ()

제시된 단어의 뜻을 나타내는 단어 (동의어)	제시된 단어와 자주 함께 쓰이는 단어
easy fresh near suitable (쉬운) (신선한) (가까운) (적절한)	experience sound time vegetable

14. dense 나는 이 단어를 알고 있다 () / 잘 모르겠다 ()

제시된 단어의 뜻을 나타내는 단어 (동의어)	제시된 단어와 자주 함께 쓰이는 단어
crowded hot noisy thick (붐비는) (뜨거운) (시끄러운) (두꺼운, 뽁뽁한)	forest handle smoke weather

15. curious 나는 이 단어를 알고 있다 () / 잘 모르겠다 ()

제시된 단어의 뜻을 나타내는 단어 (동의어)	제시된 단어와 자주 함께 쓰이는 단어
helpful (도움이 되는) interested (흥미를 지닌) missing (사라진) strange (이상한)	accident child computer steel

16. distinct 나는 이 단어를 알고 있다 () / 잘 모르겠다 ()

제시된 단어의 뜻을 나타내는 단어 (동의어)	제시된 단어와 자주 함께 쓰이는 단어
clear (분명한) famous (유명한) separate (분리된) true (사실의)	advantage meanings news parents

17. dull 나는 이 단어를 알고 있다 () / 잘 모르겠다 ()

제시된 단어의 뜻을 나타내는 단어 (동의어)	제시된 단어와 자주 함께 쓰이는 단어
cloudy (흐린, 탁한) loud (큰 소리의) nice (좋은) secret (비밀스런)	color knife place rock

18. direct 나는 이 단어를 알고 있다 () / 잘 모르겠다 ()

제시된 단어의 뜻을 나타내는 단어 (동의어)	제시된 단어와 자주 함께 쓰이는 단어
honest (정직한) main (주요한) straight (똑바른) wide (넓은)	fence flight heat river

19. favorable 나는 이 단어를 알고 있다 () / 잘 모르겠다 ()

제시된 단어의 뜻을 나타내는 단어 (동의어)	제시된 단어와 자주 함께 쓰이는 단어
helpful (도움이 되는) legal (합법적인) possible (가능한) positive (긍정적인)	habit response teacher weather

20. secure 나는 이 단어를 알고 있다 () / 잘 모르겠다 ()

제시된 단어의 뜻을 나타내는 단어 (동의어)	제시된 단어와 자주 함께 쓰이는 단어
confident (확신하는) enjoyable (즐거운) fixed (고정된) safe (안전한)	game job meal visitor

APPENDIX 5

<영어 학습 전반에 대한 질문>

1. 영어를 처음 시작한 시기는 언제입니까? 그 후로 꼭 영어공부를 해 왔나요? 중간에 공부하지 않은 시기가 혹시 있습니까?
2. 외국에 거주한 경험이 혹시 있습니까? 학원이나 학습지 등 사교육 경험이 있나요? 있다면 얼마나 있습니까?
3. 영어를 공부하는 것이 중요하다고 생각하나요?
4. 영어 학습에 즐겨 사용하는 매체는 무엇입니까? (e.x. 교과서, 잡지, tv, 영화 등)
5. 본인의 영어 실력에 대해 어떻게 생각하나요?

<영어 어휘 학습 전략 (VLS)에 관한 질문>

1. 영어 공부에 있어서 단어를 공부하는 것이 중요하다고 생각하나요?
2. 단어를 학습하는 데에 있어서 어떤 어려움이 있나요?
3. 단어를 학습할 때 가장 자주 사용하는 어휘학습방법(VLS)을 세 가지 말해주세요.
4. 가장 도움이 되는 어휘학습방법(VLS)은 무엇인가요?
5. 단어를 학습할 때 가장 덜 사용하는 어휘학습방법(VLS) 세 가지를 말해주세요.
6. 가장 도움이 되지 않는 어휘학습방법(VLS)은 무엇인가요?

국 문 초 록

본 연구는 한국 초등학생 영어 학습자들의 어휘학습전략을 변인별로 살펴보고, 어휘학습전략과 어휘력의 관계를 알아보기 위해 수행되었다. 이를 위해 어휘 수준, 연령, 성별, 사는 지역 등을 학습자 변인으로 설정하여 이에 따른 어휘 학습 전략을 살펴보았다. 더불어, 기존의 연구들에서 포괄적인 어휘력을 다루지 않았다는 것을 발견하고, 어휘력을 구성하는 두 개의 핵심 측면인 넓이와 깊이를 모두 고려하여 학습자들의 어휘력과 어휘학습전략간의 관계를 측정하였다.

대한민국 소재의 3개 초등학교에 재학중인 5, 6학년 272명의 학생들을 대상으로 실시된 본 연구에서, 학습자들은 어휘학습전략에 대한 설문지와 세 가지 어휘력 평가 - Vocabulary Test: 1,000 Word Level Test (VT), 500-level Productive Vocabulary Levels Test (500PVLТ), 그리고 Word Associates Test (WAT) - 에 참여하였다. 평가 이후에 21명의 학생들은 어휘학습전략에 대한 인터뷰에 참여하였다.

분석 결과는 다음과 같다. 첫째, 학습자들의 변인 중, 어휘 수준, 성별, 그리고 사는 지역이 어휘 학습 전략에 유의미한 영향을 미치는 것으로 드러났다. 구체적으로, 어휘 능력이 높을수록 전반적으로 더 많은 어휘학습전략을 사용하는 경향이 있었고, 남학생보다 여학생들의 전략 사용량이 모든 하위 전략에서 더 많았다. 또한, 농촌 지역에 사는 학생들보다 도시 지역의 학생들이 사회적 발견 전략을 제외한 어휘 학습 전략을 더 빈번하게 사용하였다.

둘째, 상관관계분석을 통해, 어휘 학습 전략의 6개 하위 전략 중, 어휘력의 깊이 및 넓이 측면과 가장 깊은 연관을 지닌 하위 전략은 결정적 발견 전략인 것으로 드러났다. 사회적 발견 전략의 경우, 어휘력의 넓이 측면과 부적 상관관계에 있는 것으로 밝혀졌다.

셋째, 인터뷰의 질적 분석 결과, 학습자들은 자신이 당면한 어휘 학습의 문제를 해결하기 위해 가장 적합한 전략을 선택하는 것으로 드러났다. 또한, 어휘력과 가장 상관이 높은 것으로 판명되었던 결정적 발견 전략에 대해 긍정적인 인식을 갖고 있었으며, 기존의 전략 분류 체계에 없었던 음절 분절화 전략(syllabification)이 발견되기도 하였다. 반면, 기피되는 어휘학습전략은 시간이나 인지적 부하가 많이 소요되는 전략들이었다. 일부 사회적 발견 전략도 같은 맥락에서 부정적으로 인식되었다.

본 연구는 한국의 초등학생 영어 학습자의 변인에 따라 제2언어 어휘 학습 전략에 차이가 있으며, 어휘학습전략은 어휘력의 깊이 및 넓이 측면과 모두 유의미한 상관관계가 있음을 밝혀내었다. 이는 어휘 학습 전략에 대한 교수, 학습이 어휘력의 양과 질을 향상시키는 데에 기여할 수 있음을 시사한다. 이에 따라 어휘학습전략에 관한 심화된 연구와 교육 현장에서의 어휘학습전략 교수를 통해 한국 초등학생 영어 학습자들의 어휘 능력을 향상시키는 데 도움을 줄 수 있을 것이다.

주요어: 제 2언어 어휘력, 어휘 학습 전략, 학습자 변인, 초등학생

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